

An Analysis of Experiences, Pressures, and Readiness among Filipino Transition from Youth to Adulthood

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ABSTRACT

The study explores the experiences, pressures, and readiness of Filipino youth transitioning into adulthood. Using a survey of 70 respondents aged 18 to 30, data were analyzed through descriptive statistics, correlations, and chi-square tests. Results show that most perceived themselves as adults between 18-21 years old, with key triggers such as financial independence (35.7%). Family support played a crucial role, with 60% reporting full support. Most identified emotional readiness as a significant barrier (50.0%), alongside job-seeking difficulties (25.7%). Societal pressure perceived as extremely high by approximately 74%. Regarding perceived readiness, most felt neutrally (37.1%) prepared for adult responsibilities, a significant low positive correlation found between age first felt adult and age of financial independence, ($p = 0.332$, $p = .005$) and a significant negative correlation ($p = -0.598$, $p < 0.001$) was observed between current readiness to adult roles and readiness compared to the past. Additionally, relationship status was associated with triggering events to adulthood ($\chi^2 = 21.30$, $p = 0.012$). Thus, findings demonstrate that Filipino transition to adulthood is influenced by social, cultural and personal factors beyond chronological age.

Keywords: Filipino Youth, Emerging Adulthood, Adolescents, Philippines, Young Adults

CHAPTER I

Introduction

Background of the Study

The transition from youth to adulthood is a critical developmental stage marked by complex experiences, evolving readiness, and the influence of societal pressures. This transitional phase encompasses not only physical and psychological maturation but also the negotiation of social roles and expectations, which vary significantly across cultures and contexts. Understanding how young individuals, particularly within specific cultural settings such as the Filipino community, navigate this passage is essential to support their successful integration into adult roles.

Scholarly research increasingly underscores the multifaceted nature of this transition. For example, transition to adulthood is associated with identity development and the achievement for adulthood markers, including role transitions, psychosocial maturity, and a subjective sense of adulthood [1]. Moreover,

pathways to adulthood are shaped by the interplay between individual agency and structural opportunities and constraints. It emphasized that family background, educational experiences, and labor-market conditions influence the opportunities available to young people as they navigate the transition to adulthood [2].

The Filipino youth's transition is particularly salient to analyze within the framework of both readiness and societal influence. When examined alongside on contemporary youth pathways, the traditional, linear trajectory from education directly to stable employment and financial independence becomes visibly inadequate for explaining the Philippine context [3]. In addition to them, modern youth transitions are no longer standardized by are instead highly individualized, prolonged, and market by structural insecurity. Reynolds argues that in the Philippines, the family is the single most vital social structure determining an individual's behavior, outlook, and role [4].

In addition, the variability in transition readiness among youth with differing health statuses or special needs accentuates the necessity to contextualize transition experiences. For instance, as increasing numbers of children with disabilities survive into

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adolescence and adulthood, those with chronic health problems face an increased risk of psychological difficulties and the challenge of transitioning to adult health services [5]. These considerations emphasize that readiness is not homogenous but mediated by individual capacities and systemic resources. Individual factors such as motivation, prior knowledge, and cognitive skills interact dynamically with external supports including instructional quality, access to learning materials, and institutional infrastructure. For instance, research in educational psychology highlights that learner readiness is enhanced when instructional approaches are tailored to students' developmental stages and when scaffolding is provided to bridge gaps in prior knowledge [6]. Similarly, research emphasized the importance of fostering equity and supporting community resilience by providing local health departments with processes and technical assistance to implement community-centered strategies [7].

Moreover, the readiness is a multidimensional construct that encompasses cognitive strategies, content knowledge, learning skills and techniques, and transition knowledge and skills. According to Conley, college and career readiness depends on the development and integration of these competencies, which enables students to successfully navigate academic and career transitions [8]. This perspective aligns with Bronfenbrenner's ecological systems theory, which posits that human development results from the interaction between an individual and the immediate settings in which they live, as well as the broader social contexts that influence those settings [9].

Despite growing academic interest, systematic empirical evidence on the specific experiences, pressures and readiness levels during the youth-to-adulthood transition in local Filipino communities remains limited. This study addresses this gap by analyzing primary survey data collected from 70 respondents to provide a structured, evidence-based portrait of how Filipinos in diverse age and demographic backgrounds navigate and experience this critical developmental transition

Statement of the Problem

This study investigates the transition from youth to adulthood among random Filipino respondents by examining the experiences, pressures and readiness associated with this developmental passage. This study sought answers to the following questions.

1. What is the demographic profile of the respondents in terms of sex, age, civil status, educational attainment, and employment status?
2. What is the perceived experiences to the transition from youth to adult such as age of perceived adulthood, triggering events, financial independence, family support, barriers to transition and change in perspective on adulthood?
3. What is the respondents' perceived readiness in terms of adult responsibilities and readiness compared before?
4. What is the respondents' perceived pressures such as societal pressure and importance of family formation?
5. Is there a statistically significant relationship selected experiences, pressures, and readiness variables related to the transition to adulthood?
6. Is there an association between demographic variables to triggering event to adulthood and barriers to transition?

Objectives of the Study

The general objective of this study is to investigate the transition from youth to adulthood among random Filipino respondents by examining the experiences, pressures and readiness associated with the developmental passage. The specific objectives are the following:

1. To describe the demographic profile of respondents in terms of sex, age, civil status, educational attainment, and employment status.
2. To identify the perceived experiences to the transition from youth to adult such as age of perceived adulthood, triggering events, financial independence, family support, readiness for adult responsibilities, barriers to transition and change in perspective on adulthood.
3. To assess the respondents' perceived readiness in terms of adult responsibilities and readiness compared before
4. To identify perceived pressures such as societal pressure and importance of family formation.
5. To determine significant relationship between selected experiences, pressures, and readiness variables related to the transition to adulthood.
6. To determine association between demographic variables to triggering events to adulthood and barriers to transition.

Significance of the Study

The findings of this study are significant as they provide insights into the experiences, pressures, and readiness associated with the transition from youth to adulthood. By examining these factors within the Philippine context, the study contributes to a deeper understanding of the challenges and opportunities encountered by Filipino individuals during this developmental stage. The findings may serve as a valuable resource for various stakeholders in the following:

Educators. The findings may help educators understand the challenges and expectations of emerging adults, enabling them to provide appropriate academic guidance and developmental support.

Guidance Counselors. The study can assist guidance counselors in developing effective counseling interventions and career guidance programs that address the unique needs of individuals transitioning into adulthood.

Policy Markers. The results may serve as a basis for the formulation of policies and programs that promote youth development and facilitate successful transitions into adulthood.

Mental Health Practitioners. The findings may help mental health practitioners design culturally responsive interventions that address the psychological pressures, barriers, and developmental concerns experienced by Filipino youth and emerging adults.

Researchers. The study contributes empirical evidence to the growing body of literature on the transition to adulthood within non-Western contexts. It may also serve as a reference for future studies exploring similar variables and populations.

Scope and Limitations of the Study

The study was conducted to investigate the transition from youth to adulthood among Filipino individuals aged 18 to 18 years old

by examining experiences, pressures, and readiness associated with this developmental passage. Specifically, the study explored experiences related to adulthood, including age first felt adult, triggering events, age of financial independence, family support during transition, barriers to transition and change in perspective on adulthood. The study also examined pressures associated with this developmental stage, such as perceived societal pressure and importance of family formation, as well as readiness in terms of adult responsibilities and perceived readiness compared to the past.

However, several limitations bounded the scope of this research. While a random sampling method was utilized nationwide to prevent selection bias, the final dataset comprises a small sample size of only 70 respondents. This limited number of participants may not fully capture the diverse experiences of the entire Filipino youth population, thereby restricting the broader generalizability of the findings. Additionally, the specific geographic locations such as specific regions, provinces, or cities of the respondents were not recorded during the survey distribution. Consequently, the study cannot account for regional demographic variations, urban-rural divides, or localized socioeconomic factors that might uniquely influence an individual's transition to adulthood.

Definition of Terms

Emerging Adulthood. Refers to the developmental stage between adolescence and full adulthood, typically characterized by identity exploration, increased independence, and the gradual assumption of adult role and responsibilities.

Experiences on Adulthood. These refer to the respondents' personal experiences associated with their transition from youth to adulthood, including the age at which they first felt like adult, triggering events related to this perception, financial independence, family support, barriers encountered, and changes in their perspectives on adulthood.

Pressures on Adulthood Transition. These refer to the societal and familial expectations perceived by respondents during their transition to adulthood, specifically perceived societal pressure and the importance they place on forming their own family.

Readiness for Adulthood. This refers to respondent's self-assessed preparedness to undertake adult responsibilities and their evaluation of their current readiness compared with their readiness in the past.

CHAPTER II

REVIEW OF RELATED LITERATURE, CONCEPTUAL FRAMEWORK, THEORETICAL FRAMEWORK

Review of Related Literature

The transition from youth to adulthood is a multidimensional and complex development process that involves changes in social roles, identity formation, economic independence, and personal responsibility. For Filipino youth in particular, this transition is shaped not only by universal developmental processes but also by deeply embedded cultural values, family dynamics, socioeconomic realities, and societal expectations unique to the Philippine context. This review synthesizes scholarly works on the key themes surrounding this research including the nature

and theories of youth-to-adulthood transitions, the experiences of young people during this stage, readiness for adulthood across its various dimensions, societal and cultural pressures, the role of family and peer relationships, mental health implications, and the Filipino contextual landscape.

