CHALLENGES AND ADAPTABILITY OF NON-HUMSS GRADUATES IN TEACHER EDUCATION PROGRAM

A Thesis

Bachelor of Elementary Education

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I. INTRODUCTION

The strongest instrument that one must use to change the world is education. The journey to becoming an educator can be fraught with challenges, particularly for those who embark on this path from non-Humanities and Social Sciences (HUMSS) backgrounds. The transition from senior high school to college is a significant milestone in a student's educational journey, and for many, it serves as a gateway to personal and professional growth. However, for students who did not specialize in HUMSS, this transition can be particularly daunting, as they often confront a myriad of unique challenges that can impede their academic success and emotional well-being.

The HUMSS strand is meticulously designed to prepare students for careers in teaching, social sciences, and communication, providing them with foundational knowledge in educational theories, pedagogical practices, and critical thinking skills. In stark contrast, students from other academic strands—such as Science, Technology, Engineering, and Mathematics (STEM), Accountancy, Business, and Management (ABM), or Technical-Vocational-Livelihood (TVL)—may struggle for the demands of Education programs. Research indicates that these students frequently struggle with grasping essential educational concepts and methodologies, which can lead to feelings of inadequacy and frustration (Smith & Brown, 2020; Davis & Green, 2019).

Moreover, the adjustment to a new academic environment can exacerbate these challenges. Studies have shown that non-HUMSS students often experience

a pronounced learning curve, heightened stress levels, and the necessity for substantial adaptation to meet the rigorous demands of their coursework (Johnson, 2022; Lee & Kim, 2021). The pressure to quickly assimilate unfamiliar content can lead to increased anxiety, making it difficult for these students to thrive in their new academic settings. Despite these obstacles, many non-HUMSS students demonstrate remarkable resilience, employing innovative strategies to navigate their educational journeys successfully (Rodriguez & Martinez, 2023).

However, a critical gap exists in the literature regarding the specific experiences of non-HUMSS students in Education programs. While previous research has explored the general challenges faced by students from various academic backgrounds (Biliran, 2018; Blotnicky et al., 2018), there is a notable lack of focused studies that delve into the unique difficulties encountered by those transitioning from non-HUMSS strands. This oversight is significant, as understanding the specific barriers faced by these students is essential for developing effective support systems within educational institutions.

Several studies have highlighted the broader challenges faced by students in the educational landscape. For instance, the challenges of distance learning have been well-documented, with findings indicating that issues such as ineffective time management, isolation, and adapting to new learning styles significantly impact student performance and well-being (National University, 2020). Additionally, a qualitative analysis of group work challenges reveals that lack of communication, unequal task distribution, and poor time management are

prevalent issues among students, which can hinder collaborative learning experiences (ERIC, 2020).

Furthermore, research has identified that barriers such as lack of motivation, financial constraints, and inadequate study habits contribute to the difficulties faced by students in various academic strands, including HUMSS (Typeset, 2024). These factors are compounded by systemic issues within the educational system, such as insufficient funding and a deficit of classroom resources, which further exacerbate the challenges faced by students (TUA, 2023).

Understanding the specific challenges faced by these individuals, as well as the adaptive strategies they employ, is crucial for teacher education institutions to provide effective support, foster inclusivity, and ultimately, cultivate well-rounded and highly competent educators. This research sought to explore these challenges and adaptive mechanisms, aiming to inform pedagogical practices and enhance the overall teacher training experience for all students, regardless of their prior academic background. Understanding these dynamics is crucial for developing targeted interventions that can enhance educational outcomes and foster inclusivity within the academic landscape.

II. METHODOLOGY

This study used the correlational survey method to explore how various challenges faced by non-HUMSS graduates correlate with their adaptability within the teacher education context. Correlational research refers to a non-experimental research method which studies the relationship between two variables with the

help of statistical analysis (Devi et al., 2023). This research design was used in this study because it aims to determine the connection between the two variables. The following statistical tools were employed to gain a deeper comprehension of the data: Mean and Standard Deviation were utilized in Problems 1 and 2. Person Product Moment of Coefficient Correlation employed to determine the significant relationship between challenges and the adaptability from non-HUMSS graduates.

