

**COUNSELING NEEDS OF COLLEGE STUDENTS AND GUIDANCE PROGRAM OF
HARRIS MEMORIAL COLLEGE**

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ABSTRACT

This study aimed to identify the stressors of the college students of Harris Memorial College and to analyze the Guidance Program that provides services to them. The study employed two phases of data analysis. The first phase identified issues from the counseling records of students during counseling sessions. The second phase analyzed the Guidance Program in relation to the issues and concerns that were analyzed and classified. The two phases were utilized to determine whether Harris Guidance Program addresses the concerns and issues of students as revealed during the counseling sessions. The results reveal that the common stressors experienced by students are related to Social Relationships, Academic, Family, Adjustments, Financial, and Self. The Harris Guidance Office addresses the needs of the students through its different programs. This study presents ideas for college counselors to conceptualize a program that is suited to the needs of the students.

INTRODUCTION

Harris Memorial College started as a training school for deaconesses in 1903. Under the deaconess program, students are trained to become church workers as Preschool Teachers and Christian Educators. Students are required to stay in the dormitory for the deaconess training. In 1980s, the Student Affairs' Guidance Program was started by a part-time guidance counselor to see to it that students are doing well emotionally and psychologically while going through the deaconess training. During those years, guidance and counseling work was collaboratively performed by faculty members and school administrators. It was only in the 1990s that a full time Guidance Counselor was hired. The task of the Guidance Counselor in Harris involves individualized and collaborative approaches, as well as implementation of the Deaconess training, which may be unique, as it requires students under the deaconess program to follow strict rules, disciplines, and responsibilities to given tasks. These are all part of the deaconess training.

Students who are under the Deaconess Program are in need of attention, guidance, and individualized counseling since they live in the school dormitory away from their families and are socially involved all the time (Robledo, 2001). In response to these needs, the Guidance Services of Harris Memorial College provide various programs to the students such as individual counseling sessions, the peer counseling program or the Junior Counselors Program, Scholarship program, Enrichment Activities,

Battery of Psychology Test for seniors, Group Process and Retreat for the graduating class and YAKAP program.

The Guidance Programs and Services Office under the Office of the Student Affairs Services work to address the needs of the college students. It is important to evaluate how the Guidance Services are effectively providing these needs so that the students under the deaconess program, who would be assigned in local churches after their graduation, would become responsible and self-driven individuals. As Carl Rogers, a Humanistic Psychologist noted that for an individual to become a fully functioning person, he or she must exhibit an awareness of all experiences; has a trust in oneself; has a sense of freedom to make choices; adaptive to her environment, even as conditions change; and is capable to face difficulties (Schultz, 1998).

This study aims to look into the sources of stressors that these college students encounter. It will analyze how the Guidance Program is addressing these problems and whether it is relevant to the students' needs or not.

COUNSELING COLLEGE STUDENTS

Filipinos view education as an individual need and a prerequisite to a successful future life. Through education, an individual accumulates knowledge and develops skills, habits, and attitudes, which build up his productivity. As one moves from high school to the tertiary level, some adjustments need to be made. The transition experienced by students poses anxieties, difficulties, and problems, which affect them and their studies. Students feel the need to live up to their parents' hopes (as well as the church people's expectations, as in the case of Harris students enrolled in the Deaconess Program) of finishing college. These students who come from different cultures and family background need to adjust to a new set of friends and mentors, to the environment, to schedules and demands of the different subject areas. Students also encounter stiffer competitions and pressures from their daily experiences in the academe (Silva, Tadeo, Delos Reyes and Dadigan, 2006).

Students in their first years in college may go through the Adjustment Process of Honeymoon, Culture Shock, Initial Adjustment, Mental Isolation and Acceptance and Integration (Smith, 2012). People with low self-concept have a poor opinion on themselves and feels helpless and unable to cope with the demands of life (Schultz, 1998).

