

# Counseling Needs of Students at Cagayan State University Philippines: A Framework for the Enhancement of the University Guidance Program

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***ABSTRACT**--Students appear to be a vulnerable population whose concerns and needs should be determined and addressed. They experience a multitude of difficulties not only in transitioning but also in coping with the demands of their academics, not to mention the expectations and pressures from their environment. As such, educational institutions are bound to craft and implement policies and programs which are intended to help the at risk group. And should there be policies and programs in place, educational institutions need to continuously monitor and evaluate its efforts. Overall, this study attempts to bring light to the understanding of the counseling needs of students enrolled at Cagayan State University Philippines and its relation on selected personal variables. 400 randomly selected student-respondents took the following measures: Students Needs Inventory; the Panukat ng Katalinuhang Pilipino (PKP) Form A; the 14-Item Resilience Scale; and the Self-Motivation Quiz. Aside from the questionnaires, interview and documentary analysis were also utilized to educe the data needed in the study. The result indicated that the five counseling need areas namely self-development, family relationship, social relationship, academic/studies and specific social issues were all regarded as very important by the students, with the need for self-development being their primary counseling need. The Stepwise Multiple Regression analysis manifested that among the profile variables, age, college, IQ, motivation level, resilience level, and academic performance were correlated to certain counseling need areas. Implications pointed to the importance of revisiting the guidance programme of the University, considering as a substantial input the counseling needs of the students. Efforts to educate the members of the administration, the faculty and other student service providers regarding such findings are likewise indispensable. Further, honing the multicultural competencies of the counselors and educators is indubitably necessary when relating with the student population.*

***Keywords**-- Counseling Needs; University Students; Guidance Program; Cagayan State University Philippines*

## I. INTRODUCTION

The Philippine Republic acknowledges the vital role of Guidance Counselors in nation-building and sees counselors and mental health practitioners as agents in the holistic development of the Filipino Youth. Recognizing the indispensability of effective and practical guidance and counseling services particularly for the development and enrichment of individuals and group lives, the Republic Act No. 9258 otherwise known as the Guidance and

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Counseling Act of 2004 was promulgated and this paved way to numerous metamorphoses in the guidance and counseling profession.

R.A. No. 9258 clearly captured what guidance and counseling is as a profession; it stipulated that “Guidance and Counseling involves the use of an integrated approach to the development of a well-functioning individual primarily by helping him/her to utilize his/her potentials to the fullest and plan his/her future in accordance with his/her abilities. It includes function such as counseling, psychological testing, (i.e. personality, career, interest, mental ability, aptitude, achievement, learning and study orientation), research, placement and group processes,” (IRR of RA 9258, 2004).

Since most people today are faced with different adversities, those who are not in the counseling profession are challenged to reach out to the diverse populace who are deemed in need of the guidance and counseling services. Students for instance being highly at risk as they experience a multitude of difficulties not only in transitioning but also in coping with the demands of their academics are indubitably recipients of the guidance services.

Based on observations and personal encounters, students appear to be a vulnerable population whose concerns and needs should be determined and addressed. According to Dadgostarnia (2014) and Prajapati (2007), needs assessment to identify the areas in which students should be advised comprehensively is a major issue to be paid attention by university policy makers. Counseling services availability should not be limited to urgent and catastrophe situations; because due to daily increasing number of complex situations in various areas of life, students may require variety of consultation services. Educational institutions should therefore craft and implement policies and programs which are intended to help the at risk group. Should there be policies and programs in place, there is still a need for educational institutions to continuously monitor and evaluate its efforts.

Being one of the significant student services, the Guidance and Counseling Program has to be constantly subjected for further enhancement considering the needs and problems of the students. If universities employ a top-to-bottom approach in the design of guidance activities, the actual existing needs and concerns of its primary stakeholders – the students - may likely to be overlooked. Hence, an analysis on the guidance and counseling needs is of paramount importance as it gives the guidance personnel a perspective on what programs to launch and what to discard. Students’ needs have to be determined in regular if not scheduled basis as it is a fact that needs do change depending on the characteristics of the student population. Moreover, this will help universities identify what counseling needs have to be addressed primarily and least, thereby ensuring that what are provided to students are those which are essential and relevant in their holistic development.

As articulated in its vision, Cagayan State University as one of the higher education institutions in the Philippines is committed in the transformation of lives by educating for the best. The University hopes to aid in the transformation of lives through incessant struggles toward the improvement of its programs and services. CSU necessarily commits to understand and meet the needs of its stakeholders and help make sure they get the possible experience from higher level of education.

Such is grounded in the conduct of students’ needs assessment and a gap analysis between what they actually expect and need vis-a-vis what is provided to them in terms of services. Doing so will give the administrators and faculty of the University a wider view of the current students’ status that may serve as a framework in the enhancement of its programs and services.