III. RESULTS AN D DISCUSSION

Problem 1. What is the extent of challenges faced by non-HUMSS students in adapting to the Education program in terms of:

1.1 academic stress;

1.2 course content; and

1.3 time management?

Table 1

Academic Stress

Indicators	Mean	SD	Description	Interpretation
1. I experience high levels of stress due to unfamiliar education topics.	3.83	1.06	Agree	High
2. I struggle with writing academic papers due to my previous strand's focus.	3.16	1.13	Undecided	Moderate
3. I feel pressured to catch up with my classmates who have studied under HUMSS strand during senior high.	2.77	1.22	Undecided	Moderate
4. I often feel emotionally drained because of my coursework.	3.51	1.16	Agree	High
5. I struggle to balance my academic responsibilities with personal life.	3.27	1.31	Undecided	Moderate
6. I have considered shifting programs due to academic pressure.	2.87	1.35	Undecided	Moderate
7. I feel overwhelmed by the amount of workload my current course has.	3.34	1.06	Undecided	Moderate
8. I struggle with the shifts in teaching methods and academic expectations.	3.50	1.02	Agree	High
9. I find pedagogical theories and subject-specific contents too complex.	3.47	1.07	Agree	High
10. I find managing multiple responsibilities within my academic program overwhelming.	3.52	1.07	Agree	High

Overall	**3.32**	**1.14**	**Undecided**	**Moderate**

Note: 4.21-5.00 Very High; 3.41-4.20 High; 2.61-3.40 Moderate; 1.81-2.60 Low; 1.00-1.80 Very Low

Table 1 presents the extent of challenges faced by non-HUMSS students in adapting to the Education program in terms of academic stress. It can be seen from the table that the overall Mean of 3.32 with SD=1.14, described as Undecided and Interpreted as Moderate. This suggests that while students face significant academic pressure, the stress is not overwhelmingly high. Several studies have highlighted that academic stress among non-HUMSS graduates can arise from the shift in teaching methods and curriculum demands (Tan, 2022). According to Cuyugan (2023), non-HUMSS students often find themselves struggling with complex pedagogical theories and subject-specific content that they were not exposed to in their previous studies. In contrast, Gomez (2023) found that academic stress was significantly reduced when non-HUMSS students engaged in study groups or mentoring sessions, which helped bridge the gap in content knowledge and fostered a supportive learning environment.

Still on the same table, indicator 1, *I experience high levels of stress due to unfamiliar education topics*, obtained the highest Mean of 3.83 with SD=1.06, described as Agree and interpreted as High. This indicates that non-HUMSS students in the Education program experience the highest stress due to the unfamiliarity of academic content. This finding is particularly relevant in the context of Southern de Oro Philippines College, a school that includes both urban and rural areas where students came from. Students from rural areas may have less exposure to complex academic topics before entering the program, which intensifies their stress. Hernandez and Vargas (2022) discussed the anxiety that

students often experience when transitioning into a field that involves new and unfamiliar academic subjects. The academic shift from non-HUMSS strands, where students may not have been exposed to subjects like pedagogical theories or subject-specific content, makes this a key area of stress. In Southern de Oro Philippines College, where educational resources may vary between urban and rural settings, the gap in prior academic exposure can create additional hurdles for students in the Education program.

On the other hand, indicator 3, *I feel pressured to catch up with my classmates who have studied under HUMSS strand during senior high*, obtained the lowest Mean score of 2.77 with SD= 1.22, which described as Undecided and interpreted as Moderate. This indicates that, despite experiencing academic stress, most students do not contemplate switching programs. While academic pressures are clearly a concern, they are not leading to drastic decisions like program changes. Guerrero and Lee (2023) found that while academic stress is a common issue, it rarely causes students to abandon their programs unless the pressure becomes overwhelmingly high. This finding is relevant in the context of Southern de Oro Philippines College where students, especially those from rural areas, may have fewer options to switch programs due to limited access to alternative educational institutions. In many cases, students may feel that persevering through their current challenges is the only viable option, especially when they have already invested time and resources in their education.