A college student in the Philippines is expected to have greater independence in thought and action and many would like to be treated as an adult, yet unprepared to assume the role. In fact, many students feel lost in college. Some students even express that they receive little or no direction and encouragement from others and that some teachers are indifferent to their adjustment difficulties. Whatever situations they may be into, it tests how much they have achieved from the previous trainings as

students. If they are unable to rise above the pressures and difficulties that they face, they may suffer academic failure (Silva, Tadeo, Delos Reyes and Dadigan, 2006).

Students encounter problems primarily because of the dominant behavior of the teacher and the submissive behavior of the student which may or may not invite complimentary friendly or unfriendly behaviors (Strong, Hills, Kilmartin, DeVries, Lanier, Nelson, Strickland and Meyer, 1988) (As stated by Stephen Worchel, 2000). Mistakes take place as well when the student's mode of thinking may be inappropriate about the teacher (Worchel, 2000).

Zulueta & Distajo (2011) point out that the disagreeable changes in life affect individuals psychologically by causing anxiety and worry. Life changes are sources of stress. Students who are stressed are in need of guidance and counseling. Stress is defined as a demand on an individual to cope and to adapt to her environment (Zulueta & Distajo, 2011). Students need to have a place where they can express their concerns, emotions and seek solutions to the challenges that face them in their ever expanding personal lives (Tulio, 2008). Emotions play a significant part in the school setting. Schultz and Laneheart (2002, p.67) states that "Emotions are intimately involved in virtually every aspect of the teaching and learning process and therefore, an understanding of the nature of emotions within the school context is essential."

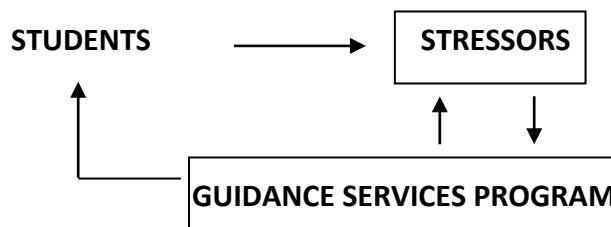
Hazan & Shaver (1994) reiterate that counseling may be a major task in the Students Programs and Services because it deals mainly with college students' issues which include social relationships, family, academic and financial-related matters. In social relationships, college students particularly those who live in the dormitory and away from their families develop attachment with another person whom they perceive to be the same as they are and bonds for emotional satisfaction and safety. Without the appropriate knowledge and understanding of the needs and characteristics of the students, counselors may not know how to contribute to their academic, social and personal development (Reiss and Colbert, 2004). Furthermore, the counselor's role is to provide ways for students to examine their thoughts, feelings and actions and eventually arrive at solutions best for them (Corey, 2001).

Students need to have a place where they can express their concerns and frustrations, explore their own identities, and seek solutions to the challenges that face them in their personal lives. The Counseling program seeks to focus on the holistic growth of each student, within an atmosphere of mutual trust, reinforcement, and caring. The Guidance Services which are prevention and developmental in nature, are integral part of the entire educational process, they are intimately connected with the programs geared toward the implementation and realization of the thrust of the institution (Tulio, 2008).

The primary function of the school counselor is to work individually and collaboratively with others to implement a comprehensive developmental school

counseling program to ensure that the program is effective in responding to the needs of the students. School counselors work individually and with educators to meet the psychological and developmental needs of all students (American School of Counselors Association (ASCA) 2003).

Figure 1. Framework of the Study



The figure illustrated above presents the Guidance Services Program of Harris Memorial College. It seeks to address the issues and concerns confronting the students who are preparing themselves to become deaconesses of the United Methodist in the Philippines. These programs include individual counseling with the students, peer counseling, group process and retreat, psychological assessment, YAKAP program, and enrichment activities. These programs are unique because these are designed to assist the students in their holistic development as stated in the mission statement of the school. Also, there is a provision for Healing and Wholeness Room where the students can freely express their emotions in creative and constructive ways.