Overall, this study presents an opportunity to advance our understanding of the students' counseling needs at Cagayan State University (Carig Campus), Philippines. Specifically, it aimed to achieve the following objectives:

1. To establish baseline data on some identified personal, academic, and psychological characteristics of students enrolled at Cagayan State University, Carig Campus.
2. To generate a sex-disaggregated data on the following variables: IQ Level; Motivation Level; Resilience Level and Academic Performance.
3. To ascertain the extent to which the students need the following: self-development; family-relationship; social relationship; academics/studies; specific social issues.
4. To describe the relationship between the counseling needs of the respondents and their personal, academic and psychological profile.
5. To design and recommend for the implementation of enhanced and gender-responsive programs that addresses the students' counseling needs.<sup>4</sup>

## **II. METHODOLOGY**

### ***2.1. Research Design***

The descriptive-correlational research was utilized in the study. The descriptive method was used to bring light to the understanding of the students' counseling needs as well as to establish baseline data with regard their demographics/personal profile. The relationship between the respondents' counseling needs and the identified profile variables were established through correlation method.

### ***2.2. Respondents and Sampling Procedure***

A total number of 400 undergraduate students officially enrolled students selected through stratified random sampling took part in the study. The respondents hailed from the different colleges in the Campus namely: the College of Arts and Sciences, College of Engineering, College of Human Kinetics, College of Information and Computing Science, College of Industrial Technology, College of Public Administration, and College of Veterinary Medicine.

### ***2.3. Instruments***

The data collecting instruments for this study include four (4) sets of test - the Students Needs Inventory, 14-Items Resilience Scales (RS-14), Self-Motivation Quiz and Panukat ng Katalinuhang Pilipino Form-A (PKP). Moreover, a self-made questionnaire was used to gather the necessary data needed for the personal profile of the study. Interview and documentary analysis were also used to further substantiate the data elicited in the study.

### ***2.4 Statistical Tool and Treatment***

The data gathered in the study were analyzed by employing the following statistical tools: Frequency and percentage distribution were used in the analysis of the respondents' personal profile.

Weighted mean was utilized to analyze counseling needs (i.e. Self-Development, Family Relationship, Social Relationship, Academic/Studies, Specific Social Issues and others); IQ level; level of motivation; level of resiliency; and academic performance.

The Stepwise Multiple Regression was the statistical tool used to determine which variables have significant relationship to the respondents' counseling needs.

### III. RESULTS AND DISCUSSION

#### 3.1 Personal Profile of the Respondents

The personal profile of the university students are inclusive of age, sex, civil status, current year level, course, estimated monthly income of parents, current place of residence, family structure, birth order and religion. Result of the study revealed that students currently enrolled at Cagayan State University are predominantly single, female who are in their early adulthood years, with a mean age of 19.52. Most of the student-respondents are pursuing courses offered by the College of Information and Computing Sciences and are at their third year level. Usually, their parents have a monthly income of 3,000 pesos and below. As to current place of residence, majority reside or stay at their boarding houses near the Campus and generally have a nuclear family structure. Moreover, most of the respondents are last born child who are Roman Catholic. These data illustrate that the Campus caters to a diverse student population from a variety of background.

**Table 1. Personal Profile of the Respondents**

Category	Frequency	Percent
n= 400		
<b>Age</b>		
16 – 18 years old	117	29.3
19 years old	130	32.5
20 – 31 years old	153	38.3
<i>Mean = 19.52</i>		
<i>Std. Deviation = 1.81</i>		
<b>Sex</b>		
Male	177	44.3
Female	223	55.8
<b>Civil Status</b>		
Single	390	97.5
Engaged	2	.5
In a live in set-up	3	.8
Married	5	1.3
<b>Current Year Level</b>		
First year	66	16.5
Second year	83	20.8
Third year	211	52.8

Fourth year	40	10
<b>College</b>		
CAS	62	15.5
COE	65	16.3
CIT	69	17.3
CICS	181	45.3
CVM	1	.3
CHK	20	5.0
CPAD	2	.5
<b>Estimated Monthly Income of Parents</b>		
P 3,000 & below		
P 3,001 – P 5,000	128	32
P 5,001 – P 8,000	92	23
P 8,001 – P 12,000	70	17
P 12,001 – P 15,000	44	11
P 15,001 & above	21	5.3
	45	11.3
<b>Current Place of Residence</b>		
Boarding house		
Stays at home	207	51.7
	193	48.3
<b>Family Structure</b>		
Extended	114	28.5
Nuclear	267	66.8
Blended	19	4.8
<b>Birth Order</b>		
First born child	91	22.8
Middle child	171	42.8
Last born child	126	31.5
Only child	12	3
<b>Religion</b>		
Catholic	298	74.5
Non-Catholic	102	25.5

### 3.2. Intelligence Quotient of the Respondents

The intelligence quotient of the respondents was determined through the Panukat ng Katalinuhang Pilipino Form-A (PKP). The mean General IQ of the respondents is 26.910 which fall under below average description.

In terms of the IQ levels of male respondents compared to female respondents, males are likely to have outwitted the females; them having a low average IQ while the females with a below average IQ. Although the levels appear to be not so far-off, it is apparent that males outsourced the females.