In conclusion, the study reveals that non-HUMSS students in Misamis Oriental experience considerable academic stress, primarily due to unfamiliar

academic content, emotional exhaustion, and the overwhelming nature of managing multiple academic responsibilities. However, challenges such as academic writing and balancing personal life were less pronounced. The results of this study underscore the need for educational institutions in Misamis Oriental to implement targeted support measures. These could include academic writing workshops, stress management programs, and time management seminars that are specifically designed to address the unique needs of students transitioning from non-HUMSS strands. The findings also highlight the importance of providing mental health support and resources for emotional well-being, especially for students in rural areas who may lack access to these services. By focusing on these areas, educational institutions can help alleviate the academic stress faced by students, providing them with the tools and support they need to succeed in the Education program.

Table 2

Course Content

Indicators	Mean	SD	Description	Interpretation
1. I find curriculum designing and lesson planning particularly challenging.	3.06	1.10	Undecided	Moderate
2. I struggle with subjects such as child development and educational psychology.	2.93	1.11	Undecided	Moderate
3. I have difficulty with the extensive reading requirements in education courses.	3.04	1.16	Undecided	Moderate
4. I feel unprepared for the depth of content in my education subjects.	3.18	1.14	Undecided	Moderate
5. I have difficulty understanding theoretical concepts in education.	3.33	1.08	Undecided	Moderate
6. I struggle to find balance between the theoretical and practical aspects of the course.	3.29	1.08	Undecided	Moderate
7. I have difficulties on dealing with theories, pedagogies and other subjects.	3.15	1.15	Undecided	Moderate
8. I have difficulty applying educational theories to real classroom settings.	3.16	1.14	Undecided	Moderate
9. I feel unprepared for the depth of content in my education subjects.	3.29	1.26	Undecided	Moderate
Overall	**3.15**	**1.12**	**Undecided**	**Moderate**

Note: 4.21-5.00 Very High; 3.41-4.20 High; 2.61-3.40 Moderate; 1.81-2.60 Low; 1.00-1.80 Very Low

Table 2 explores the students' understanding of course content, presenting data on specific areas of the curriculum. The table highlights mean scores, standard deviations, and interpretations, providing insight into the level of comprehension and its potential implications for academic performance.

The findings related to course content among non-HUMSS students in the Education program reveal several areas where students experience moderate challenges as they adapt to the demands of their new academic environment. With an overall Mean score of 3.15 with SD= 1.12 which described as Undecided and interpreted as Moderate, the study suggests that while these challenges are notable, they are not overwhelming. Students encounter difficulties in understanding complex theoretical concepts, applying them to real-world settings, and balancing the theoretical and practical components of their coursework. These findings point to the need for targeted support to help students bridge these knowledge gaps and succeed in their Education program.

The difficulty in understanding theoretical concepts in education was also a notable challenge, with the indicator 5, "I have difficulty understanding theoretical concepts in education", receiving a highest Mean of 3.33 SD= 1.08. The indicator 5 was described as Undecided and interpreted as Moderate. Many students reported struggling with complex educational theories that are central to their coursework. This challenge is particularly significant for students coming from non-HUMSS tracks, where exposure to theoretical frameworks may have been minimal. Tan and Lim (2021) noted similar struggles among students transitioning from non-HUMSS strands, where the shift to more theoretical and abstract learning

can be difficult to navigate. The complexity of the theoretical concepts in education often requires a high level of critical thinking and analysis, which can be overwhelming for students without a solid foundation in these areas.

In contrast, the lowest indicator 2, which states that "I struggle with subjects such as child development and educational psychology", with a Mean of 2.93 with SD = 1.11 described as undecided and interpreted as moderate. This means that most of the respondents have struggles in the curriculum but they tend to face stereotypes and biases with peers which can impact their motivation and engagement in the program (Villanueva, 2023). Studies also indicate that adaptability among non- HUMSS students is fostered by their resilience and willingness to learn new skills (Reyes 2023 and Bautista 2022).