The Life Course Perspective and Pathways to Adulthood

The life course perspective offers a foundational framework for understanding how individuals move through socially structured stages of development. Shanahan conducted an influential review organized around two major themes: the increasing variability in pathways to adult roles over historical time, and a heightened sensitivity to transition behaviors as developmental process [10]. It emphasized the interplay between individual agency and social structures in shaping biological life paths. This perspective highlights that the transition to adulthood is not a single uniform event but a complex sequence of role acquisitions and transformations including leaving school, entering the workforce, forming romantic relationships, and establishing independent households that vary significantly across individuals, cohorts, and societies.

Wyn and Dwyer further advanced this understanding by arguing that for the post-1970 generation, the very meaning of 'transition' has fundamentally changed [3]. Their review of international studies demonstrated a significant convergence of evidence pointing to the need for a more interactive research process that enables young people to articulate their own meanings and experiences of transitioning into adulthood. They argued that traditional linear models for transition from school to work from school to work, from dependence to independence, no longer adequately capture the complexity of young people's life patterns. This necessitates reexamining how adulthood itself is defined and what markers are considered significant in contemporary society.

Bruchmann & Kriesi, reviewing transition patterns in Europe, similarly observed that considerable heterogeneity exists across societies in institutional arrangements, cultural heritage, and economic life [11]. Although their analysis focused on European contexts, their theoretical propositions particularly regarding the interaction between micro-level agency and macro-level institutional factors are relevant to developing societies like the Philippines, where structural inequalities, regional disparities, and evolving cultural norms shape the possibilities available to young people.

Emerging Adulthood as a Developmental Stage

Arnett's theory of emerging adulthood, which defines the ages of approximately 18 to 29 as a distinct developmental period characterized by identity exploration, instability, self-focus, a sense of possibilities, and feeling in between adolescence and full adulthood, has generated substantial theoretical and empirical work. Reifman and Niehuis extended this framework to established adulthood (ages 30-45), proposing that the five features identified in emerging adulthood evolve in this later period into identity solidification, somewhat diminishing possibilities, a greater focus on others, continuing stress, and considering oneself an adult though not yet fully wise [12]. This expansion is relevant for understanding the trajectories of Filipino young adults who may delay certain markers of

adulthood, such as marriage or financial independence due to extended family obligations or limited economic opportunities.

Exploring these transitions from a psychological perspective, Khairatunnimah & Latipah described early adulthood as a stage of significant change, from dependence to independence in economic, psychological, and social domains [13]. They also highlighted the social isolation that often accompanies this period, noting that the demands of career-building, marriage, and community involvement paradoxically reduce social connectedness, a phenomenon they described as a competitive crisis. This resonates strongly with the Filipino youth experience, where the pressure to contribute economically to the family often comes into conflict with the developmental need for autonomy and personal identity.

Siregar et. al., a study from Indonesia where a culturally proximate society to the Philippines underscored that early adulthood is a period full of emotional tension, social isolation, and value changes [14]. They concluded that coaching and guidance are crucial during this stage, as many young adults feel uncertain about the direction of their lives when confronted simultaneously with personal, physical, and social challenges.

Comparative and Cross-National Perspectives on Youth Transitions

Chevalier provided a broad overview of youth transition approaches, emphasizing the importance of institutional arrangements in explaining cross-national diversity [15]. He noted that researchers from different disciplines rarely communicate across their frameworks, resulting in siloed understanding of a process that is inherently interdisciplinary. For the Philippines, understanding youth transitions requires engaging simultaneously with sociological frameworks of role acquisition, psychological theories of identity development, and cultural analysis of familism and collective responsibility.

Juárez and Gayet specifically addressed transitions to adulthood in developing countries, observing that high unemployment rates, health vulnerabilities, and shifting preferences about marriage and family formation interact within a framework of poverty to create diverse and often non-sequential life paths [16]. They noted that scholars are increasingly identifying multiple modalities of transitioning to adulthood within the same society, reflecting a widening gap between normative expectation and actual life experiences.

Adolescent Psychosocial Development and Identity Formation

Meeus conducted a comprehensive review of longitudinal research on adolescent maturation across multiple development domains; heterogeneous continuity of personal relationships; the coexistence of adaptive and maladaptive outcomes over time; parental value transmission; psychopathology's erosion of relationships; prevention of independence by psychopathology; counterproductive effects of excessive parental interference; and mood variability as a mechanism maintaining psychological difficulties [17]. These findings underscore the psychosocial development of young people is a dynamic, multidimensional process influenced as much by relational contexts as by individual factors.

Emotional development is a central feature of the transitional period. Bailen, et. al. reviewed literature on four dimensions of emotion during adolescence, the frequency, intensity, instability, and clarity, and found that adolescents experience greater emotional intensity and instability compared to adults, with gender and puberty playing moderating roles [18]. These emotional characteristics have direct implications for how Filipino youth navigate high-stakes decisions about education, relationships, and career during the transition to adulthood, often under significant family and societal pressure.

Social Relationships, Family, and Peer Influence

Social Relationships serve as critical scaffolding for young people during the transition to adulthood. Conger & Little reviewed literature on sibling relationships during this period and found that these relationships undergo significant transformations as individuals establish adult roles and orient themselves toward friends, romantic partners, and independence from parents [19]. Importantly, family and cultural contexts strongly mediate how sibling relationships influence and are influenced by the transition.

Peer influence, which intensifies during adolescence, continues to shape attitudes and behaviors as young people move into adulthood. Laursen & Veenstra advanced the Influence-Compatibility Model, demonstrating that peer influence functions to increase similarities among affiliates, thus smoothing the establishment of friendships and integration into peer groups [20]. They described early adolescence as a period of special vulnerability to peer influence, with pressures toward conformity that can facilitate both adaptive social integration and maladaptive risk-taking. For Filipino youth, peer dynamics intersect with the cultural value of pakikisama (group harmony), which can intensify the psychological weight of peer expectations.

Roling et al. examined the long-term consequences of early caregiving experiences on the transition to adulthood and found both positive and negative effects [21]. Former young carers often assumed adult roles prematurely, leading to feelings of being overwhelmed and emotionally unsupported. However, many also developed exceptional social skills and felt practically prepared for adult responsibilities. In Filipino families, where the eldest child frequently assumes caretaking roles for younger siblings or even for aging grandparents, this literature provides important insights into the developmental trade-offs embedded in cultural practices of collective family responsibility.

Readiness for Adulthood: Dimensions and Determinants Career and Vocational Readiness

Career preparedness is a multidimensional construct encompassing diverse attitudes, knowledge and competencies, and behaviors required for successful vocational functioning. Marciniak et al. conducted a comprehensive review identifying major components of career preparedness including career maturity, adaptability, readiness, and preparedness and reviewed their predictors and outcomes [22]. They noted that the existing body of research is fragmented due to inconsistent conceptualizations and measurements, complicating efforts to design targeted interventions. For Filipino youth, career

readiness is further complicated by the limited alignment between educational curricula and labor market demands, particularly in sectors experiencing rapid digital transformation.

Lövdén et al. demonstrated that higher educational attainment positively impacts cognitive functioning throughout adulthood, although its buffering effect against age-related cognitive decline is minimal [23]. The implication is that education in the formative years contributes to the cognitive capital young adults draw on when making career decisions, adapting to workplace demands, and navigating the complexity of adult responsibilities. In the Philippines, disparities in educational quality across urban and rural settings mean that not all young people enter adulthood with equivalent cognitive resources, amplifying existing social inequalities.

Social and Relational Readiness

Social readiness encompasses the capacity to form and maintain meaningful relationships, navigate conflict, contribute to community life, and fulfill social roles and obligations. Sapiro & Ward specifically examined the relational experiences of marginalized youth, arguing that the ability to form connections with others is an equally significant marker of adult maturity alongside economic self-sufficiency [24]. They found that experiences of trauma and marginalization heighten risk for mental health difficulties, which in turn poses challenges for interpersonal relationships. Empathic connection with others was identified as a crucial resource for marginalized youth one that facilitates both mental health recovery and successful social integration.

Walther analyzed how different 'transition regimes', the institutional and cultural contexts shaping young people's pathways to adulthood differentially affect biographical experiences and decision-making [25]. In collectivist societies like the Philippines, where social roles and obligations are deeply structured by family and community expectations, the concept of individual agency in social readiness must be examined against the backdrop of relational duties that young adults are expected to fulfill. Social readiness, in this context, may mean not simply forming one's own social network but skillfully navigating existing relational webs of obligation and reciprocity.

Social Determinants of Adolescent and Young Adult Health

Viner et al. conducted a landmark review in *The Lancet* demonstrating that adolescent health is powerfully shaped by structural factors including national wealth, income inequality, access to education, and the quality of family and school environments [26]. They argued convincingly that individual behavior cannot be understood apart from the social structures that constrain or enable it. For Filipino youth, who navigate a society characterized by significant income inequality, uneven access to quality education, and differential exposure to health risks based on geographic and economic location, these structural determinants profoundly shape both the experience and readiness for adulthood.

Braveman et. al. advanced a similar argument regarding the social determinants of health more broadly, emphasizing that upstream factors including economic resources, education, and racial or ethnic discrimination fundamentally shape downstream

health behaviors and outcomes [27]. They called for research that measures social factors better, monitors their relationship to health relative to policies, and examines their effects across lifetimes and generations. This multi-level analytical framework is essential for understanding how societal pressures accumulate across the life course to shape the health and well-being of Filipino young adults.

Gender Dynamics and Societal Pressures

Gender significantly shapes the experience of societal pressures during the youth-to-adulthood transition. Keyes & Platt reviewed evidence showing a dramatic increase in internalizing conditions including depression, anxiety, and suicidal ideation among adolescents globally, with the steepest increases in female adolescents [28]. They linked these trends to multiple intersecting factors, including social media exposure, shifting gender norms, and broader socioeconomic changes. In the Philippine context, young women face particular pressures related to educational performance, bodily appearance, marital prospects, and reproductive expectations, all of which intensify during the transition to adulthood.