Possible factors that might have contributed to low scores in the IQ test scores of the respondents include the lack of ventilation of the classrooms used during testing, not to mention the probability of noise and distractions. The Campus Guidance Center does not have any existing testing room conducive to conduct said IQ test.

**Table 2. Profile of the Respondents in terms of their Intelligence Quotient (IQ) Level**

Category	Male	Female	Total Frequency	Percent
n= 400				
<b>Intelligence Quotient</b>				
Superior	4	1	5	1.25
Outstanding	4	3	7	1.75
Very High	7	4	11	2.75
High	14	16	30	7.5
High Average	16	8	24	6
Average	23	22	45	11.25
Low Average	23	22	45	11.25
Below Average	19	20	39	9.75
Poor	21	28	49	12.25
Very Poor	46	99	145	36.25
<b>Mean</b>	<b>31.63</b>	<b>22.49</b>	<b>26.910</b>	
<b>Descriptive Interpretation</b>	<b>Low Average</b>	<b>Below Average</b>	<b>Below Average</b>	

<b>Legend:</b>	<i>90 above = Superior</i>	<i>50 – 59 = High Average</i>	<i>10 – 19 = Poor</i>
	<i>80 – 89 = Outstanding</i>	<i>40 – 49 = Average</i>	<i>1 – 9 = Very Poor</i>
	<i>70 – 79 = Very High</i>	<i>30 – 39 = Low Average</i>	
	<i>60 – 69 = High</i>	<i>20 – 29 = Below Average</i>	

### 3.3 Motivation Level of the Respondents

The motivation level of the student-respondents was assessed through the 12 items Self-Motivation Quiz. As can be gleaned from data, majority or 63 percent of the respondents have a high level of motivation; the mean motivation level of 36.98 likewise manifests a high motivational level.

Both male and female respondents have high levels of motivation, the males having a mean of 36.58 and the females with a mean of 37.3 respectively. This implies that they have high motivation level. They find ways to

accomplish things and they make it sure that things would turn out well amidst the challenges that would stand their way. With the informal interview conducted to the students, their individual accounts of battling with life struggles manifest their perseverance to uplift their status in life. Their determination to improve in their current status is vividly observed.

People who are highly motivated are self-driven; they make deliberate efforts onward goal-setting and goal achieving. They spend their energies completing tasks they are interested in and they have their personal reasons of doing so.

Compared to unmotivated people who allows their fears and personal doubts to keep them from achieving, highly motivated individuals cast away their self-doubts and gear themselves with courage to attain whatever they have set for themselves. They have personal control over their own decisions and they take responsibility for their own actions. As such, highly motivated people are probably those who had few incomplete goals in the past knowing their grit and determination to succeed.

**Table 3. Profile of the Respondents in terms of Motivation Level**

Category	Male	Female	Total Frequency n= 400	Percent
<b>Motivation Level</b>				
High	107	145	252	63
Moderate	67	72	139	34.75
Low	3	6	9	2.25
<i>Mean</i>	36.58	37.3	36.98	
<i>Descriptive Interpretation</i>	High	High	High	
<b>Legend:</b>	<b>36 – 48 = High</b>	<b>24 – 35 = Moderate</b>	<b>12 – 23 = Low</b>	

### 3.4 Resiliency Level of the Respondents

In terms of the university students’ resiliency level, the result shows that more than half or 216 or 54 percent of the respondents have high level of resiliency. Meanwhile, there appears to be no sex-differences in terms of resiliency as both the male and female respondents manifested a high resiliency level.

Even the mean resiliency score of 64.60 is indicative of a high level of resilience. The result substantiates the foregoing finding that the respondents have a high motivational level. Impliedly, the respondents are very capable of overcoming adversity and adapting successfully in to their environment. Being self-motivated, the university students could quickly recover from failures.

People with high resiliency cannot be hampered by adversity. Their resilience is shown in their ability to transcend and recover from pain and mishaps. Since they perceive bad times only as momentary, they find courage to act towards their goals amidst the challenging times.

Resilient individuals are able to bounce back from life's misfortunes and setbacks. They open themselves for whatever life realizations they could get from the problems they encounter. When faced with environmental pressures and academic stressors, students with high resilience are able to thrive. Their sensibility and guts to withstand disappointments are their assets which help them to get through life. They have the fortitude to try harder and improve themselves even better.

Research suggest that resilience in the university environment is positively associated with greater mental health, as well as successful transition and adjustment to the university life (Peng, L., et. al., 2012). Resilience serves as a protective buffer that makes individuals cope from psychological stressors. This finding supports that of Hjedmdal et al., (2006); and Stallman, (2011) who found that high levels of resilience have been linked to lower level of psychological distress among university students.