Local studies further support these findings. Hernandez and Vargas (2022) emphasized the difficulties students encounter when transitioning into specialized fields like education, particularly when faced with challenging course content. Similarly, Reyes and Santos (2021) discussed how students struggle to integrate theoretical knowledge with practical application, noting that such challenges are common but can be mitigated with additional support structures. Guerrero and Lee (2023) also pointed out that structured support in the form of mentorship and extra tutorials can significantly ease students' transition into more specialized academic fields.

International studies, such as those by Tan and Lim (2021), found similar challenges for students entering academic programs that require a strong theoretical foundation. The difficulty of mastering complex theoretical concepts

was echoed in the research by Johnson et al. (2020), who identified the complexity of course content as one of the primary stressors for students in specialized programs. These findings reinforce the idea that, while students from non-HUMSS backgrounds may struggle with the demands of education courses, targeted support can make a significant difference in their ability to succeed.

Table 3

Time Management

Indicators	Mean	SD	Description	Interpretation
1. I find it difficult to balance my academic workload with personal responsibilities.	3.31	1.13	Undecided	Moderate
2. I often find myself procrastinating on my academic responsibilities.	3.00	1.19	Undecided	Moderate
3. I often miss deadlines when submitting or performing assigned work.	3.45	1.29	Agree	High
4. I often procrastinate on assignments.	3.27	1.23	Undecided	Moderate
5. I find it difficult when it comes to managing tasks I need to do.	3.00	1.21	Undecided	Moderate
6. I have difficulties in making an effective study schedule.	3.56	1.18	Agree	High
7. I spend too much time on assignments due to a lack of efficient study techniques.	3.81	1.14	Agree	High
8. I often feel stressful when preparing lesson plans and instructional materials.	3.94	0.98	Agree	High
9 My education program requires more time management skills than I currently possess.	3.37	0.76	Agree	High
Overall	**3.36**	**1.07**	**Undecided**	**Moderate**

Note: 4.21-5.00 Very High; 3.41-4.20 High; 2.61-3.40 Moderate; 1.81-2.60 Low; 1.00-1.80 Very Low

The findings on time management in this study highlight several challenges faced by non-HUMSS students in balancing their academic responsibilities with personal commitments. With an overall Mean score of 3.36 with SD= 1.07, which described as Undecided. These challenges were generally perceived as Moderate, although specific areas such as meeting deadlines and preparing lesson plans showed more significant difficulties. The study suggests that students are struggling to manage their time effectively, which in turn impacts their academic performance and well-being.

One of the most notable challenges was identified in the indicator 9, which states that, ‘I often feel stressful when preparing lesson plans and instructional materials”, with the highest Mean score of 3.94 with SD= 0.98 which describes as Agree and interpreted as High that underscores a specific area of difficulty for non-HUMSS students in the Education program. Preparing lesson plans and instructional materials requires careful planning and attention to detail, which can be particularly challenging for students who have limited experience in applying theoretical knowledge to real teaching situations. This task is time-consuming and can cause significant stress, especially for those who are still developing their organizational and time management skills. Hernandez and Vargas (2022) noted that students transitioning into specialized programs often face challenges in adapting to the practical demands of their courses, such as lesson planning, which require a higher level of organization and time management.

Another area of concern was identified in the indicator 5, “I find it difficult when it comes to managing tasks I need to do”, with the lowest Mean score of 3.00 with SD= 1.21. This indicator was described as Undecided and interpreted as Moderate. This suggests that students are struggling to prioritize and organize their tasks effectively, a common issue when adjusting to the increased demands of a specialized academic program like Education. Tan and Lim (2021) found that many students face difficulties in balancing multiple academic responsibilities, especially when transitioning into programs with higher expectations and more complex content. Effective task management is crucial for academic success, as students need to plan, prioritize, and execute their responsibilities in a timely manner.

However, this is a skill that many students, particularly those coming from non-HUMSS tracks, are still developing, contributing to their time management struggles.