Merino et al. reviewed the impact of social media and cultural norms on body image satisfaction and psychological well-being, finding that cultural norms and gender expectations play significant roles in shaping varying degrees of body dissatisfaction. Social comparison, fueled by social media exposure to idealized images, was identified as a key mechanism through which societal pressures translate into psychological distress [29]. For Filipino young women navigating standards of beauty inflected by both local and globally circulated ideals, body image pressures represent a significant dimension of the societal demands they face during the transition to adulthood.

Choukas-Bradley et al. proposed a developmental-sociocultural framework arguing that social media intersects with adolescent developmental factors and sociocultural gender socialization to create heightened body image concerns, particularly among girls [30]. These concerns, in turn, may mediate associations between social media use and mental health outcomes including depressive symptoms and disordered eating. This framework highlights how societal pressures are increasingly transmitted and amplified through digital technologies, reshaping the landscape of challenges young Filipinos face during the transition to adulthood.

Economic Pressures and the NEET Phenomenon

A significant dimension of societal pressure during the youth-to-adulthood transition involves the expectation to achieve economic independence and productivity. Simões et al. focused specifically on young people who are Not in Education, Employment, or Training (NEET), a particularly vulnerable group whose experiences remain understudied, especially in rural settings [31]. Their bibliometric review found that health and employment issues dominate scholarly attention, reflecting a youth-at-risk framing that, while important, may obscure the structural causes of NEET status. For Filipino youth, particularly those in rural provinces or from low-income urban households, the NEET condition often reflects not individual failure but systemic barriers to educational and economic participation. Robertson et. al. introduced the concept of 'mobile transitions' to capture how geographic mobility has become both a marker

and a maker of youth transitions in many global contexts [32]. Their framework emphasizes the spatio-temporal complexity of youth mobility experiences across economic, social, and civic domains. In the Philippines, the phenomenon of youth migration both internal, from rural provinces to urban centers, and international, through labor migration represents a distinct form of transition that intersects family obligations, economic necessity, and personal aspirations for adulthood.

The Role of Family in Adolescent Development

Masarik & Conger reviewed the Family Stress Model, demonstrating that family stress influences children's and adolescents' development across physical, social-emotional, and cognitive domains [33]. Their review traced the model's evolution through new pathways and diverse family settings, finding consistent evidence that economic pressure on family's cascades through parenting behaviors to affect young people's developmental outcomes. In Philippine families, where economic hardship is widespread and remittance-dependent household structures are common, family stress plays a particularly prominent role in shaping the developmental contexts of young people.

The transition to adulthood is also deeply embedded in family relational structures. Lee & Berrick developed a theoretical framework for understanding how youth aging out of care a population exposed to extreme family disruption experience stability and success in adulthood despite significant adversity [34]. Their framework highlighted the importance of stable relational anchors even for those without traditional family support. For Filipino youth in intact but highly stressed families, the quality of family relationships — not merely their presence — is what determines the degree of support available during the transition.

Education as a Pathway and Pressure

Education occupies a central place in the transition to adulthood, functioning simultaneously as a pathway to opportunity and a source of significant pressure. Lövdén et al. demonstrated that educational attainment is consistently associated with better

cognitive functioning throughout adulthood [23]. For Filipino youth, education particularly tertiary education is often viewed as both a personal aspiration and a family investment, creating high-stakes expectations around academic performance that can generate anxiety and psychological distress alongside motivation and ambition.

Abdalla & Moussa reviewed the literature on Culturally Responsive Teaching, arguing that educational practices must honor and affirm students' diverse cultural backgrounds, experiences, and perspectives [35]. For Filipino students from diverse regional, linguistic, and socioeconomic backgrounds, culturally responsive pedagogies may significantly affect their engagement with education and their readiness for the adult roles that educational credentials are expected to open. Educational institutions that fail to account for cultural diversity risk alienating students whose identities and experiences are not reflected in dominant educational frameworks.

The Filipino Cultural Context and Unique Dimensions

The Filipino cultural context introduces several dimensions that are not fully captured by Western developmental frameworks. Filipino cultural values including utang na loob (debt of gratitude), hiya (shame), pakikisama (social harmony), and kapwa (shared identity) create a relational ethics that profoundly shapes how young Filipinos conceptualize their roles and responsibilities as they transition to adulthood. These values can serve as sources of both strength and constraint: they generate strong social support networks and a sense of shared humanity, but they can also inhibit individual autonomy, honest communication about difficulties, and the seeking of professional mental health support.

The present study addresses gaps by examining the experiences, readiness, and societal pressures of Filipino youth as they navigate the transition to adulthood. By drawing on both international frameworks and culturally contextualized analysis, this research aims to contribute nuanced, empirically grounded insights that can inform both scholarly understanding and practical policy and programmatic responses to the needs of Filipino young adults.

Conceptual Framework

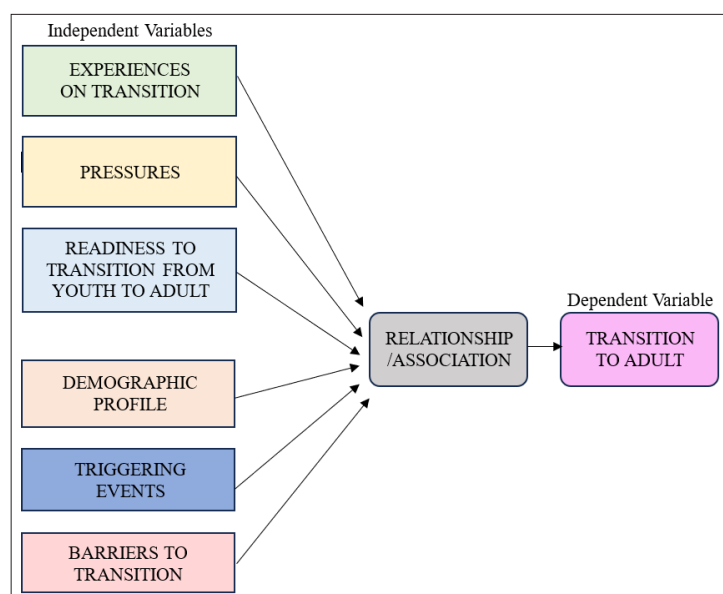


Figure 1: Conceptual Framework of the Study

Figure 1 presents the conceptual framework of the study, illustrating the factors associated with the transition from youth to adulthood among Filipinos. The framework posits that individual's experiences during the transition, the pressures they perceive, and their readiness contribute to understanding the process of becoming adult. Experiences on adulthood include age first felt adult, financial independence, family support, barriers to transition, and changes in perspectives on adulthood. Pressures encompass perceived societal pressure and the importance placed on family formation, while readiness pertains to respondents' preparedness for adult responsibilities and their perceived readiness compared with the past. It also identifies association between demographic profile to triggering events and barriers to transition.

Theoretical Framework

This study is anchored on Arnett's Theory of Emerging Adulthood, which described the period between adolescence and full adulthood as a distinct developmental stage characterized by

identity exploration, instability, self-focus, feeling in-between, and optimism about future responsibilities [36]. According to Arnett, individuals aged 18-29 experience varying pathways toward adulthood, often marked by changes in educational attainment, employment, relationships, and financial independence. This theory provides a useful framework for understanding the experiences, perceived pressures, and readiness of Filipino youth as they navigate the transition to adulthood.

This study is further supported by Elder's Life Course Perspective, which emphasizes that individuals development is shaped by social context, historical circumstances, and the timing of life events [37]. The transition to adulthood is influenced not only by personal choices but also by family support, societal expectations, and barriers encountered throughout the development process. These theoretical perspectives collectively explain how demographic factors, life experiences, perceived pressures, and readiness interact in shaping the transition from youth to adulthood among Filipinos.

CHAPTER III METHODOLOGY

Locale of the Study



Figure 3: Locale of the Study

The locale of this study is non-site-specific and is bound conceptually within the digital environment or online space in the Philippines. Because the study utilized a random sampling approach without restricting population to a specific municipality, city, or region, the geographic location of the respondents was not collected to maintain participant privacy and focus strictly on demographic eligibility.

Data collection was deployed through online platforms, rendering the survey accessible to any qualified participant in the country. A total of 70 random respondents successfully participated in the study. This centralized, digital locale was chosen to maximize each within a specific target population, allowing the researchers to gather diverse perspectives on the transition from younger to adulthood despite the compact sample size.

Research Design

This study employs a quantitative descriptive-correlational research design. Descriptive correlational research design is used to uncover relationships between variables without manipulating them. In this method, researchers can observe and analyze how two or more characteristics interact in their natural settings [38]. The descriptive component characterizes the demographic profile, experiences on the transition, pressures and readiness of the respondents through frequency distributions and percentages. The inferential component examines whether

significant relationship between selected experiences, pressures and readiness variables. In addition, association of categorical variables were also tested including demographic variables to triggering events to the transition to adult and barriers on transition from youth to adulthood.

Participants and Sampling

The study utilized a purposive sampling approach. Purposive sampling refers to a group of non-probability sampling techniques in which units are selected because they have characteristics that you need in your sample. In other words, units are selected “on purpose” in purposive sampling. This sampling allowed researchers to select participants which provided relevant data aligned with the research objectives. [39]. A total of 70 respondents participated in the survey, drawn from a Filipino-speaking community. All respondents completed the “Pananaliksik (Research Survey) questionnaire in Filipino. The sample consisted predominantly of females (74.3%), with males comprising 25.7% of respondents. Ethical inclusion criteria required participants to be at least in the range of below 18, 18-24 and 25-30 years old, confidentiality and anonymity were maintained throughout data collection.