BACKGROUND OF THE STUDY

The study aims to look at the stressors the students encounter as students under the deaconess program, and how the Guidance Services Programs address these needs. Primarily this study seeks to answer the following questions:

1. What are the sources of stressors that these college students encounter?
2. What Guidance Programs are provided to students?
3. What are the implications of the Guidance Program to the College Students of Harris?

METHODOLOGY

The research conducted is descriptive in nature. The student records were obtained from the counseling sessions facilitated by the counselor. The counseling sessions were conducted with the college students of Harris Memorial College during the school year 2011-2012, and first semester of the school year 2012. In the first semester of school year 2011-2012, 17% of 170 enrollees were counseled, while 1.21%

of the 164 enrolled students were counseled during the second semester. The individual counseling sessions were conducted by the Guidance Counselor and the 13 Junior Counselors for the school year 2012-2013. While there were 29.7% of the 167 students came for counseling for the first semester of the school year 2012-2013.

The data came from the 114 records of counseling sessions with students who are from first year to fifth year levels. The 98% of the records are females, while the remaining 2% are males. The counseling records were in a narrative format, the researchers analyzed the records and identified the emergent issues.

The data analysis involved two phases. The first phase included identifying stressors from the counseling records of students during counseling sessions. The recorded statements were then clustered according to categories: Social Relationships, Academic, Family, Adjustments, Financial and Self. The data were taken verbatim from the counseling records. Due to the confidentiality of the records, the names of the students were replaced with Student #1, Student #2, Student #3, and so on.

The second phase is the analysis of the Guidance Program by discussing its purposes, strengths, and weaknesses. The two phases were utilized to determine whether the Harris Guidance Program addresses the concerns and issues of the students as revealed during the counseling sessions.

RESULTS AND DISCUSSION

1. What are the sources of stressors that these college students encounter?

After analyzing the data from the counseling records, and classifying the concerns and issues the students encounter, the result reveal that Social Relationships, Academic, Family, Adjustments, Financial, and Self are the issues the students (under the deaconess program) encounter.

Table 1 shows the classified list of issues and concerns the students discussed with the counselor. These are the sources of stressors that affect the social and emotional problems these college students encounter.

Table 1. Stressors Experienced by Students

SOCIAL RELATIONSHIPS
<ul style="list-style-type: none"> • Frustrations due to expectations from other people.
<ul style="list-style-type: none"> • Issues with boyfriend relationships
<ul style="list-style-type: none"> • peer groups and pressure
ACADEMIC
<ul style="list-style-type: none"> • Difficulty in Piano/ organ, Philo of Educ.
<ul style="list-style-type: none"> • Relationship with the teacher
<ul style="list-style-type: none"> • Weekend appointment
FAMILY
<ul style="list-style-type: none"> • Issues in the family
ADJUSTMENTS
<ul style="list-style-type: none"> • Homesickness
<ul style="list-style-type: none"> • Time management
FINANCIAL
<ul style="list-style-type: none"> • Support & scholarship
SELF
<ul style="list-style-type: none"> • Leadership responsibility
<ul style="list-style-type: none"> • Poor self-concept

Social Relationships

The students experience peer pressure in social relationships as one of the most source of stressor. Individuals want to please other people because there is a need for approval (Crown and Marlowe, 1964), or we want them to behave in certain ways (Arkin, 1980). Thus, in general, we try to conform to other's expectations and preferences (Baumister, 1996) (As stated by Stephen Worchel, 2000). Students live in the dormitory and deal all the time with their peers. Dormers (students who live in the dormitory) feel the need to interact and get along well with everyone whom they come in contact with, results to pressure and conflict among other dormers.

First year students have the most number of counselees with the aforementioned issue because of their adjustments to their environment in dealing with peer group and individuals. Freshmen students were required to undergo counseling sessions with the Counselor to see how they were coping with their lives as new Harris

students who have been going through major adjustments. The statements gathered were from counselees taken verbatim from counseling records:

Student # 1 : She is disappointed by how some students in the higher year levels treat her. She is hurt because they are talking against her behind her back. She feels frustrated because she expects that students in the higher year should be more understanding with the situation.