**Table 4.** Profile of the Respondents in terms of Resiliency Level

Category	Male	Female	Total Frequency	Percent
n= 400				
<b>Resiliency Level</b>				
Very High	5	6	11	2.75
High	94	122	216	54
Average	67	90	157	39.25
Low	7	5	12	3
Very Low	4	0	4	1
<b>Mean</b>	<b>64.08</b>	<b>65</b>	<b>64.60</b>	
<b>Descriptive Interpretation</b>	<b>High</b>	<b>High</b>	<b>High</b>	
<b>Legend:</b>	<b>70 - 84 = Very High</b>	<b>42 - 55 = Average</b>	<b>14 - 27 = Very Low</b>	
	<b>56 - 69 = High</b>	<b>28 - 41 = Low</b>		

### 3.5 Academic Performance of the Respondents

As regard the academic performance of the students, the data were obtained from their general weighted average during second semester school year 2015-2016 for second year to fourth year students and for first year, first semester school year 2016-2017 which were taken from the Office of the Campus Registrar. From the data, almost half or 42.5 percent of the respondents earned the grade of 83-87 which is qualitatively described as "passing".

Meanwhile, both males and females have a satisfactory academic performance; majority of the females have satisfactory academic performance while most of the males are merely passing.

Having a satisfactory grade implies that the students struggle in their academic endeavors but through their determination and perseverance as revealed by their resiliency and motivation level, they ensure to attain satisfactory marks as this is vital in order for them to survive College life, not to mention its help in maintaining whatever scholarships they may have availed. Since they are highly motivated and resilient, the respondents endeavor to finish their academics amidst having some concerns and needs. Probably, they are enthused to work toward having satisfactory grades.

**Table 5. Profile of the Respondents in terms of Academic Performance**

Category	Male	Female	Total Frequency	Percent
n= 400				
<b>Academic Performance</b>				
Excellent				
Very Good	0	0	0	0
Good	3	3	6	1.5
Satisfactory	17	40	57	14.25
Passing	72	98	170	42.5
Failed	80	79	159	39.75
	5	3	8	2
<i>Mean</i>				
<i>Descriptive Interpretation</i>	<b>83.86</b>	<b>84.47</b>	<b>82.215</b>	
	<b>Satisfactory</b>	<b>Satisfactory</b>	<b>Passing</b>	

<b>Legend:</b>	<b><i>Below 75 = Failed</i></b>	<b><i>83 – 87 = Satisfactory</i></b>	<b><i>93 – 96 = Very Good</i></b>
	<b><i>75 – 82 = Passing</i></b>	<b><i>88 – 92 = Good</i></b>	<b><i>97 – 100 = Excellent</i></b>

### 3.6 Extent of Counseling Needs of Male & Female Respondents

In terms of the prevailing counseling needs of the respondents, five needs areas were considered and presented namely self-development, family relationship, social relationship, academics/studies, and specific social issues. The data illustrated in Figure 1 revealed that the five counseling need areas were deemed “very important” for them. There was no apparent difference on how male-respondents and female-respondents perceive the importance of the specified counseling need areas as both of the sexes view these areas *very important*.

Among these need areas however, self-development ranks the highest need with an area mean of 4.16, followed by academic/studies, social relationship, family relationship and specific social issues respectively. Under this particular source of counseling needs, the results specifically show that the respondents view the following self-development aspects as extremely important: *better self-knowledge and self-understanding; time-management; planning about life and developing self-confidence*. This means that the respondents need to become more aware

of their selves and need to build self-confidence in order to feel secured about their abilities, decisions and actions. Through self-enrichment, students gain not only the knowledge, but also the attitudes and interpersonal skills that will help them understand, accept and respect their selves and others. Moreover, they will learn to set practical goals, make sound decisions and take essential steps to achieve their goals. Through personal development, they are to discern about safety and survival skills, (Gysbers & Henderson, 2006).

With a category mean of 4.13, interpreted as “very important”, the result of the study also revealed that the students studying in the University are in necessity of challenges related to academics. It can be inferred from the data that the respondents’ academic needs such as the need for enough time to complete requirements, the need for environment conducive to their studies, the need to develop confidence and overcome nervousness and anxiety when recitation, and the need to adjust and adapt to different teaching methods of their teachers pose real challenges to the students and can in fact be considered as one of the sources of their stressors. These findings corroborate to that of Arco, Fernandez, Heilbon and Lopez (2005) who revealed that when it comes to academics, the following areas are desiring of significant attention for university students: academic needs such as the need to improve their study skills, problem of time management and problem of test taking anxiety; and the need to stay focused as they can get easily distracted.

These may have implications on the level of academic achievement and performance of university students. These also mirror the adjustment that the students go through on a new academic environment as there is a big difference of their life during their secondary years as compared now that they are in college; they have intense need on how to set priorities which task should to do first, and to develop self-confidence.

Further, social relationship as a need area is viewed as very important by respondents. It is apparent that the students of the Campus need to develop a skill for starting/maintaining friendship. This implies that respondents give emphasis in handling peer pressure because it is one thing that teens have in common. Students are social beings and enjoy mixing in the company of their peers and environment where they feel a need to belong and be accepted by others.