Researchers selected respondents based on the utilized purposive sampling. The table below shows the various criteria for purposive sampling.

Table 1: Criteria for purposive sampling

Criteria For Purposive Sampling	Description
Filipino individuals aged 18 to 30 years old	Researchers selected participants within this range of 18 to 30 years because this period is commonly associated with emerging adulthood and the transition from youth to adulthood. Individuals within this range age bracket are expected to have experiences relevant to the study objectives.
Individuals of Filipino ethnicity (both parents are Filipino)	Researchers included participants who identify as Filipino and have Filipino percentage to ensure that the findings reflect experiences shaped by the Filipino cultural and social context regarding the transition to adulthood.
Willingness to participate in the study	Researchers recruited only those who voluntarily agreed to participate and provided informed consent, ensuring adherence to ethical study standards.

Research Instrument

Data were gathered using a structured 15-item survey questionnaire in Filipino (Pananaliksik). Survey questionnaire was adopted through an original study for replication of the findings. The instrument was divided into three thematic sections. Section 1 is the demographic profile including sex, age group, civil status, highest educational attainment, and primary source of income/livelihood. On the other hand, Section 2 covers the respondents' experiences related to adulthood which include the age at which they first perceived themselves as adults, the triggering events that contributed to this perception, the age at which they achieved or expect to achieve financial independence, the level of family support received during the transition, the barriers encountered in the transition to adulthood, and changes in their perspective on adulthood over time. Section 3 focuses on respondents' readiness for adulthood, specifically self-assessed readiness to undertake adult responsibilities and their perceived readiness for adulthood compared before. Lastly, section 4 examines the pressures associated with the transition to adulthood, including perceived

societal pressure and the importance respondents place of family formation.

Data Collection

The structured survey questionnaire was used as a study instrument to gather the 70 respondents using convenience sampling. Structured or close-ended questions are meant to save the respondents time and get definite answers. Data was collected from January 19, 2025 to February 5, 2025. The questionnaire uses both Likert-type ordinal for some experiences to transition. Multiple choice categorical responses were used for demographics and other experiences to transition. The purpose of this data collection is to gain diverse perspective into the transition from youth to adulthood among Filipinos who participated the survey.

Data Analysis Procedure

All data were processed and analyzed using JAMovi version 2.7.31 and the following analytical procedure were applied: For descriptive analysis, frequency distributions and percentages

was used for demographic profile, experiences of transition from youth to adult, pressures and readiness to the transition from youth to adulthood. To determine the appropriate framework for inferential testing, data distributions were evaluated for normality using the Shapiro-Wilk test.

For correlation analysis, variables were coded in ordinal nature. A parametric Pearson's r was retained if normality was met (Shapiro-Wilk $p > .05$), but was rejected in favor of the non-parametric Spearman's rank order correlation if the assumption was violated. Since all selected experiences, pressures and readiness variables in this study violated the assumptions ($p < .001$), an alternative non-parametric spearman rank correlation test is utilized. Chi-square test of independence was also used to determine association between categorical variables such as demographic variables to triggering event on the transition to adulthood and barriers to transition. The significance level was set at $\alpha = .05$ for all hypothesis tests.

CHAPTER IV RESULTS AND DISCUSSIONS

This chapter will present the results and discussions, interpretations based on the collected data. The indicators used in using the appropriate tests are the variable used, type of data and the objectives. For descriptive analysis, frequency distributions and percentages was used for demographic profile, experiences of transition from youth to adult, pressures and readiness to the transition from youth to adulthood. To determine the appropriate framework for inferential testing, data distributions were evaluated for normality using the Shapiro-Wilk test. Selected experiences, pressures and readiness to the transition to adulthood were tested using Spearman's rank order correlation. Chi-square test of independence was also used to determine association between categorical variables such as demographic variables to triggering event on the transition to adulthood and barriers to transition.

Demographic Profile of the Respondents

Table 2: Demographic profile of the respondents

Characteristics	Frequency (F)	Percentages (%)
Sex		
Babae (Female)	52	74.3%
Lalaki (Male)	18	25.7%
Age Group		
Below 18	3	4.3%
18-24	63	90.0%
25-30	4	5.7%
Relationship Status		
Single	49	70.0%
Married	7	10.0%
In a relationship	13	18.6%
Divorced/Widowed	1	1.4%
Education		
Highschool Undergraduate	3	4.3%

Highschool Graduate	10	14.3%
College Undergraduate	48	68.6%
College Graduate	7	10.0%
Graduate (MA/PhD)	2	2.9%
Employment Status		
Student	51	72.9%
Unemployed	9	12.9%
Entrepreneur/Self-employed	1	1.4%
Part-time employee	4	5.7%
Regular employee	5	7.1%

The demographic profile of the respondents in Table 2 revealed that the majority were female, comprising 52 respondents (74.3%), while males accounted for only 18 respondents (25.7%). This indicates that female participants were more represented in this study, providing a broader perspective on experiences related to the transition from youth to adulthood among Filipino women. In terms of age, most respondents belonged to the 18-24 years of age, with 63 individuals (90.0%). Individuals within this range are often engaged in exploring educational, occupational, and relationship pathways before making long-term commitments. The predominance of respondents within this age group suggests that emerging adulthood is proposed as a new conception of development for the period from the late teens through the twenties, with a focus on age of 18-25 [36]. This was followed by those 15-20 years old with 4 respondents (5.7%) and below 18 years old with 3 respondents (4.3%).

Regarding civil status, the majority of the respondents were single, with 49 respondents (70.0%), followed by those in a relationship at 13 (18.6%), married with 7 respondents (10.0%). Key motivations for postponing marriage, including financial independence, educational attainment, emotional maturity, and personal growth [40]. Only one respondent (1.4%) was divorced or widowed. With respect to educational attainment, most respondents were college undergraduates, with 48 individuals (68.6%). This was followed by high school graduates ($n = 10$, 14.3%), college graduates ($n = 7$, 10.0%), high school undergraduates ($n = 3$, 4.3%), and those pursuing or completing graduate studies ($n = 2$, 2.9%). Only 3.6% reported not finishing high school. Shek et. al. states that nowadays, teenagers are expected to pursue postsecondary education in order to equip themselves with professional knowledge in order to gain a decent job as the rapidly changing economy has posed additional demands on new generations, young people have come to spend more time exploring their career opportunities [41].

In terms of employment status, the majority respondents were students, comprising 51 individuals (72.9%). Unemployed represented 9 or 12.9% of the sample, while 5 or 7.1% are regular employees, 4 or 5.7% engaged in part-time or temporary work, and 1 or 1.4% were entrepreneur/self-employed. These findings support the notion that most respondents were still navigating the transitional period between dependence and full adult responsibility. Emerging adulthood arose partly from rising college enrollment and more time spent in education before stable work, married, or parenthood [42].

Perceived Experiences to the Transition from Youth to Adult Including Perceived Adulthood, Triggering Events, Financial Independence, Family Support, Barriers to Transition and Change in Perspective on Adulthood

Table 3: Perceived experiences variables

Variables	Frequency (F)	Percentages (%)
Age of Perceived Adulthood		
< 18	14	20.0%
18-21	48	68.6%
22-25	7	10.0%
> 25	1	1.4%
Triggering Events to Transition		
Attaining Financial Independence	25	35.7%
Starting Full-Time Employment	17	24.3%
Leaving Parental Home	21	30.0%
Marriage/Long-Term Relationship	7	10.0%
Age Achieved Financial Independence		
< 18	8	11.4%
18-21	27	38.6%
22-25	10	14.3%
> 25	2	2.9%
Not yet financially independent	23	32.9%
Family Support During Transition		
Not supported	3	4.3%
Moderately	15	12.4%
Neutral	10	14.3%
Fully supported	42	60.0%
Barriers to Adulthood Transition		
Emotional Readiness	35	50.0%
Starting own Family	2	2.9%
Job-Seeking Difficulties	18	25.7%
Financial Insufficiency	15	21.4%
Change in Perspective on Adulthood		
No change	2	2.9%
Neutral	11	15.7%
Major change	57	81.4%

Table 3 presents the respondents' perceived experiences regarding their transition to adulthood. Findings revealed that the majority of respondents first perceived themselves as adults between the ages of 18-21 years old, with 48 respondents (68.6%). This was followed by respondents who first felt like adults before the age of 18 ($n = 14$, 20.0%), those aged 22-25 years old ($n = 7$, 10.0%), and those above 25 years old ($n = 1$, 1.4%). These findings suggest that most respondents associate adulthood with the period commonly referred to as emerging adulthood. However, it is not a single universal age (like 18-21) when people first perceived themselves as adult. Instead, many

in that range feel "in between", and the timing varies widely by culture, life circumstances, and how quickly adult roles and responsibilities are assumed. For instance, a study in U. S. by Arnett & Mitra that the theory of emerging adulthood are common features of 18-25 age period in the United States [43]. Majority of emerging adulthood agreed that their current time of life is characterized by identity explorations ("finding out who really I am"), self-focus ("focusing on myself"), instability ("full of possible"), and possibilities/optimism ("anything is possible"). Half the emerging adults also reported feeling in-between responding "in some ways yes, in some ways no" to the question "Do you feel that you have reached the adulthood?". Also, they view this time of life as a period of freedom and as a time that "fun and exciting". On the other hand, in some cases, traumatic events led some to early identification with adult status or disrupted their identification with adulthood [44].