Student # 2 : She had a conflict with her three classmates and she had an argument with a classmate regarding her class attendance. She thinks that her three classmates with whom she had a conflict are talking against her back.

Student # 3: She is hurting because she recently broke up with her boyfriend because a lot of her friends in the dorm oppose of their relationship.

Academic

Academic can be a source of stressor for students who are seriously into their studies. Problems occur primarily because of the dominant behavior (teacher) and the submissive behavior (of the student) which may or may not invite complimentary friendly or unfriendly behaviors (Strong, Hills, Kilmartin, DeVries, Lanier, Nelson, Strickland and Meyer, 1988) (As stated by Stephen Worchel, 2000). Mistakes take place as well when the student's mode of thinking may be inappropriate about the teacher (Worchel, 2000). This may result to students experiencing difficulties in meeting the demands of the teacher which eventually lead to the teacher scolding the student. The student then feels fearful and experiences fear in dealing with the teacher whom the student perceive to be a dominant figure.

Difficulty in Piano/organ and Philosophy of Education (for freshmen students) subjects contribute to the stress experienced by the student. The reasons given by the students who experience these stressors point out to the fear they feel about the subject, the high expectations and standards given by the teacher, the demand of time they need to practice (in piano and organ) and to read articles and books related to the subject, which they don't seem to understand. Also, students have the difficulty comprehending the lesson due to teacher's method of instruction. Students in all of the year levels experience difficulty in dealing with their teachers.

Student # 4: Finds difficulty in Philosophy of Education because she does not understand the discussions well, she is having a hard time memorizing and reading a lot of articles.

Student # 5: No matter how much practice she does in her piano lesson, she still can't play it right because she trembles at the presence of her teacher.

Student # 6: She felt stressed because she is not in good terms with the deaconess whom she works with in her weekend church appointment.

Family

College students experience stress from issues that have not been resolved. Students who underwent counseling sessions with the counselor admitted that they could not cope with their studies and life as students living in the dormitory because of unresolved issues in their families. Family issues mentioned by students in counseling include: separated parents; financial difficulty of parents to support their daughter in her studies at Harris; hatred felt for a relative; physical and sexual abuse experienced by the student; and conflict with parents and or siblings.

Student # 7: Her parents are separated. Her mother works as an OFW but has not come home for many years. She feels that the burden of taking care of her younger sibling rests on her as the eldest daughter in the family

Student # 8: Experienced sexual abuse by a relative when she was in Grade 3.

Student #9: She fears going home during vacation because her stepfather had attempted to rape her several times.

Adjustment

Adjustments among first year students may seem normal, and common. As one goes through the Adjustment Process of Honeymoon, Culture Shock, Initial Adjustment, Mental Isolation and Acceptance and Integration (Gullahorn and Gullahorn as Presented by Karen S. Smith at the 31st Annual Conference in the First Year Experience at East Carolina University, February 19, 2012). Students who admitted that they have difficulty adjusting to their new environment and life as Harris students experience and difficulty in coping with the challenges they encounter, they eventually feel doubtful about their calling of becoming deaconesses, they contemplate not to come back due to their difficulty of adjusting to their new life as students living in the dormitory.

Student # 10: She feels sad all the time because she misses her family. She has a hard time focusing during class because of what she feels.

Student # 11: She is having a hard time organizing her schedules, she doesn't know which one to prioritize. She feels overwhelmed by all the requirements she has to do. She does not know where to start, thus, she decides to sleep all the time instead.

Financial

All the students under the deaconess program are sponsored by private individuals, local churches or church -related agencies. Students with no definite sponsors, or students whose sponsors who could not fully support them throughout the school year due to unexpected circumstances, express worries about their financial status. They fear that they may no longer be accepted in the coming year, or will not graduate if their outstanding balance is not settled.

