

ABSTRACT

Name of Institution: De La Salle University-Dasmariñas

Address : Dasmariñas, Cavite

TITLE : City College of Manila Student

Needs: Basis for the Proposed
School Guidance Program

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OBJECTIVES OF THE STUDY:

General:

Find out the students' needs as a basis for the proposed school guidance program

Specific:

1. Find out the student's needs per year level as to: (a) health and physical development; (b) finances, living conditions, and economy; (c) social and recreational activities; (d) courtship, sex, and marriages; (e) social, psychological relations; (f) personal, psychological relations; (g) morals and

religions; (h) home and family; (I) future, vocational, and educational; (j) adjustment to school work, and (k) curriculum and teaching procedures.

2. Find out if there are significant differences in the needs of students as to year level.

3. Find out if there are significant differences in the needs of students as for male and female.

4. Determine the proposed school guidance program of City College of Manila.

Methodology:

The subjects of the study were the 1,267 or 27% of the 4,739 students enrolled in the first three biggest colleges in the City College of Manila namely: Engineering and Technology Department, Business Administration Department, and Social and Behavioral Science Department. The first year students with a total respondents of 512 or 40%, second year is 470 or 37%, and the third year with a total respondents of 285 or 20%. The respondents were chosen by using pure random sampling or lottery.

In the analysis of data gathered, frequency count, percentage, Kruskal-Wallis one-way analysis of

variance, and Spearman rho were used.

Summary of Findings

1. Results of the Mooney Problem Checklist on the first year students revealed that 306 or 60% of the students considered financial, living conditions, and economy as their needs which ranked number 1; 281 or 55 % for home and family at number 2; 275 of 54% for social, psychological relationships ranked third; 272 or 53% for social recreational activities at fourth; 266 or 52% of the respondents for personal, psychological relations ranked number 5; 265 or 51.8% for adjustment of school work and courtship, sex, and marriages ranked 6.5; 263 or 51% for health and physical development ranked 8; 235 or 46% for future, vocational, and educational ranked number 9; and 220 or 43% for curriculum and teaching procedures, and moral and religions ranked number 10.5.

2. Results of the Mooney Problem Checklist for second Year students revealed that 274 or 58% of the students considered financial, living conditions, and economy as their needs which ranked number 1; 259 or 55% of the respondents for personal psychological relations ranked number 2; 255 or 54.2% for social, psychological relations

ranked at number 3; 254 or 54% for courtship, sex, and marriages ranked number 4; 246 or 52% for social recreational activities ranked number 5; 230 or 49% for the home and family at sixth; 214 or 46% for adjustment of school work ranked 7; 211 or 45% for future, vocational, and educational ranked number 8; 205 or 44% for curriculum and teaching procedures ranked number 9; 202 or 43% for health and physical development ranked at 10; and 177 or 38% for morals and religions ranked number 11.

2. On the third year students, the results of the Mooney Problem Checklist revealed that 179 or 62% of the students considered financial, living conditions, and economy as their needs which ranked number 1; 176 or 61% for social, psychological relations ranked number 2; 169 or 60% for courtship, sex, and marriages at number 3; 168 or 59% of the respondents for personal, psychological relations ranked number 4; 155 or 54.4% for social recreational activities and adjustment to school works ranked number 5.5; 154 or 54% for home and family ranked number 7; 145 or 51% for future, vocational, and educational ranked number 8; 137 or 48% for health and physical development ranked 9; 120 or 42% for

curriculum and teaching procedure ranked number 10; and 115 or 40% for morals and religions at number 11.

4. That the computed H for health and physical development was 18.9; finances, living conditions, and economy at 19.02; social and recreational activities was 18.27; courtship, sex, and marriages has a computed H of 16.71; the social, psychological relations with 14.24; personal, psychological relations at 15.47; morals and religions was 19.14; home and family with 16; future, vocational, and educational at 12.02; with adjustment to school work at 11.48; and 21.24 for curriculum and teaching procedures.

Since all of the above categories have obtained a computed H larger than 5.991 at .05 level of confidence with 2 degrees of freedom, the results indicate that there are significant differences in the students needs in terms of year level.

5. That the degree of correlation is 80% with the remarks of high correlation in terms of needs between male and female students.

Conclusions

Based on the findings of this study, the following

conclusions were drawn:

1. Data gathered showed that on the first year students, finances, living condition, and economy were the most considered needs of the students, followed by home and family, and social and psychological relations as third. The least common needs of the students are future, vocational, and educational, curriculum and teaching procedure, and morals and religions.

2. On the second year students, it showed that finances, living conditions, and economy were the most considered needs of the students followed by personal, psychological relations at second, and social psychological relations at third. The least common needs of the students were curriculum and teaching procedure, health and physical development, and morals and religions.

3. For third year students, data showed that finances, living condition, and economy were the most considered needs of the students, followed by social, psychological relations, and courtship, sex, and marriages at third. The least common needs of the students were health and physical development, and curriculum and teaching procedure, and morals and

religions.

4. That there are differences in the students needs in terms of year level.

5. That there are differences between the needs of male and female students.

Recommendations

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

The findings of this study revealed some guidance needs of the students of City College of Manila. The researcher however, does not in any way present to give a final solutions to these guidance needs but hopefully offers the following recommendations:

A. Educational Area

A well-planned and good orientation program for college students be conducted at the start of every school year. This should be given every year at the start of every classes so that students should be given enough chance to know the totality of their duties and their responsibilities as students so that they will become properly adjusted to themselves, to the school, and to the society or community in general.

B. Vocational Area

A vocational guidance program, as continuation of what they have in the high school, be provided so that adequate information on vocational interests. Career orientations and job placement service may be given to students, especially those who are poor and for those who want to have a part-time job. This could well fit with their problems in financial area.

C. Social Area

Group guidance with emphasis on parent student relationship, social inter-action among students, teachers, and parents be conducted among the students, to develop them into socially mature individual.

The school should organize clubs and extra curricular activities and work experiences that will develop among the students their social know-how in dealing with their peers, parents, and others.

D. Religious/Moral Area

Religious organizations should be formed in the college which should be participated in by the students as well as the faculty members and administration.

Religious leaders of different religious

organizations should be invited to give moral and religious guidance instruction to their own members among the students.

E. Health Area

A workable health guidance program should be implemented to assist the students to become properly adjusted with their personal health problems especially in their everyday diet.