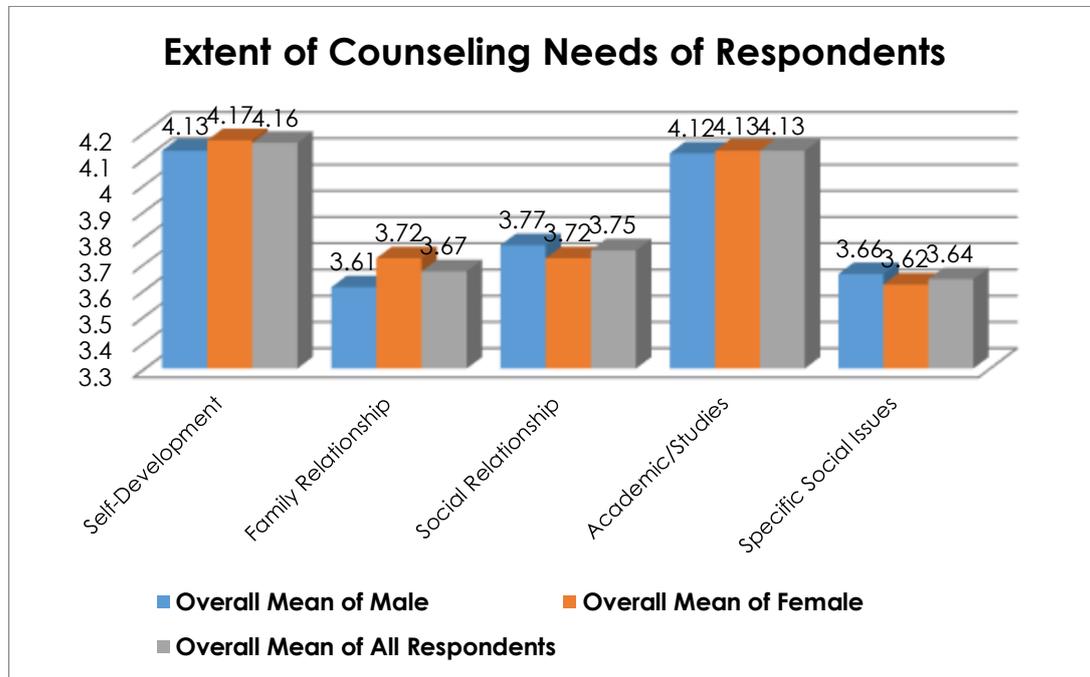
The result further reveals that the students manifest the need to improve their relationship with family members. With an area mean of 3.67, bearing a corresponding description of “very important”, the respondents manifest the need to improve their relationship with their siblings and the need to develop the ability to discuss problem with their parents. These may be indicative of the strength and quality of relationship and attachment that the students have with their family. There seems to be issues in terms of parent-children and sibling relationships.

Based on initial interviews and walk-in counseling sessions with students, there were disclosures and affirmations on some problems in the family system such as having conflicts with parents and siblings, being raised on broken homes, having parents who are detached or uninvolved or highly preoccupied on their jobs. Other family issues including financial difficulties and physical and sexual abuses all point out to a desire on the part of the students to have a secure family life.

As to the area of specific social issues, respondents rated this area as “very important” which has an area mean of 3.75. This implies the students’ need to learn more about specific social issues like: physical abuse; sexual abuse; emotional and verbal abuse; handle alcoholic/or drug-dependent family member; handle experiences of abuse (physical, sexual, emotional, verbal); handle effect of disaster/crisis/calamities; cope with losses (separation, abandonment, death, overseas work); deal with parents’ extramarital affairs; and adjustment causes by financial crises.

These findings recognize the diversity of students' needs and concerns and therefore has essential implications in the crafting of a needs-based guidance program.

**Figure 1. Extent of Counseling Needs of Respondents**



**Legend:**

4.2 – 5 = <i>Extremely Important</i>	1.8 – 2.5 = <i>Somewhat Important</i>
3.4 – 4.1 = <i>Very Important</i>	1 – 1.7 = <i>Not Important at All</i>
2.6 – 3.3 = <i>Moderately Important</i>	

### 3.7 Relationship between Respondents' Counseling Needs and their Personal, Academic and Psychological Profile

Data on the succeeding tables provide a view on the relationship between the respondents' counselling needs and their personal, academic and psychological profile. It was revealed that among the profile variables, age, current year level, college, IQ, motivation, resilience and academic performance were significantly related with the respondents' counseling needs as indicated by the multiple regression analysis.

Specifically, the data presented in Table 6 illustrate the relationship between the profile variables of the respondents and self-development. Among the variables entered in the regression analysis, resilience, motivation, age, IQ and college of the respondents were found to have a significant relationship with self-development as shown by their multiple correlation coefficient of .260, .307, .333, .348 and .362 respectively.