Student # 12 : She does not have any money, she doesn't take snacks and waits for the scheduled meals so she can eat. She sometimes borrow money from her friends. She envies her classmate who has money and can buy their snacks anytime they feel hungry.

Student # 13 : She doesn't know what her future holds, she feels anxious about her situation because her sponsor backed out from supporting her, she is not sure whether to continue next semester because the Harris may not be able to accept her in the next enrollment due to her unpaid accounts.

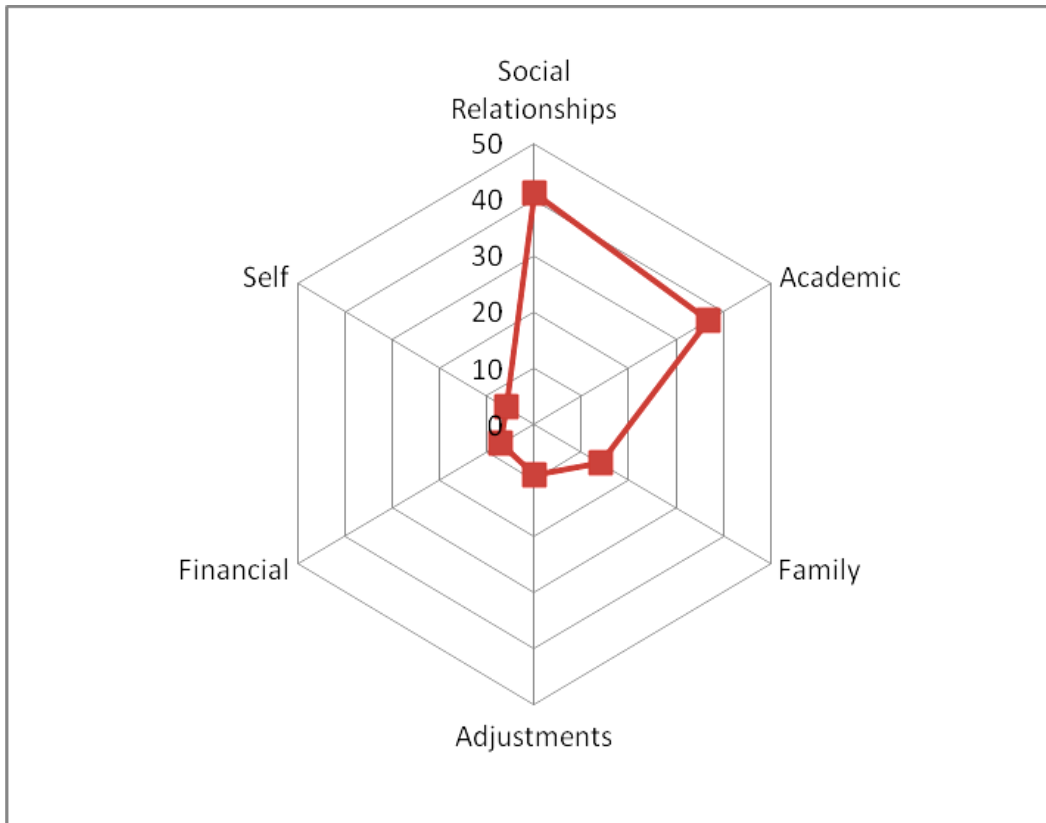
Self

Students feel stressed when they have poor self-concept. They feel that they are not worthy to be part of anything because they do not believe in themselves. Some students do not believe in their capacity as individuals. People with low self-concept have a poor opinion on themselves and feel helpless and unable to cope with the demands of life (Schultz, 1998).

Student # 14: She feels that she is not capable of doing anything right. She always commits mistakes. She believes that other students can do better than what she can do.

The result shown in Figure 2 reveals that students in all levels experience stress in all of the aforementioned areas. However, most of the students encounter problems that are related to social relationships and academic issues.