In addition, when asked about the triggering event that made them feel like adults, the largest proportion of respondents identified attaining financial independence ($n = 25$, 35.7%) as the primary trigger. This was followed by leaving parental home ($n = 21$, 30.0%) and starting full-time employment ($n = 17$, 24.3%). Marriage or entering a long-term relationship was reported least frequently ($n = 7$, 10.0%). According to Xiao et. al., young feel adult when they attain economic factors including young adults' income, assets, work status and educational attainment which were positively associated with financial independence [45]. On age at which respondents achieved financial independence, the largest proportion reported attaining it between the ages of 18-21 years old, with 27 respondents (38.6%). This was followed by respondents who had not yet achieved financial independence ($n = 23$, 32.9%), those who became financially independent between ages 22-25 ($n = 10$, 14.3%), below age 18 ($n = 8$, 11.4%), and above age 25 ($n = 2$, 2.9%). This means that while financial independence is considered a significant marker of adulthood, a substantial proportion of young adults continue to rely on family or external support during their transition to adulthood. This is consistent with the study of Walczak emphasizing that on a sample of young adults from 18-29 years old, the most frequently described criteria of adulthood are related to responsibility and independence (decisive, financial, and residential) [46].

Furthermore, with regards to family support during the transition to adulthood, the majority of respondents reported being fully supported by their family ($n = 42$, 60.0%). This was followed by those who reported moderate support ($n = 15$, 21.4%), neutral responses ($n = 10$, 14.3%). For instance, a study of Park et. al. states that family support consistently buffers against mental distress throughout adolescence which help them through their transition from youth to adulthood [47]. Also, in collectivist cultures such as the Philippines, family support often extends beyond adolescence and serves as an important resource during emerging adulthood. Moreover, findings of barriers to transition to adulthood, identified emotional readiness as the most common challenge, reported by 35 respondents (50.0%). This was followed by job-seeking difficulties ($n = 18$, 25.7%) and financial insufficiency ($n = 15$, 21.4%). Only a small proportion of respondents identified starting their own family as a barrier ($n = 2$, 2.9%). These findings indicate that psychological preparedness is perceived as a greater obstacle

to adulthood than traditional family-related concerns. The predominance of emotional readiness suggests that respondents recognize adulthood as more than the achievement of external milestones. Instead, they perceive adulthood as requiring psychological maturity, emotional regulations, and confidence in handling responsibilities. Study state that understanding of the value of emerging adults' mental health as they encounter social, emotional, psychological, and physical challenges during the transition from youth to adulthood. Specifically, women are more "other-oriented"—frequently thinking about the perspectives and needs of other—and are acknowledged as the main caregivers for children, thus emotional readiness are more significant for them [48].

Finally, respondents were asked whether their perspective on adulthood has changed compared to their earlier views. The majority reported experiencing a major change in perspective ($n = 57, 81.4\%$), while 11 respondents (15.7%) reported a neutral response and only 2 respondents (2.9%) indicated no change. This means that the transition to adulthood is often accompanied by significant shifts in attitudes, expectations, and understanding of adult life. For example, on a study of Wright & Von Stumm on attitudes of transitioning, it was found that most participants felt adult and has positive attitudes toward adulthood [49]. They defined through psychological characteristics, for example "Accepting responsibility for the consequences of my actions" (endorsed by 80% of the sample), rather than by socio-demographic milestones which were endorsed by only 22–40% of participants.

Perceived Readiness in Terms of Adult Responsibilities and Readiness Compared Before

Table 4: Perceived readiness in terms of adult responsibilities and readiness compared before

Variables	Frequency (F)	Percentages (%)
Readiness for Adult Responsibilities		
Fully Ready	11	15.7%
Moderately Ready	19	27.1%
Neutral	26	37.1%
Not Ready	14	20.0%
Readiness of Transition Compared Before		
Less Ready	0	0%
Same	5	7.1%
Neutrally Ready	33	47.1%
More Ready	32	45.7%

Table 4 presents the respondents' perceived readiness for adult responsibilities and their readiness for adulthood compared before. Results show that majority reported being neutral on their readiness for adult responsibilities ($n = 26, 37.1\%$). This was followed by those who considered themselves moderately ready ($n = 19, 27.1\%$), not ready ($n = 14, 20.0\%$), and fully ready ($n = 11, 15.7\%$). This also means that many respondents are still in the process of adjusting to the demands and responsibilities associated with adulthood. This might because of emerging adulthood, a greater opportunity for choice and exploration but also greater challenges with greater educational and social role requirements [50].

On the other hand, readiness for adulthood compared before states that nearly half the respondents reported feeling neutrally ready ($n = 33, 47.1\%$), while 32 respondents (45.7%) indicated that they felt more ready than before. Only 5 respondents (7.1%) reported feeling the same level of readiness and none reported feeling less ready. This means that respondents generally perceive progress in their readiness for adulthood over time but not yet or fully ready with transition. For instance, study of Mbalinda et. al. found that perceived readiness to transition care among young adults was low as some acquired a tertiary education, having visited an adult clinic to prepare for transition being satisfied with the transition process in general [51]. A series of individual, social and health system and services factors may determine successful transition readiness among adolescents.

Perceived Pressures Such as Societal Pressure and Importance of Family Formation

Table 5: Perceived pressures such as societal pressure and importance of family formation

Variables	Frequency (F)	Percentages (%)
Perceived Societal Pressures		
Extremely High	27	38.6%
High Pressure	25	35.7%
Moderate Pressure	15	21.4%
Low Pressure	2	2.9%
No Pressure at all	1	1.4%
Importance of Family Formation		
Very Important	38	54.3%
Somewhat Important	17	24.3%
Not Very Important	8	11.4%
Not Important	7	10.0%

Table 5 presents the respondents' perceived societal pressure regarding the transition to adulthood and the importance of family formation. Results indicate that a substantial proportion of respondents experiences high levels of societal pressure. Specifically, 27 respondents (38.6%) reported experiencing extremely high societal pressure, while 25 respondents (35.7%) reported high pressure. In contrast, 15 respondents (21.4%) reported moderate pressure, and only a small proportion reported low pressure ($n = 2, 2.9\%$). These means that societal expectations play a significant role in shaping how Filipino youth perceive their transition into adulthood. For instance, Filipino youth are socialized to prioritize familial responsibilities over personal goals, and to do so framed as utang na loob (indebtedness), or hiya (shame) according to [52]. In addition, most Filipino adults are not fully prepared to meet their filial obligations towards their aging parents and assume financial responsibilities on caring for them [53]. As a results, young people may feel compelled to meet these expectations within socially accepted timelines.

Moreover, the importance of having their own family in the future, more than half of the respondents considered it very important ($n = 38, 54.3\%$), while 17 respondents (24.3%) viewed it as somewhat important. In contrast, only 8 respondents (11.4%) considered family formation not very important, and 7 respondents (10.0%) regarded it as not important. This reflects

the Filipino family that considered as high valuable social institution in the Philippines. According to Gata, families in the Philippine uphold the principle of seniority in assigning authority with kinship groups which urges to form family in the future [54]. Kinship system is established through blood ties, marriage and rituals.

Assessing Relationship Between Selected Experiences, Pressures, and Readiness Variables Related to the Transition to Adulthood

Table 6: Relationship between selected experiences, pressures, and readiness variables

Variables		Rho (ρ)	P-value
Age First Felt Adult	Age of Financial Independence	0.332*	0.005
	Family Support During Transition	0.097	0.425
	Importance of Family Formation	0.054	0.656
	Readiness for Adult Responsibilities	0.154	0.202
	Perceived Societal Pressure	0.044	0.720
	Change in Perspective on Adulthood	0.002	0.989
	Readiness Compared Before	-0.220	0.067
Age of Financial Independence	Family Support During Transition	-0.064	0.600
	Importance of Family Formation	-0.078	0.522
	Readiness for Adult Responsibilities	-0.059	0.629
	Perceived Societal Pressure	-0.032	0.794
	Change in Perspective on Adulthood	-0.012	0.923
	Readiness Compared Before	0.067	0.582
Family Support During Transition	Importance of Family Formation	0.142	0.241
	Readiness for Adult Responsibilities	0.047	0.697
	Perceived Societal Pressure	-0.026	0.832
	Change in Perspective on Adulthood	0.129	0.286
	Readiness Compared Before	-0.032	0.793
Importance of Family Formation	Readiness for Adult Responsibilities	-0.208	0.084
	Perceived Societal Pressure	0.194	0.108
	Change in Perspective on Adulthood	0.230	0.055
	Readiness Compared Before	0.226	0.059
Readiness for Adult Responsibilities	Perceived Societal Pressure	-0.117	0.337
	Change in Perspective on Adulthood	-0.107	0.380
	Readiness to Adult Compared Before	-0.598***	< .001
Perceived Societal Pressure	Change in Perspective on Adulthood	0.138	0.253
	Readiness Compared Before	0.034	0.781
Change in Perspective on Adulthood	Readiness Compared Before	0.061	0.616

Legend. * $p < .05$ Significant, ** $p < .01$ Significant, *** $p < .001$ Highly significant; ($\pm$)0-0.30 = little if any, ($\pm$)0.30-0.50 low positive, ($\pm$)0.50-0.70 moderate, ($\pm$)0.70-0.90 high, ($\pm$)0.90-1.00 very high.