These suggest that resilience, motivation, age, IQ and college have a significant relationship on the counseling needs of the students particularly on self-development. As presented from the preceding tables, the data indicated that the student-respondents have high levels of resiliency and motivation. Being high in resiliency and

motivation, the respondents are likely to exhibit determination and perseverance and may manifest deliberate efforts to stay self-motivated.

As such, they may still be prone of seeking help from others. They tend to openly demonstrate positive feelings toward others especially to those who play crucial roles on their self-development.

Research findings support that resilience is essential to the well-being and optimal functioning of students. As an individual attribute, resilience is considered a necessary factor in self-development; resilience aid students in coping with whatever stress, adversity, or any challenges that they may face. Often associated with resilience was a pattern of self-development that is responsible, mature, cooperative, optimistic, and persevering. Since the well-being of students is vital to their stay in the University, emphasis should point to activities geared towards increasing or maintaining students' level of resilience. Measures should not only be remediation but also prevention which implies that self-development activities should not only be for the less resilient but even for those with a high level of resiliency.

Motivation is also recognized to have correlation on students' self-development. This result corroborates the principles of the Self-determination Theory (Deci and Ryan, 2000), which posited that growth rests on three psychological needs (competence, autonomy, and relatedness). As these needs are met, the person comes to act more upon internally directed (i.e., self-determined) motivations, rather than motivations that are more extrinsically or externally controlled. Even the highly motivated individuals may continuously desire for continuous for self-development.

Further, the result of the regression analysis established that age is correlated to self-development. This implies the assumption that one's age has an impact on one's personal development, favoring in particular the older students who are likely to be more mature having acquired more self-development over time. The result may be accorded to the fact that majority of the students who participated in this study are in their adolescent stage. Mutie and Ndambuki (2004) stated that in the process of growing up, many young people globally are faced with numerous personal problems. As such, these individuals may grope for assistance not only in trying to figure out what they are capable of doing but also in affording them the assurance that they are doing things right.

Moreover, IQ of the respondents also appears to have a correlation to self-development. As illustrated from the data in the previous tables, students within higher IQ level tend to seek more help as compared with the students within very poor IQ. They are more likely to have discernment and they recognize the need to seek assistance whenever they feel the need for such. This input of giving attention not only to those with low IQ but also to students with high IQ, should therefore be considered in the design or the enhancement of the current services and program of the Campus Guidance and Counseling Center.

Another variable that was found to have a significant correlation to self-development is the college to which the respondents belong. Though the need for self-development is a general concern, this result only proves the diversity of students' needs and issues. As an implication thereof, the Guidance Program especially those geared for the promotion of students' self-development should target students across colleges especially those who needed it the most

**Table 6.** Correlates of self-development

<b>Variables</b>	<b>Multiple Correlation Coefficient</b>
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Resilience	.260
Motivation	.307
Age	.333
College	.348
IQ	.362

Table 7 gives a view of the relationship between the respondents’ personal profile and counseling needs of the respondents particularly in the area of family relationship.

The result of the regression analysis indicates that among the profile variables, motivation, college and academic performance correlated to respondents’ counseling needs in the area of family relationship with a multiple correlation coefficient of .194, .228 and .253 respectively.

This result affirms the crucial role of the family. Indubitably, family is one of the sources of motivation hence, discussing issues with family members and having a close family ties is very much important.

Specifically looking unto the different profile variables, the data revealed that the college to which the students are enrolled was significantly correlated in the area of family relationship, particularly those from the College of Industrial Technology and College of Information and Computing Sciences. This may be attributed to the fact that most of the respondents came from these colleges. This finding substantiates the disclosures of students during initial and intake interviews with regard their family issues.

Academic performance is also positively correlated with counseling needs in the area of family relationship. Family relationship is of great impact in the academic performance of every student.

As had been constantly held by previous researches on academic performance, family relationships and support are indispensable on students’ academic standing. Researches on educational outcomes point out to the issue of family as one of the factors that implicate children’s school experiences, (Bempechat & Shernoff, 2012). Family exerts considerable influence on children’s academic self-efficacy through modeling behavior and by family capital and resources (Bradley & Corwyn, 2002), which included the material aspects, such as family income; human resources, such as education; and social network. Further, perceive parental support was related to a greater academic motivation and a positive individual goal orientation, affecting students’ cognitive engagement, in a study carried out by Wentzel (1998). These call for the provision of avenues for parents to be aware of their roles and influence in terms of their children’s academic performance. The Campus may strengthen their linkage not only with other agencies and stakeholders but more importantly with parents. The conduct of activities like parent and teacher convocations and initiatives to give feedback and empower parents through parenting seminars will more likely redound to the benefit of the students.

**Table 7.** Correlates of family relationship

<b>Variables</b>	<b>Multiple Correlation Coefficient</b>
Motivation	.194
College	.228
Acad. Performance	.253

Table 8 provides a view on the relationship between the respondents' profile and their counseling needs in the area of social relationship. Among the variables, resilience, motivation, and IQ of the respondents were manifested to be significantly related to social relationship as shown by their multiple correlation coefficient of .197, .244 and .270 respectively.