Figure 2. Students and their stressors



2. What Guidance Programs are provided to students?

Harris Memorial College is a unique institution that trains students to become deaconesses and church workers when they graduate. The courses offered under this program are the Bachelor in Kindergarten Education (five-year course) and the Bachelor in Christian Education (four-year course). College students in this program live in the dormitory and away from their families experience more stress and issues as they study and live among fellow students.

Guidance Services Program of Harris Memorial College	
Program	Purpose
Individual Counseling Sessions	To present and discuss the result of their Baron EQ test. To discuss their adjustments as new students at Harris. To motivate and encourage the students to share their burdens and to guide them to come up with solutions to their problems.
Junior Counselors Program	To educate them about the basic counseling approaches and to develop their skill and confidence in counseling fellow students.
Battery of Psychological tests	To identify the students' strengths and weaknesses and to discuss this with the student concerned. To provide a psychological report to their respective Committee on Deaconess Service in their annual conferences for reference and placement to suitable church assignments.
Group Process and Retreat	To provide orientation on their future work as deaconesses To help students process unresolved issues To prepare them emotionally of the kind of life they will face outside Harris.
YAKAP Program	This program is for students who have informed the counselor that they have experienced sexual or physical abuse. To educate them on "Violence Against Women" and their rights as individuals. To empower abused students by providing them programs that are based on their needs. To become helpers themselves by counseling those who have experienced the same.

Table 2 shows a comprehensive Guidance and Services Program which is designed to address these needs of the students. The following descriptions and impact of each guidance services and programs include informal verbal feedback from

the students as shared during individual counseling sessions of the school counselor with them.

Individual counseling to freshmen students

All freshmen students are required to undergo counseling session with the counselor. This is to help the students cope with the adjustment process as they encounter significant changes as first year students at Harris. These significant changes affect the individual psychologically and results to anxieties and worries (Zulueta & Distajo, 2009). Thus, individual counseling is provided to the students to help them cope with the adjustment process.

All freshmen undergo psychological assessment through the Baron EQ test, Part of the individual counseling process is the discussion of the result of their **Baron-EQ test** - their expectations, the difficulties they encounter as new Harris students and matters and concerns which the student and the counselor may perceive to be relevant for discussion and resolve. As a result, some freshman students said that the individual counseling helped them adjust with their new life as boarding students and learned to cope with new challenges they encounter.

However, when freshmen students reached their upper year level, they said that they felt obliged to come for individual counseling during their freshman year, and were not willing to open up issues about themselves. They perceive counseling as a fulfillment of the Guidance Office requirement. This is a concern that needs to be addressed by the Guidance Services Office soon.

Individual counseling to students in all levels

All students are encouraged to make an appointment with the counselor for counseling session, however, if the student is in urgent need for counseling, the counselor provide the counseling service as requested by the student. If the student's case involves a serious matter and which the counselor perceive that appropriate action must be taken, with the consent of the student, the matter is reported to the director of Students Affairs for further discussion and action. Counseling students involves helping them with time management and empowerment on dealing with personal and academic difficulties. In Academic matters, the counselor acquires the failing grades of the students from the registrar's office. The counselor calls the attention of the student concerned by discussing the matter with him/her. The counselor helps the student map a plan to improve the student's grades.

Individual counseling sessions with students has helped them manage their emotions. Most of the students come for counseling during examination and requirement periods. The motivation and encouragement provided by the counselor somehow help the students overcome stress and pressures they encounter. Their voluntary and regular visits as well as the students' openness in discussing stresses and pressures with the counselor is an indication that the Individual counseling service provided to these students is effective.

Individual counseling sessions with the students is one of the main programs of the Guidance Services. However, not all students are willing to undergo counseling sessions. Some students have expressed their unwillingness to undergo counseling because they perceive counseling as a waste of time. Other students in the upper year level tend to perceive the individual counseling session as a waste of time due to many academic requirements and other priorities that they need to attend to.