Table 6 presents the Spearman's rank-order correlation analysis assessing the relationships among selected indicators (experiences, pressures, readiness) of the transition to adulthood. Results revealed that there is a statistically significant low positive correlation found between age first felt adult and age of financial independence, ($\rho = 0.332$, $p = .005$). This means that respondents achieved financial independence later tended to also feel like an adult later. Since the p-value is less than the 5% level of significance, the null hypothesis of no relationship is rejected, indicating that the observed association is unlikely occurred by chance. In addition, the correlation may not be perfect because life is complicated, some people feel adult early despite financial independence possibly due to trauma, caregiving responsibilities, or personality. However, findings indicates that financial independence serves as an importance marker in the perception of adulthood among Filipino youth and emerging adults. Study of Serido et. al. states empirical directional evidence of financial identity as a predictor of adult status [55]. Findings show, that, over time, individuals commit more strongly to a certain financial identity, which may turn in turn factors significantly in the process of achieving adult self-sufficiency. As such, individuals tend to acquire more financial understanding and skill as they mature.

Conversely, no significant relationship was found between age of perceived adulthood and family support during transition ($\rho = 0.097$, $p = .425$), importance of family formation ($\rho = 0.054$, $p = .656$), readiness for adult responsibilities ($\rho = 0.154$, $p = .202$),

perceived societal pressure ($\rho = 0.044$, $p = .720$), change in perspective on adulthood ($\rho = 0.002$, $p = .989$), and readiness on adulthood compared before ($\rho = -0.220$, $p = .067$) indicating that respondents perception on age does not significantly associated with these factors. Similarly, age of financial independence was not significantly related to family support during transition ($\rho = -0.064$, $p = .600$), importance of family formation ($\rho = -0.078$, $p = .522$), readiness for adult responsibilities ($\rho = -0.059$, $p = .629$), perceived societal pressure ($\rho = -0.032$, $p = .794$), change in perspective on adulthood ($\rho = -0.012$, $p = .923$), and readiness on adulthood compared before ($\rho = 0.067$, $p = .582$). This result means that the age at which respondents attained or expected to attain financial independence was not associated with these experiences and perceptions of adulthood.

Family support during transition also showed no significant relationship with importance of family formation ($\rho = 0.142$, $p = .241$), readiness for adult responsibilities ($\rho = 0.047$, $p = .697$), perceived societal pressure ($\rho = -0.026$, $p = .832$), change in perspective on adulthood ($\rho = 0.129$, $p = .286$), and readiness on adulthood compare before ($\rho = -0.032$, $p = .793$). These imply that perceived family support may not necessarily influence how individuals evaluate family formation, readiness for adulthood, societal pressures, or changes in their perspectives regarding adulthood. Furthermore, the importance of family formation was significantly associated with readiness for adult responsibilities ($\rho = -0.208$, $p = .084$), perceived societal pressure ($\rho = 0.194$, $p = .108$), change in perspective on adulthood ($\rho = 0.230$, $p = .055$), and readiness on adulthood compared before ($\rho = 0.226$, $p = .059$). Although some relationships nearly approached significance, but they did not meet the 5% criterion and therefore cannot be interpreted as statistically significant suggesting that the value of respondent's place on forming a family may not directly translate into greater readiness for adulthood or increased perceptions of societal pressure.

Moreover, there is a highly significant moderate negative relationship was found between readiness for adult responsibilities and readiness to adulthood compared before ($\rho = -0.598$, $p < .001$). Since the p-value is below $< .001$ level of significance, the likelihood that this relationship is real and not by chance. The findings of a negative relationship may indicate that individuals who have already assumed adult responsibilities possess a more realistic understanding of adulthood and therefore evaluate their preparedness a more critically. In contrast, respondents with lower current readiness may perceive personal growth from previous stages of development, resulting in higher ratings of improvement compared to before. This is consistent with findings that emerging adults (18-29 years) considered themselves to have reached adulthood despite traditional milestones of adulthood occurring less frequently and later in life ever than before [56]. Additionally, no significant relationship was observed between readiness for adult responsibilities and perceived societal pressure ($\rho = -0.117$, $p = .337$) or change in perspective on adulthood ($\rho = -0.107$, $p = .380$). Likewise, societal pressure was not significantly associated with change in perspective on adulthood ($\rho = 0.138$, $p = .253$) and readiness on adulthood compared before ($\rho = 0.034$, $p = .781$). Finally, change in perspective on adulthood did not demonstrate a significant relationship with readiness compared before ($\rho = 0.061$, $p = .616$).

Association Between Demographic Variables to the Triggering Events to Adulthood and Barriers to Transition.

Table 7: Influence of demographic variables to triggering events on transition to adulthood

DEMOGRAPHICS	CHI-SQUARE TEST			
	χ^2	df	p-value	Cramer's V
Sex	8.26	6	0.220ns	0.243
Age	4.89	6	0.558ns	0.187
Relationship status	21.3	9	0.012*	0.318
Education	14.5	12	0.270ns	0.263
Employment	12.4	12	0.410ns	0.243

Note: = Chi-square statistics. * $p < .05$ indicates statistical significance, ns = not significant. Cramer's V values of 0.1-0.30 indicate a smaller effect, 0.30-0.50 medium effect, above ≥ 0.50 large effect [57].

Table 7 presents the Chi-square test of independence examining the influence of demographic variables on triggering events associated with the transition to adulthood. The results revealed that relationship status had a statistically significant association with triggering events to the transition to adulthood, $\chi^2 (9) = 21.30$, $p = 0.012$, Cramer's V = 0.318. Since the p-value was less than 0.05, the null hypothesis was rejected. The effect size indicated a medium association, suggesting that relationship status meaningfully influenced the events respondents identified as marking their transition into adulthood. For instance, financial independence emphasizes that contemporary emerging adults postpone marriage and children but focus strongly on becoming financially independent as part of adult identity formation [58]. In addition, a study in U.S. college sample, being committed relationship was viewed on par with marriage as a marker of adulthood for most groups, many still rated marriages as at least slightly or quite important for reaching adulthood [59]. The relationship status appears to be an important factor in understanding how Filipino youth define and experience the transition to adulthood.

On the other hand, sex, age, educational attainment, and employment status were not significantly associated with triggering events to transition to adulthood. Specifically, sex, $\chi^2 (6) = 8.26$, $p = 0.220$, Cramer's V = 0.243; age, $\chi^2 (6) = 4.89$, $p = 0.558$, Cramer's V = 0.187; educational attainment, $\chi^2 (12) = 14.50$, $p = 0.270$, Cramer's V = 0.263; and employment status, $\chi^2 (12) = 12.40$, $p = 0.410$, Cramer's V = 0.243, all have p-value greater than 5%, thus hypothesis was retained for these demographic variables. Although Cramer's V values indicated small effect sizes, the findings suggest that these demographic characteristics did not significantly influence the triggering events perceived by respondents as marking their transition from youth to adulthood. This also means that perceptions of adulthood milestones may be relatively similar across groups differing in sex, age, education, and employment status.

Table 8: Influence of demographic variables to barriers on transition from youth to adulthood

DEMOGRAPHICS	CHI-SQUARE TEST			
	χ^2	df	p-value	Cramer's V
Sex	6.26	6	0.395ns	0.211
Age	3.13	6	0.793ns	0.149
Relationship status	8.26	9	0.508ns	0.198
Education	12.6	12	0.402ns	0.245
Employment	13.9	12	0.308ns	0.257

Note: = Chi-square statistics. * $p < .05$ indicates statistical significance, ns = not significant. Cramer's V values of 0.1-0.30 indicate a smaller effect, 0.30-0.50 medium effect, above ≥ 0.50 large effect [57].

Table 8 presents the results of the Chi-square test of independence assessing the influence of demographic variables on barriers encountered during the transition from youth adulthood. The findings revealed that sex, $\chi^2 (6) = 6.26$, $p = 0.395$, Cramer's $V = 0.211$; age, $\chi^2 (6) = 3.13$, $p = 0.793$, Cramer's $V = 0.149$; educational attainment, $\chi^2 (9) = 8.26$, $p = 0.508$, Cramer's $V = 0.198$; and employment status, $\chi^2 (12) = 13.90$, $p = 0.308$, Cramer's $V = 0.257$, were not significantly associated with barriers to the transition to adulthood. Since all obtained p-values exceeds 5% significance, null hypothesis was retained for all demographic variables examined. Furthermore, Cramer's V values also indicate small effect sizes. In other words, the challenges encountered by Filipino youth in navigating adulthood may be relatively similar across demographic groups regardless of their personal characteristics. In addition, the study utilized a relatively small sample size, and some categories within the demographic variables may contained limited number of respondents. Small sample sizes can reduce statistical power of the Chi-square tests, making it more difficult to detect existing relationships. Therefore, future studies involving larger and more diverse samples are recommended to provide a more comprehensive understanding of how demographic factors may influence barriers to adulthood transition. Expanding the sample across different geographic locations, socioeconomic backgrounds, and educational contexts may also yield findings that are more generalizable to the broader Filipino youth population.

CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATION

Summary

This study investigated the transition from youth to adulthood among 70 Filipino respondents by examining their experiences, perceived pressures, and readiness with this developmental stage. It aims to described demographic profile, identify perceived experiences, assess perceived readiness, explore perceived pressures, examine relationships between these variables, and identify associations with demographic factors related to the transition to adulthood among Filipino youth. However, the study focuses on Filipino individuals aged 18-30 years, employing an online survey with a small sample of 70 respondents. Limitations include potential lack of representativeness due to sample size and geographic data absence, which restricts broader generalization.