Being resilient, motivated and having a high IQ are intertwined in social relationship. And their need for strong peer support is much needed.

Early adolescence is considered as a period of transition and change. Adolescents undergo social adjustments and some sort of modifications in their interpersonal relationships and social spheres. Developmentally, they struggle for psychological and emotional independence from parents or other authority figures. They turn to their peers instead whenever they have concerns, even when it comes to matters that have to do with establishing and maintaining positive self-identity.

To ensure personal efficacy and a healthy adjustment during the adolescent years, not to mention the need for the students to relate well socially, having a good grasp in terms of resilience and motivation plus a good intellectual foundation are indispensable.

**Table 8.** Correlates of social relationship

<b>Variables</b>	<b>Multiple Correlation Coefficient</b>
Resilience	.197
Motivation	.244
IQ	.270

As can be gleaned from the data in the subsequent table, it was transparent that among the profile variables, resilience, motivation, and college were found to have a significant relationship with academic/studies as indicated by their multiple correlation of .211, .255 and .290 respectively.

The findings underscored the role of resilience and motivation and also the influence of the college on the students' educational performance and achievement.

Resiliency encompasses the ability to succeed amidst adverse conditions such as poverty, abuse, or any catastrophe. It includes components such as motivation, confidence, ability to set goals, strong relationships/connections, sense of well-being, and stress management (Close & Solberg, 2007). Impliedly, a student with a high level of resilience would therefore have a greater chance to overcome his academic endeavours.

Result emphasized that the higher the level of resilience adolescents have, the more they feel that they are able to cope with novelty in various domains of life, especially in scholastic context. This findings corroborate with that of Scales et al. (2006) who found that higher level of resiliency traits is strongly correlated with higher grade point averages (GPAs) among middle and high school students. In similar studies conducted by the U.S. Department of Education, Waxman and Huang (1997) found that the students who ranked 90<sup>th</sup> percentile on the standardized tests in mathematics were highly resilient, reporting significantly higher level of task orientation and satisfaction, social self-concept, achievement motivation, and academic self-concept than their counterparts who ranked below the 10th percentile.

Though Filipinos in general are being known for their resilience, guidance programs should not discount the provision and implementation of psycho-educational programs that promote and boost students' resilience. The multitude and complexity of issues and concerns that beset the millennials may shake their resilience which when not addressed would proliferate cases of depression and suicides. It is in this area where the Guidance Center may have much to do.

Moreover, the result confirms the findings of Vansteenkiste et. al., (2005), which pointed out that motivation can have positive impact on students' academic performance particularly along their study strategy, adjustment and well-being. This evidently lay down the premise that motivation is indispensable in ensuring students' academic success and the CSU academic community should therefore reinforce students' motivation in their academics by recognizing students' efforts through recognition ceremonies which may be done every after a semester or a school year.

The regression analysis also renders the college of the student-respondents as one of the correlates of academic/studies. This finding affirms that the needs of the respondents in the area of academics tend to depend on the expectations of the college in terms of the students' academic achievement which in turn is dependent on the program to which the students are enrolled with. Should they be enrolled in programs with licensure examination for instance, much will be expected from them academically because the retention policies may appear to be tougher in these programs compared to others. Consequently, students enrolled in programs with board courses may likely to express a need in this area.

**Table 9. Correlates of academic/studies**

<b>Variables</b>	<b>Multiple Correlation Coefficient</b>
Motivation	.211
College	.255
Resilience	.290

Presented on Table 10 are the correlates of specific social issues. It is evident that academic performance, year level and motivation of the respondents have a significant relationship in specific social issues as shown by their multiple correlation coefficient of .128, .176, .211 respectively.

It should be noted that operationally, specific social issues as a counseling need area refers to the respondents' need to be more educated and enlightened about physical abuse, sexual abuse, how to cope with losses, deal with parents' extramarital affairs and adjustment caused by financial crises.

As such, the result renders that the higher the academic performance, the more inquisitive or interested they may be in being clarified about these social issues. Same is true as they elevate in terms of year level. As they become more aware of these existing social issues, most probably out of their own learnings and/or experiences, it is more probable that they exhibit a need to be educated and enlightened on the said issues particularly on how they could possibly cope or manage, should they find themselves in the said context.

As further revealed, motivation is also an influential variable premised on the finding that motivated individuals always get things done. The student-respondents having a high level of motivation exhaust their time and effort on setting goals and doing all possibilities to achieve such goals. Their need to raise their awareness on

the specific social issues that concerns them is highly apparent. This is more likely accorded not only to their desire to be informed but may also be of their passion to do something or the resolution of these issues. Besides, thinking and doing the ideals is typical among millenials.

**Table 10. Correlates of specific social issue**

<b>Variables</b>	<b>Multiple Correlation Coefficient</b>
Acad. Performance	.128
Year level	.176
Motivation	.211

#### **IV. SUMMARY AND CONCLUSIONS**

University students have a wide sought for guidance and counseling services as ascertained by their diverse counseling needs. All of the counseling needs areas namely: the need for Self-Development, Family Relationship, Social Relationship, Academic/Studies, and Specific Social Issues are deemed very important.