On the international front, Johnson et al. (2020) identified procrastination and task management difficulties as significant stressors for students, especially those lacking effective time management strategies. Their research emphasizes the importance of developing strong time management skills to ensure student success and well-being.

In conclusion, the study reveals that time management is a moderate challenge for non-HUMSS students, particularly when it comes to balancing academic workloads with personal responsibilities, managing procrastination, and preparing for the practical demands of the Education program. To address these challenges, educational institutions in Misamis Oriental can implement targeted interventions, such as time management workshops, study technique seminars, and mentoring programs. By helping students develop the skills they need to manage their academic and personal responsibilities more effectively, these interventions can reduce stress and improve academic performance, ultimately supporting students' success in their studies.

Table 4

Summary Table Extent of Challenges

Variables	Mean	SD	Description	Interpretation
Academic Stress	3.22	1.14	Undecided	Moderate
Course Content	3.15	1.12	Undecided	Moderate
Time Management	3.34	1.07	Undecided	Moderate
Overall	**3.27**	**1.11**	**Undecided**	**Moderate**

Note: 4.21-5.00 Very High; 3.41-4.20 High; 2.61-3.40 Moderate; 1.81-2.60 Low; 1.00-1.80 Very Low

The summary table of the extent of challenges reveals that non-HUMSS students in the Education program experience moderate difficulties across all three identified areas: academic stress, course content, and time management. With an overall Mean score of 3.27 with SD = 1.11, described as Undecided and interpreted as Moderate. It is clear that while students face challenges in adjusting to the demands of the program, these difficulties are not overwhelmingly high but are still significant enough to affect their academic performance and overall well-being.

Time management emerged as another area where students face moderate challenges, with a highest Mean score of 3.34, SD = 1.07. It was described as Undecided and interpreted as Moderate. Many students reported difficulties in balancing academic responsibilities with personal commitments, as well as struggles with procrastination and preparing lesson plans and instructional materials. While not the most severe challenge, time management remains a significant issue, impacting students' ability to meet deadlines and manage stress effectively. The difficulty in managing time may be exacerbated by a lack of effective study strategies, leading to increased academic stress. The moderate nature of this challenge calls for interventions focused on helping students develop better time management practices and more efficient study techniques.

Course content showed a lowest Mean score of 3.15 with SD = 1.12 described as Undecided and interpreted as Moderate. Students face difficulties in grasping theoretical concepts and applying them in practical contexts, which is common for those transitioning into specialized fields like Education. While these gaps were not overwhelmingly high, they were significant enough to impact

students' ability to fully engage with the material. Key areas where students lack a strong foundation include pedagogy, child development, and curriculum design. Addressing these knowledge gaps through additional support, such as remedial courses or workshops, could help bridge the divide and better equip students for the academic demands of the Education program.

Problem 2. What is the extent of adaptation mechanisms by non-HUMSS students in adapting to the Education?

Table 5

Adaptation Mechanisms

Indicators	Mean	SD	Description	Interpretation
1. I have adjusted well to the academic requirements of my education program.	3.72	1.09	Agree	Highly Adaptable
2. I have developed strategies to overcome the challenges of transitioning from a non-HUMSS strand.	3.81	1.02	Agree	Highly Adaptable
3. I actively seek help from professors or peers when I'm struggling with coursework.	3.97	1.10	Agree	Highly Adaptable
4. I am open to learning new concepts and methodologies in education.	3.86	1.14	Agree	Highly Adaptable
5. I engage in extracurricular activities to enhance my adaptability skills.	4.30	0.91	Strongly Agree	Very Highly Adaptable
6. I am willing to learn new skills to improve my performance in my studies.	4.25	0.85	Strongly Agree	Very Highly Adaptable
7. I am able to integrate my previous knowledge and experiences into my education coursework.	4.08	1.13	Agree	Highly Adaptable
8. I take initiative in learning about new educational theories and teaching strategies.	4.16	1.07	Agree	Highly Adaptable
9. I continuously strive to improve my teaching skills through practice and reflection.	4.34	0.82	Strongly Agree	Very Highly Adaptable
10. I take advantage of available resources such as tutorials, peer discussions, and mentoring to enhance my learning experience.	3.77	0.41	Agree	Highly Adaptable
Overall	**4.02**	**0.95**	**Agree**	Highly Adaptable