On the other hand, the study utilized a non-site-specific, online survey distributed nationwide, with 70 voluntary respondents. The instrument included demographic questions, experiences of adulthood, perceptions of readiness, and pressures related to the transition. Data analysis involved descriptive statistics, spearman's rank-order correlation and chi-square test of independence. The findings revealed the following:

1. Majority of respondents were female (74.3%) belonged to the 18-24 age group (90.0%), were single (70.0%), were college undergraduates (68.6%), and identified themselves primarily as students (72.9%).
2. Most respondents reported first perceiving themselves as adults between the ages of 18-21 years (68.6%). The most commonly identified triggering event to adulthood was attaining financial independence (35.7%), followed by leaving the parental home (30.0%), and starting full-time employment (24.3%). Regarding financial independence, 38.6% reported achieving it between 18-21 years of age, while 32.9% had not attained financial independence. The majority indicated receiving full family support during their transition (60.0%). Emotional readiness was identified as the most common barrier to adulthood transition (50.0%), followed by job-seeking difficulties (25.7%) and financial insufficiency (21.4%). Furthermore, most respondents experiencing a major change in their perspective on adulthood over time (81.4%).
3. In terms of readiness for adult responsibilities, the largest proportion of respondents expressed neutral readiness (37.1%), followed by moderate readiness (27.1%), not ready (20.0%), and fully ready (15.7%). When comparing their readiness with the past, 47.1% reported feeling neutrally ready, 45.7% reported feeling more ready than before, and 7.1% reported the same level of readiness. No respondents indicated feeling less ready than before.
4. A substantial proportion of respondents reported experiencing extremely high societal pressure (38.6%) and high societal pressure (35.7%) regarding adulthood expectations. In addition, more than half of the respondents considered family formation as very important (54.3%), while 24.3% considered it as somewhat important.
5. Spearman's rank-order correlation analysis revealed a significant low positive relationship between age first felt adult and age of financial independence ($\rho = 0.332$, $p = 0.005$). A highly significant moderate negative relationship was also found between readiness for adult responsibilities and readiness compared before ($\rho = -0.598$, $p < 0.001$). All other examined relationships among experiences, pressures, and readiness variables were not statistically significant at the 5% level.
6. Chi-square test of independence indicated that relationship status had a significant association with triggering events to adulthood, $\chi^2 (9) = 21.30$, $p = 0.012$, with a medium effect size (Cramer's $V = 0.318$). However, sex, age, educational attainment and employment status were not significantly associated with triggering events. Likewise, none of the demographic variables showed significant associations with barriers to the transition to adulthood.

Conclusion

This study provides valuable insights into the multifaceted experiences, pressures, and levels of readiness encountered

by Filipino youths during their transition from adolescence to adulthood. The findings highlight that perceptions of adulthood, influenced by triggering events, familial support, and societal expectations, play a significant role in shaping individual pathways towards mature responsibilities. Although most respondents recognize the importance of family formation and societal acceptance, variations in perceived readiness and pressures indicate that the transition is complex and influenced by demographic factors and personal experiences.

The correlations observed between specific experiences and perceptions of readiness underscore the importance of tailored interventions that consider both individual and cultural contexts. Furthermore, the study emphasizes the need for comprehensive support systems including educational guidance, mental health services, and community adult identity. A significant negative relationship was also observed between readiness for adult responsibilities and readiness compared with the past, indicating that individuals with greater awareness of adult responsibilities may evaluate their perspectives more critically. Other experiences, pressures, and readiness variables, however did not demonstrate significant relationships. Moreover, demographic factors generally showed no significant association with barriers to adulthood transition. Relationship status was the only demographic characteristic significantly associated with triggering events to adulthood, implying that relational contexts may influence how Filipino youth define and experience becoming adults.

Findings support the notion that the transition to adulthood among Filipinos extends beyond chronological age and traditional milestones. Instead, it represents a complex developmental process influenced by financial circumstances, emotional preparedness, family support, societal expectations, and individual interpretations of adult identity. These adults contribute to the growing body of literature on emerging adulthood within the Filipino context and underscore the need for interventions, policies, and support systems that promote psychological readiness, strengthen family and community support, and address the unique challenges encountered by young Filipinos as they navigate the path toward adulthood.

Recommendations

Based on the findings of this study, the following recommendations are proposed to support youth in their transition from youth to adulthood:

1. **Enhance Emotional Readiness Programs.** Since emotional readiness was identified as the primary barrier to transitioning into adulthood, educational and community-based programs should be developed to strengthen psychological resilience, coping skills, and emotional intelligence among young people. Schools and youth organizations can facilitate workshops and seminars focusing on emotional maturity and mental health awareness.
2. **Strengthen Family Support Structures.** Recognizing the crucial role of family in the transition process, families should be encouraged to foster open communication and provide consistent emotional and financial support. Parenting programs may be implemented to equip families with strategies to effectively guide and support their children during this developmental stage.

3. **Develop Policy Frameworks for Youth Transition Support.** Policymakers should craft or strengthen existing youth development policies that promote accessible mental health services, career guidance, and life skills training, recognizing the unique socio-cultural factors influencing Filipino youth.
4. **Promote Awareness of the Transition to Adulthood.** Public awareness campaigns can help minimize the transitional experiences and reduce societal pressures by emphasizing that adulthood is a gradual process involving personal growth and varied timelines.
5. **Conduct Further Research.** Future studies should be expanded to include larger, more diverse samples across different regions to generate findings nationally. Longitudinal research can provide deeper insights into how perceptions and experiences evolve over time and under varying socio-economic conditions.

APPENDICES

STATISTICAL OUTPUT

OBJECTIVE 1

Frequencies

Frequencies of Sex			
Sex	Counts	% of Total	Cumulative %
Female	51.00	72.9%	72.9%
Male	18.00	25.7%	98.6%
No	1.00	1.4%	100.0%

Frequencies of Age group			
Age group	Counts	% of Total	Cumulative %
18-24	63.00	90.0%	90.0%
25-30	4.00	5.7%	95.7%
Below 18	3.00	4.3%	100.0%

Frequencies of Relationship Status			
Relationship Status	Counts	% of Total	Cumulative %
Divorced/Widowed	1.00	1.4%	1.4%
In a relationship	13.00	18.6%	20.0%
Married	7.00	10.0%	30.0%
Single	49.00	70.0%	100.0%

Frequencies of Education			
Education	Counts	% of Total	Cumulative %
College Graduate	7.00	10.0%	10.0%
College Undergraduate	48.00	68.6%	78.6%
Graduate studies (Masteral/Doctorate)	2.00	2.9%	81.4%
Highschool Graduate	10.00	14.3%	95.7%
Highschool Undergraduate	3.00	4.3%	100.0%

Frequencies of Employment Status			
Employment Status	Counts	% of Total	Cumulative %
Entrepreneur/Self-Employed	1.00	1.4%	1.4%
Part-time employed	4.00	5.7%	7.1%

Regular employee	5.00	7.1%	14.3%
Student	51.00	72.9%	87.1%
Unemployed	9.00	12.9%	100.0%

OBJECTIVE 2

Descriptives

Descriptives						
	Age of Perceived Adulthood	Triggering events to Transition	Age of Financial Independence	Family Support During Transition	Barriers to Adulthood Transition	Change in Perspective on Adulthood
N	70	70	70	70	70	70

Frequencies

Frequencies of Age of Perceived Adulthood			
Age of Perceived Adulthood	Counts	% of Total	Cumulative %
18-21	48.00	68.6%	68.6%
22-25	7.00	10.0%	78.6%
Hightsa25	1.00	1.4%	80.0%
Mas mababa sa 18	14.00	20.0%	100.0%

Frequencies of Triggering events to Transition			
Triggering events to Transition	Counts	% of Total	Cumulative %
Pag-aasawa/pagkakaroon ng long-term na relasyon	7.00	10.0%	10.0%
Pag-alis sa bahay ng magulang	21.00	30.0%	40.0%
Pagkamit ng financial na kalayaan	25.00	35.7%	75.7%
Pagsisimula ng full-time na trabaho	17.00	24.3%	100.0%

Frequencies of Age of Financial Independence			
Age of Financial Independence	Counts	% of Total	Cumulative %
18-21	27.00	38.6%	38.6%
22-25	10.00	14.3%	52.9%
Hightsa25	2.00	2.9%	55.7%
Hindi pa ako financially independent	23.00	32.9%	88.6%
Mas mababa sa 18	8.00	11.4%	100.0%

Frequencies of Family Support During Transition			
Family Support During Transition	Counts	% of Total	Cumulative %
Hindi gaanong sinuportahan	3.00	4.3%	4.3%
Lubos na sinuportahan	42.00	60.0%	64.3%
Medyo sinuportahan	15.00	21.4%	85.7%
Neutral	10.00	14.3%	100.0%

Frequencies of Barriers to Adulthood Transition			
Barriers to Adulthood Transition	Counts	% of Total	Cumulative %
Emosyonal na kahandaan	35.00	50.0%	50.0%
Pagbuo ng sariling pamilya	2.00	2.9%	52.9%
Paghahanap ng trabaho	18.00	25.7%	78.6%
Pagkakaroon ng sapat na pananalapi	15.00	21.4%	100.0%

Frequencies of Change in Perspective on Adulthood			
Frequencies of Change in Perspective on Adulthood	Counts	% of Total	Cumulative %
Bahagyang nagbago	11.00	15.7%	15.7%
Hindi nagbago	2.00	2.9%	18.6%
Malaki ang nagbago	57.00	81.4%	100.0%

OBJECTIVE 3

Descriptives

Descriptives		
	Readiness for Adult Responsibilities	Readiness Compared Before
N	70	70

Frequencies

Frequencies of Readiness for Adult Responsibilities			
Readiness for Adult Responsibilities	Counts	% of Total	Cumulative %
1	14.0	20.0%	20.0%
2	26.0	37.1%	57.1%
3	19.0	27.1%	84.3%
4	11.0	15.7%	100.0%