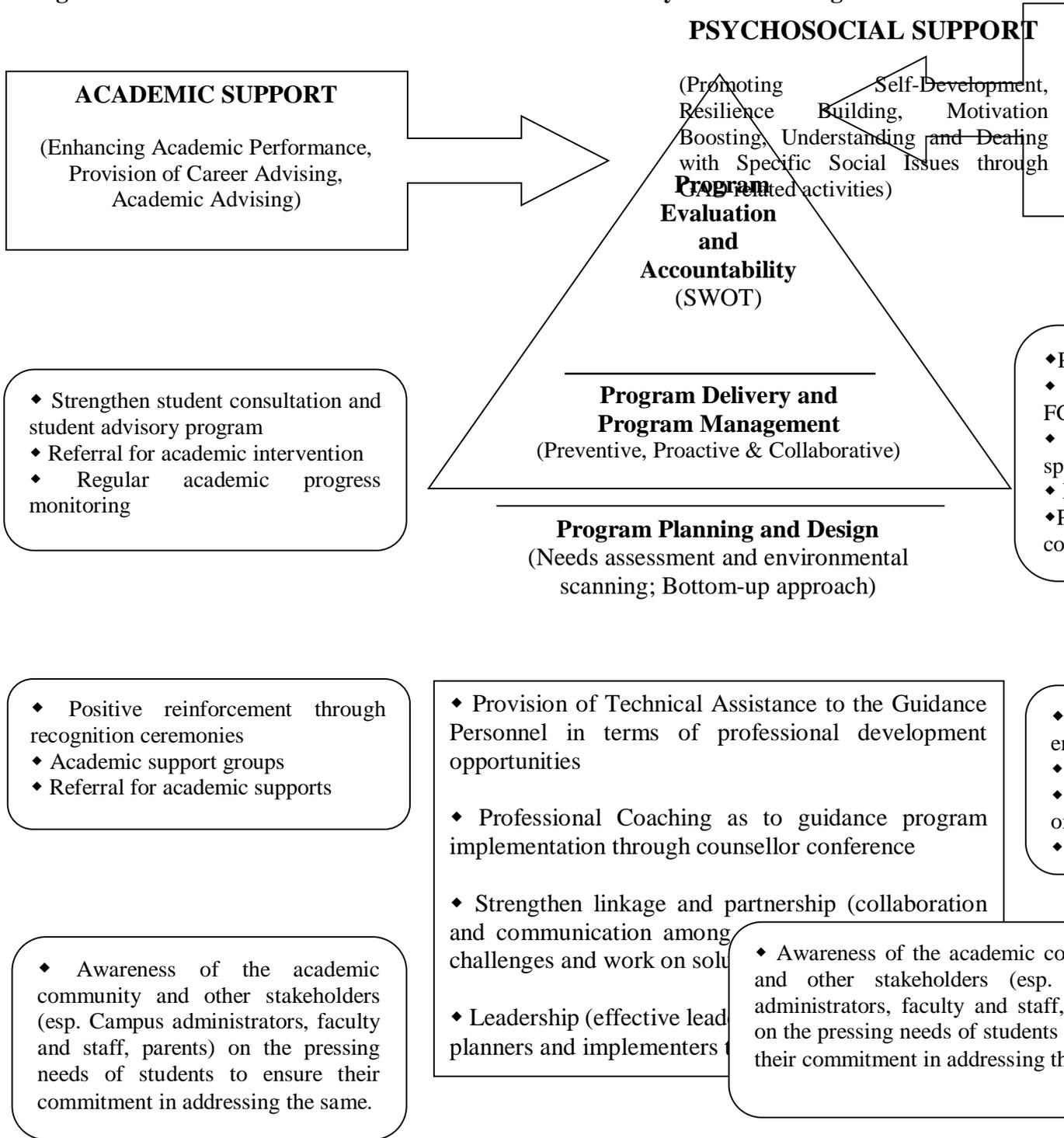
The more intelligent, highly motivated and highly resilient the students are, the higher is their need for more guidance and counseling services because they tend to be more directed, reflective and ambitious in life. In effect, they need proper guidance in all things that they do unlike their counterparts. These point to the fact that counseling is more attractive and essential to students of these kind instead of the usual concept that counseling should be geared towards the less intelligent, less motivated and less resilient students. As such, services along guidance and counseling must not only be remedial as traditionally perceived, but must be more preventive and proactive.

#### **V. RECOMMENDATIONS**

Indubitably, the results of the study point out to essential inputs on the planning and design, delivery and management, and evaluation of the guidance program, the bottom line of which redounds to the benefit of the students being the primary recipients of the guidance and counseling services.

Based on the findings obtained from the study, the framework illustrated in Figure 2 forms part of the recommendations.

**Figure 2. Framework for the Enhancement of the University Guidance Program**



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