



De La Salle University – Dasmariñas

Emotional Disclosure of Selected Engineering Students
from the College of Engineering and Technology,
of De La Salle University – Dasmariñas:
A Basis for Counseling Program

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**ABSTRACT**

NAME OF INSTITUTION: De La Salle University – Dasmariñas

ADDRESS: Dasmariñas, Bagong Bayan, Dasmariñas, Cavite

TITLE : Emotional Disclosure of Selected Engineering Students from the College of Engineering and Technology of De La Salle University – Dasmariñas: A Basis for Counseling Program

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STATEMENT OF THE PROBLEM:

1. What are the respondents' profile in terms of:
 - a. age
 - b. year level?
2. What are the levels of emotional disclosure in the following areas :
 - a. Depression
 - b. Happiness
 - c. Jealousy
 - d. Anxiety
 - e. Anger



- f. Calmness
 - g. Apathy
 - h. Fear?
3. What is the existing guidance program of De La Salle University- Dasmariñas in the College of Engineering students?
 4. What is the implication of emotional disclosure profile for CET students in the development of a counseling program?

SCOPE and COVERAGE:

The study dealt with the different types of emotion that the selected male engineering students disclosed and the intensity of these emotions. It was limited to the interpersonal relationship of the selected male adolescents with their peers. There might be other interpersonal relationships, but they were not considered in the present study.

METHODOLOGY:

A descriptive research design was utilized for this study. A translated Emotional Self-Disclosure Scale developed by Dr. William Snell , Jr. was used as the main instrument for conducting the study.

The survey method, through the use of a questionnaire, was disseminated to the study's respondents, 122 engineering students.

SUMMARY:

This study was conducted to identify the level of emotional disclosure of selected engineering students.



The findings of the study were regarded as a basis for developing a guidance program.

Specifically, the study aimed to answer the following:

1. The respondents' profile in terms of age and year level.
2. The profile of the respondents' emotional disclosure in the following areas:
 - a. Depression
 - b. Happiness
 - c. Jealousy
 - d. Anxiety
 - e. Anger
 - f. Calmness
 - g. Apathy
 - h. Fear.
3. The existing guidance program of CET.
4. The implication of the emotional self-disclosure profile for the College of Engineering and Technology students in the development of a counseling program.

MAJOR FINDINGS:

The following were gathered from the study:

1. Of the 122 respondents 29.51% are 20 year old students, while 18.85% of the respondents are 19 year old students. Moreover, 33.61% of the respondents



are 4th year students which is the majority. And the 16.39% are 3rd year students which are the minority.

2. If the not-disclosed-scale and the disclosed scale were to be grouped as one, more than half of the respondents will fall in most areas except happiness and calmness that will mean male adolescents does not or slightly disclose their emotions which will mean that an additional feature in the guidance program may be designed.
3. Happiness is the most area male late adolescents fully disclose. On the other hand, Jealousy is the most area that male late adolescents do not disclose.
4. The existing guidance program includes interviewing, counseling, conducting seminars, organizing group sessions, referral and testing which they to assists their student on their emotional problems.
5. The emotional profile of the engineering students implies that there are some emotions that they still refuse to share. Namely, they are jealousy, apathy, and fear.

CONCLUSIONS:

Based on the results of this study, the researchers conclude that the data from the Emotional Self-Disclosure Scale revealed that although most area result is that they discussed moderately the times when they have felt these emotions, when these two scales are joined (not discussed and slightly discussed) more than half of the responses are obtained as results.



While happy times is the most area that late adolescents fully discuss, jealousy, apathy and anger are the first three areas of emotion in which they do not discuss with their friends.

Interviewing, counseling, conducting seminars, organizing group sessions, referral and testing are the services done by the guidance counselors to assist their students on their emotional problems.

Thus, the emotional disclosure profile implies that there are some emotions that these students still refuse to share, namely jealousy, apathy, and fear.

It is then concluded that the result of the study could serve as a useful basis in development of a new feature of the guidance program that can help students in the College of Engineering and Technology to cope-up with current problems of students and developing maturity emotionally.

RECOMMENDATIONS:

The proposed guidance program of activities may help in determining the perceived problem of the Engineering students as well as in the forming of probable solutions to help the late adolescent students deal with their emotions.

Based on the findings of the study the following are recommended:

1. Small group counseling sessions with engineering student with their peers. In order for the students to be encouraged to share their experiences. Also it is for them to learn to share what they feel and how they had dealt with that feeling.



2. Guidance counselors should have continuous follow-up with engineering students in order to help the students to understand and to avoid the traps that may cause emotional problems.
3. A seminar or workshop in self-awareness for the engineering students. It is for them to understand more on how to deal with their emotions. It is also for them to be aware that it is not a sign of weakness when a male discloses their feelings.
4. More seminars or workshops like on how to cope up with their emotional problems, personality development, etc., for the development of the students' emotional maturity. Also, it is for the students to learn to replace frustration and despair with hope and action.
5. Guidance counselors work more on establishing good rapport with their student, for them to feel free to confide to their guidance counselor concerns regarding their problems.



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