

An Assessment Of The Needs Of The Business Administration
Freshmen Students Of De La Salle University
Dasmariñas School Year 1996-1997:
Its Implications To Guidance

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Major in Guidance and Counseling

Maria Lita Jumangit-Arquion

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ABSTRACT

Name of Institution: De La Salle University-Dasmariñas
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TITLE : An Assessment of the Needs of the
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AUTHOR : Maria Lita Jumangit-Arquion
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OBJECTIVES OF THE STUDY:

A. GENERAL:

Assess the needs of the regular BA freshmen students of DLSU-Dasmariñas, SY 1996-1997 and know its implication to the guidance services of the school.

B. SPECIFIC

1. Determine the needs of the regular BA freshmen students of DLSU-D, SY 1996-1997 as measured by the Student Needs Inventory (SNI);
2. Find out the significant differences in the level of needs in relation to demographic factors such as sex, family income, size of the family, intelligence, and parents' marital status;

3. Determine the implications of these needs to the guidance services of the school namely: (a) Counseling, (b) Testing, (c) Educational/Occupational Information, (d) Individual Inventory, (e) Follow-up, and (f) Special Projects.

SCOPE AND COVERAGE

The study was conducted at DLSU-Dasmariñas in Dasmariñas, Cavite from the 9th to the 30th of September 1996. The representative sample of 532 students equivalent to 33 percent of the 1,614 regular BA freshmen students enrolled during the first semester of SY 1996-1997 was used.

METHODOLOGY:

The descriptive method of research utilizing the Student Needs Inventory (SNI), Personal Guidance Information (PGI) and Revised General Mental Ability Test (RGMAT) were used in this study.

Instruments. The study utilized the descriptive method of investigation using the SNI and RGMAT. The statistical tests applied in the study were mean, t-test and F-test.

MAJOR FINDINGS:

1. The following were considered much of a need by the respondents: Academic Needs, Social Needs and

Spiritual-Moral Needs with the following means: (3.73), (3.64) and (3.75), respectively;

They considered generally a need on the following need areas and their corresponding means: Career (3.19), Character Building (3.43), Economic (2.61), Family (3.23), Psychological-Emotional (3.39), and Sexual (3.08).

2. Sex is related to Economic Needs where the male BA respondents obtained a t-ratio of 2.83 which means highly significant;

IQ in relation to Academic, Economic, Family, Physical, Social and Psychological-Emotional Needs were highly significant since the obtained ratios were 2.76, 3.0, 4.45, 4.45, 4.93 and 2.90, respectively;

Parents' Marital Status in relation to Family Needs is highly significant having a t-ratio of 2.68, which means students belonging to single-parent families had higher needs in relation to their family.

3. The implication of the needs described as much of a need on the areas of Academic, Social and Spiritual Moral to the guidance services of the school is that Guidance and Counseling plays a pivotal role in the improvement and enhancement of the students' performance in school through the proper dissemination and usage of

these services.

CONCLUSIONS:

Based on the results of this research, it is concluded that:

1. The performance and behavior of the respondents on Academic, Social and Spiritual-Moral areas are then affected by the economic status of their family and the marital status of their parents.

2. The Guidance and Counseling Office and its services play a very significant role in identifying the needs of the students and in improving and developing their performance in school as well as in the community.

RECOMMENDATIONS:

On the basis of the foregoing findings, the following are strongly recommended:

1. The Guidance Program must be strengthened, through the full support of the school administration by: (a) making GAC an independent office from the Student Affairs Office (SAO), (b) intensifying the mobilization of the counselors, (c) updating the method of instruction and motivational approach used by the faculty, and (d) clarifying the role model of faculty members in the college.

G. GARIWAY, Ed.D.
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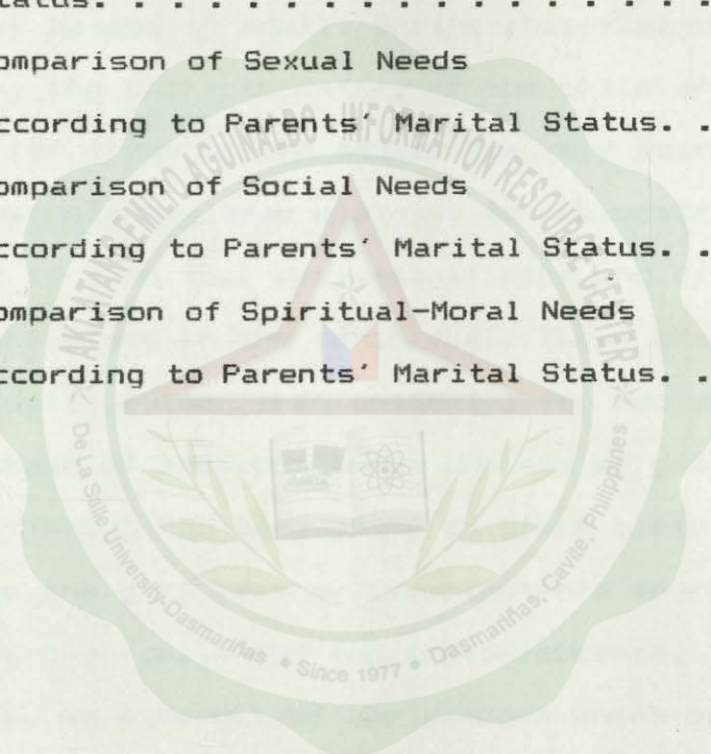
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There is in the life of every human being a significant segment, approximately eight or more years in duration, when he is no longer a child and when he has not yet become an adult. During this time of transition, the characteristics of the child are being exchanged for those of the adult. A very expressive term adolescence has been employed to designate this period. It is in that many significant and distinctive changes take place in the individual. These changes occur gradually rather than suddenly. Adolescence is the last stage of the continuous process of growth and development which has been going on since birth. Thus, the boy and the girl pass by imperceptible degrees from infancy, through childhood and adolescence, to this final phase. As a result of the changes which occur during adolescence, new thoughts, new interests, new experiences, and new strengths become evident. The adolescent becomes self-conscious, and sex conscious. It is during adolescence also that the vigor and energy, the enthusiasm and self-assertiveness, the devotion and the daring which are so characteristic of youth manifest