Note: 4.21-5.00 Very Highly Adaptable; 3.41-4.20 Highly Adaptable; 2.61-3.40 Moderately Adaptable; 1.81-2.60 Less Adaptable; 1.00-1.80 Least Adaptable

The findings on adaptation mechanisms reveal that non-HUMSS students exhibit a high degree of adaptability in adjusting to the Education program. The overall Mean score of 4.02 with SD = 0.95 described as Agree and interpreted as Highly Adaptable, suggests that, overall, these students have developed effective

mechanisms to cope with the demands of the program. The responses indicate that students not only adapt well to academic requirements but also actively engage in strategies that enhance their learning experience and overall academic performance.

One of the strongest indicators of adaptability was the indicator 9. “I continuously strive to improve my teaching skills through practice and reflection” got the highest Mean of 4.34 with SD = 0.82, which received the highest Mean score. It was described as Strongly Agree and interpreted as Very Highly Adaptable. This suggests that students are proactive in developing their teaching skills by reflecting on their practices and seeking opportunities to improve. This finding indicates a strong commitment to personal and professional growth, which is essential for success in the Education field. The willingness to improve teaching skills through reflection and practice is aligned with the research by Hernandez and Vargas (2022), which found that students who are proactive in seeking self-improvement tend to perform better academically and adjust more easily to the challenges of specialized programs.

Additionally, the indicator 1 which states that “I have adjusted well to the academic requirements of my education program” got the lowest Mean score of 3.72 with SD= 1.09 where it was described as Agree and interpreted as Highly Adaptable. A study published done by Xiao, F., Hua, et al. (2020), The authors emphasize the importance of cultivating adaptability in college students to enhance their psychological quality. The study suggests that adaptability plays a significant role in students' ability to adjust to new environments and challenges, thereby

improving their overall academic performance. This study recognizes that implementing the K to 12 curriculums has led to some issues with strand and course dissimilarity, which various factors can cause. This study also acknowledges the challenges faced by students in college. Hence, this study would like to explore the challenges faced by college students from non-HUMSS strand who took up an education program to deal with adaptability.

Problem 3. Is there a significant relationship between the challenges faced and adaptation?

Table 6

Correlation Analysis

Independent Variables	r-value	p-value	Description	Decision on Ho	Interpretation
Academic Stress	0.042	0.724	Negligible	Accept	Not Significant
Knowledge Gaps	0.026	0.827	Negligible	Accept	Not Significant
Time Management	0.168	0.159	Negligible	Accept	Not Significant

**. Correlation is significant at the 0.01 level (2-tailed).

Table 6 shows the analysis of the relationship between the challenges faced by non-HUMSS students—specifically academic stress, knowledge gaps, and time management—and their adaptation mechanisms suggests that these challenges do not significantly influence students' ability to adapt to their education program. The correlation results indicate that the relationships between academic stress, knowledge gaps, and time management, on one hand, and adaptation mechanisms, on the other, are negligible.

The relationship between academic stress and adaptation showed an r-value of 0.042 and a p-value of 0.724, well above the threshold of 0.05, meaning that academic stress does not significantly impact students' adaptation to their new

academic environment. This finding aligns with recent literature that underscores the complexity of stress and its varying impact on adaptation mechanisms. For instance, Smith et al. (2022) explored how students manage academic stress during transitions and found that while stress is common. In their study, students who developed strong coping strategies, such as seeking social support or engaging in self-reflection, showed a high level of adaptation despite experiencing significant stress. This suggests that while academic stress is present, it does not necessarily prevent students from successfully adjusting to new academic challenges. Furthermore, Reyes and Santos (2023) highlighted that students in rigorous academic environments often display resilience by leveraging their existing coping mechanisms, such as time management skills or seeking guidance from peers and instructors, which aids in their overall adaptation.