Frequencies of Readiness Compared Before			
Readiness Compared Before	Counts	% of Total	Cumulative %
Katulad parin ng dati	5.00	7.1%	7.1%
Mas handa	32.00	45.7%	52.9%
Medyo handa	33.00	47.1%	100.0%

OBJECTIVE 4

Descriptives

Descriptives		
	Perceived Societal Pressure	Importance of Family Formation
N	70	70

Frequencies

Frequencies of Perceived Societal Pressure			
Perceived Societal Pressure	Counts	% of Total	Cumulative %
Katamtaman lang	15.00	21.4%	21.4%
Kauntilang	2.00	2.9%	24.3%
Malaki ang tindi	25.00	35.7%	60.0%

Napakalaking tindi	27.00	38.6%	98.6%
Walangtindi	1.00	1.4%	100.0%

Lubos na mahalaga	38.00	54.3%	75.7%
Medyo mahalaga	17.00	24.3%	100.0%
Walangtindi	1.00	1.4%	100.0%

Frequencies of Importance of Family Formation			
Importance of Family Formation	Counts	% of Total	Cumulative %
Hindi gaanong mahalaga	8.00	11.4%	11.4%
Hindi mahalaga	7.00	10.0%	21.4%

OBJECTIVE 5

Normality Testing

Descriptives								
	Age of Perceived Adulthood (2)	Age of Financial Independence (2)	Family Support During Transition (2)	Importance of Family Formation (2)	Readiness for Adult Responsibilities (2)	Perceived Societal Pressure (2)	Change in Perspective on Adulthood (2)	Readiness Compared Before (2)
N	70	70	70	70	70	70	70	70
Mean	1.94	1.43	3.30	3.23	2.39	4.07	2.79	3.39
Median	2.00	2.00	4.00	4.00	2.00	4.00	3.00	3.00
Standard deviation	0.634	1.17	0.953	1.01	0.982	0.922	0.478	0.621
Shapiro-Wilk W	0.734	0.853	0.715	0.743	0.876	0.830	0.494	0.749
Shapiro-Wilk p	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001

Shapiro Wilk-p is all less than 5%. Thus, use non-parametric Spearman's Rank Correlation

Correlation Matrix									
		1	2	3	4	5	6	7	8
1. Age of Perceived Adulthood (2)	Spearman's rho	—							
	p-value	—							
2. Age of Financial Independence (2)	Spearman's rho	0.332	—						
	p-value	.005	—						
3. Family Support During Transition (2)	Spearman's rho	0.097	-0.064	—					
	p-value	.425	.600	—					
4. Importance of Family Formation (2)	Spearman's rho	0.054	-0.078	0.142	—				
	p-value	.656	.522	.241	—				
5. Readiness for Adult Responsibilities (2)	Spearman's rho	0.154	-0.059	0.047	-0.208	—			
	p-value	.202	.629	.697	.084	—			
6. Perceived Societal Pressure (2)	Spearman's rho	0.044	-0.032	-0.026	0.194	-0.117	—		
	p-value	.720	.794	.832	.108	.337	—		
7. Change in Perspective on Adulthood (2)	Spearman's rho	0.002	-0.012	0.129	0.230	-0.107	0.138	—	
	p-value	.989	.923	.286	.055	.380	.253	—	
8. Readiness Compared Before (2)	Spearman's rho	-0.220	0.067	-0.032	0.226	-0.598	0.034	0.061	—
	p-value	.067	.582	.793	.059	<.001	.781	.616	—

OBJECTIVE 6

Contingency Tables					
Sex	Triggering events to Transition				
	Pag-aasawa/ pagkakaroon ng long-term na relasyon	Pag-alis sa bahay ng magulang	Pagkamit ng financial na kalayaan	Pagsisimula ng full-time na trabaho	Total
Female	7	16	19	9	51
Male	0	5	6	7	18

No	0	0	0	1	1
Total	7	21	25	17	70

χ^2 Tests			
	Value	df	p
χ^2	8.26	6	.220
N	70		

Nominal	
	Value
Phi-coefficient	NaN
Cramer's V	0.243

Contingency Tables					
Age group	Triggering events to Transition				
	Pag-aasawa/ pagkakaroon ng long-term na relasyon	Pag-alis sa bahay ng magulang	Pagkamit ng financial na kalayaan	Pagsisimula ng full-time na trabaho	Total
18-24	6	19	24	14	63
25-30	1	1	1	1	4
Below 18	0	1	0	2	3
Total	7	21	25	17	70

χ^2 Tests			
	Value	df	p
χ^2	4.89	6	.558
N	70		

Nominal	
	Value
Phi-coefficient	NaN
Cramer's V	0.187

Contingency Tables					
Relationship Status	Triggering events to Transition				
	Pag-aasawa/ pagkakaroon ng long-term na relasyon	Pag-alis sa bahay ng magulang	Pagkamit ng financial na kalayaan	Pagsisimula ng full-time na trabaho	Total
Divorced/Widowed	0	0	1	0	1
In a relationship	3	2	6	2	13
Married	3	1	0	3	7
Single	1	18	18	12	49
Total	7	21	25	17	70

χ^2 Tests			
	Value	df	p
χ^2	21.3	9	.012
N	70		

Nominal	
	Value
Phi-coefficient	NaN
Cramer's V	0.318

Contingency Tables					
Education	Triggering events to Transition				
	Pag-aasawa/ pagkakaroon ng long-term na relasyon	Pag-alis sa bahay ng magulang	Pagkamit ng financial na kalayaan	Pagsisimula ng full-time na trabaho	Total
College Graduate	0	2	2	3	7
College Undergraduate	4	16	16	12	48
Graduate studies (Masteral/Doctorate)	0	1	1	0	2
Highschool Graduate	2	2	6	0	10
Highschool Undergraduate	1	0	0	2	3
Total	7	21	25	17	70

χ^2 Tests			
	Value	df	p
χ^2	14.5	12	.270
N	70		

Nominal	
	Value
Phi-coefficient	NaN
Cramer's V	0.263

Contingency Tables					
Employment Status	Triggering events to Transition				
	Pag-aasawa/ pagkakaroon ng long- term na relasyon	Pag-alis sa bahay ng magulang	Pagkamit ng financial na kalayaan	Pagsisimula ng full- time na trabaho	Total
Entrepreneur/Self-Employed	0	1	0	0	1
Part-time employed	0	1	1	2	4
Regular employee	0	2	2	1	5
Student	4	15	21	11	51
Unemployed	3	2	1	3	9
Total	7	21	25	17	70

χ^2 Tests			
	Value	df	p
χ^2	12.4	12	.410
N	70		

Nominal	
	Value
Phi-coefficient	NaN
Cramer's V	0.243

Contingency Tables					
Sex	Barriers to Adulthood Transition				
	Emosyonal na kahandaan	Pagbuo ng sariling pamilya	Paghahanap ng trabaho	Pagkakaroong ng sapat na pananalapi	Total
Female	28	2	10	11	51
Male	7	0	7	4	18
No	0	0	1	0	1
Total	35	2	18	15	70

χ^2 Tests			
	Value	df	p
χ^2	6.26	6	.395
N	70		

Nominal	
	Value
Phi-coefficient	NaN
Cramer's V	0.211

Contingency Tables					
Age group	Barriers to Adulthood Transition				
	Emosyonal na kahandaan	Pagbuo ng sariling pamilya	Paghahanap ng trabaho	Pagkakaroong ng sapat na pananalapi	Total
18-24	32	2	15	14	63
25-30	2	0	1	1	4
Below 18	1	0	2	0	3
Total	35	2	18	15	70

χ^2 Tests			
	Value	df	p
χ^2	3.13	6	.793
N	70		

Nominal	
	Value
Phi-coefficient	NaN
Cramer's V	0.149

Contingency Tables					
Relationship Status	Barriers to Adulthood Transition				
	Emosyonal na kahandaan	Pagbuo ng sariling pamilya	Paghahanap ng trabaho	Pagkakaroong ng sapat na pananalapi	Total
Divorced/Widowed	0	0	0	1	1
In a relationship	8	0	3	2	13
Married	3	1	2	1	7
Single	24	1	13	11	49
Total	35	2	18	15	70

χ^2 Tests			
	Value	df	p
χ^2	8.26	9	.508
N	70		

Nominal	
	Value
Phi-coefficient	NaN
Cramer's V	0.198

χ^2 Tests			
	Value	df	p
χ^2	12.6	12	.402
N	70		

Education	Barriers to Adulthood Transition				
	Emosyonal na kahandaan	Pagbuo ng sariling pamilya	Paghahanap ng trabaho	Pagkakaroon ng sapat na pananalapi	Total
College Graduate	4	0	2	1	7
College Undergraduate	21	1	13	13	48
Graduate studies (Masteral/Doctorate)	1	0	0	1	2
Highschool Graduate	8	1	1	0	10
Highschool Undergraduate	1	0	2	0	3
Total	35	2	18	15	70

Nominal	
	Value
Phi-coefficient	NaN
Cramer's V	0.245

Contingency Tables					
Employment Status	Barriers to Adulthood Transition				
	Emosyonal na kahandaan	Pagbuo ng sariling pamilya	Paghahanap ng trabaho	Pagkakaroon ng sapat na pananalapi	Total
Entrepreneur/Self-Employed	0	0	0	1	1
Part-time employed	2	0	2	0	4
Regular employee	4	0	0	1	5
Student	25	1	12	13	51
Unemployed	4	1	4	0	9
Total	35	2	18	15	70

χ^2 Tests			
	Value	df	p
χ^2	13.9	12	.308
N	70		

Nominal	
	Value
Phi-coefficient	NaN
Cramer's V	0.257

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