Similarly, the relationship between knowledge gaps and adaptation revealed an r-value of 0.026 and a p-value of 0.827, indicating that knowledge gaps do not significantly affect students' adaptation mechanisms. Despite the gaps in prior knowledge, students were able to adjust well to the academic requirements of the Education program. This finding is supported by Guerrero and Lee (2023), who investigated how students with knowledge gaps adapt to new fields of study. Their study revealed that students can still adapt effectively through proactive learning behaviors, such as seeking help from peers, engaging in additional study resources, and applying prior knowledge from different contexts. This supports the notion that while knowledge gaps are a challenge, students can overcome them

by developing new learning strategies and leveraging available academic support systems.

For time management, the correlation results showed an r-value of 0.168 and a p-value of 0.159, suggesting a negligible relationship with adaptation mechanisms. Despite facing challenges such as procrastination and difficulty balancing academic responsibilities with personal life, students were still able to employ effective adaptation strategies. This finding is consistent with Tan and Lim (2022), who found that time management difficulties do not necessarily hinder students' ability to adjust to new academic demands, as long as they are willing to engage in behaviors such as creating flexible study schedules or using university-provided resources for time management skills training. The study also noted that students who engage in extracurricular activities or seek peer support tend to adapt more effectively, despite time management challenges. This resilience reflects the importance of developing adaptability alongside time management skills, which can serve as a buffer against academic challenges.

The results indicate that while academic stress, knowledge gaps, and time management are moderate challenges faced by non-HUMSS students, these challenges do not significantly hinder their ability to adapt to the Education program. This suggests that non-HUMSS students possess strong adaptability skills and employ various strategies to cope with these challenges. For instance, Smith et al. (2023) highlighted that adaptability is a critical factor for student success, particularly for those transitioning into specialized programs. Students who demonstrate flexibility in their learning approaches and actively seek support

from peers, professors, or available resources tend to navigate academic challenges more effectively, regardless of the difficulties they face.

Moreover, the findings of Hernandez and Vargas (2022) further support this view, as their research showed that students who exhibit strong adaptation mechanisms, such as self-regulation and seeking help when needed, are more likely to succeed in their academic programs despite challenges like stress, knowledge gaps, or time management issues.

In conclusion, while academic stress, course content, and time management are acknowledged challenges, the lack of a significant relationship between these variables and adaptation mechanisms suggests that non-HUMSS students demonstrate a high level of resilience and adaptability. These students employ a variety of strategies—ranging from seeking social support to engaging in extracurricular activities—that allow them to navigate the demands of their academic program successfully. As highlighted in recent studies, fostering an environment that encourages adaptability, resilience, and the development of coping strategies is crucial for students facing these challenges. Educational institutions should continue to support students in these areas, providing resources and training that help them enhance their adaptability and cope with academic stress, knowledge gaps, and time management challenges.

IV. CONCLUSION

Based on the findings of the study, the following conclusions were drawn:

1. Non-HUMSS students are capable of managing and overcoming the challenges encountered in the Education program, particularly in terms of academic stress, course content and time management.
2. Although some students experience challenges in terms of academic stress, course content and time management, however, these challenges do not hinder their ability to adapt to the College of Teacher Education program.
3. The absence of a significant correlation between the challenges and adaptability implies that students are capable of adjusting and succeeding despite their difficulties.

V. RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are presented:

1. Academic departments may consider offering learning support and resources for non-HUMSS students to bridge content gaps in educational theories and practices.
2. Students are encouraged to continue developing effective coping strategies, to sustain their adaptability and academic performance in the Education Program.
3. Teachers may promote mentoring programs, consultation periods, and peer support activities to help students improve their course content and feel more confident and prepared in their academic transition.

4. Future researchers are encouraged to conduct further studies on a broader scale, incorporating additional variables that may influence students' adaptability, in order to deepen the understanding of the relationship between academic challenges and student adjustment in the Education program.

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