The Junior Counselors Program

The program opens the opportunity for willing students (third year to fifth year) to undergo a once a week class for a one-semester training on Basic Counseling. The students are required to submit application and then to an interview by the members of the Students Affairs. These willing students facilitate counseling among their peers in the dormitory. The program is conceptualized to accommodate all students in counseling. The Junior Counselor will provide a report to the Guidance Coordinator for evaluation and future reference. The matter discussed by the student to the Student Junior Counselor is kept in strictest confidence. As part of the effective counseling process, the Junior Counselors are required to undergo counseling with the counselor for debriefing and whenever the need arises. The Junior Counselors' retreat is also facilitated to ensure psychologically-sound counselors. This program also facilitates the use of the **Healing and Wholeness** room which becomes the venue for individual, and group counseling sessions. The venue is utilized for helping students express their emotions through creative and expressive ways.

This program has provided assistance in reaching out to students in need of counseling even when the counselor is not around. It has helped the Junior Counselors developed the skills of counseling and listening as their form of reaching out to those who are in need of comfort. Some of the students expressed unwillingness to seek counseling services from the Junior Counselors because these students perceive the Junior Counselors to be incompetent. Furthermore, Junior Counselors are also students who have the same schedules as other students. That's why, despite the demand for these Junior Counselors to counsel, they cannot fully commit to provide counseling services to their fellow students at all times.

Scholarship Program

The school counselor serves as the secretary of the Scholarship Committee. The counselor brings the case of students in need of scholarship assistance to the Scholarship Committee for action. The counselor also informs the parents, the pastor, and the Deaconess Service Committee where the student belongs, regarding her financial status.

Due to the limited funding, not all students are provided with scholarships. There were students who were refused admission during enrollment because their fees have accumulated to a certain amount limit.

Enrichment Activities.

The Student Body suggests topics, which they consider to be relevant in their lives as students. The Guidance Services invite resource speakers from other institutions to facilitate the activity. In this manner, the students will acquire inputs from resource persons whose expertise will then be shared to the Student Body.

The enrichment activities have provided help to the students since they are consulted often on what topic will be helpful to them. The enrichment activities provided do not become part of their long- term learning. Some students said that the enrichment activities that the Guidance Office conducted were not effective because some of the topics discussed were not interesting and motivating as presented by the guest lecturer.

Assessment for Graduating class (battery of tests)

The graduating class, particularly students under the deaconess program, need to undergo psychological tests to measure their strengths and weaknesses as individuals. The battery of psychological test includes: Purpose In Life Test, Emotions Profile Index, Sentence Completion And Interview. The result of these tests will then be discussed with the individuals concerned which would include *exit interview and counseling*. The result of the psychological process will then be presented to the students' respective Committee On Deaconess Service (CDS) Chairpersons. In this way, the CDS Chairperson is guided as to the most appropriate church assignment for the student when she graduates. Some students informed the Guidance coordinator that they are not that willing to see the results and fulfill its recommendations. Some of the students refuse to accept the results of the Psychological Tests presented to them. The Committee on Deaconess Service, Deaconess who would be in charge of the student when she graduates, responsible in assigning the student to a specific local church) do not attend meetings. Their absence will not provide them reports that could have helped them (CDS Chairperson, have a better idea as to where these new graduates can be better and effectively be assigned.

Group Process for the Graduating Class

This program for the graduating students is part of the Guidance Program's role to prepare the graduating students to work as professionals in the church. The Guidance Services conceptualized an activity, which would provide them with an avenue to express their thoughts and feelings in a non- threatening setting. This activity that takes several days, is held outside of Harris, and process the graduating students individually in the group. The students are encouraged to honestly express their anxieties, fears, conflicts and unresolved issues. This activity will help the students create their own life's roadmap after graduating from Harris. They will also be oriented on their work as deaconesses assigned in local churches.

This program has helped graduating students process themselves with unresolved personal issues particularly those that are related to their work as would be

deaconesses. It provided solutions and options on which decisions and choices to make as incoming church workers.

Deaconesses who graduated and have undergone group process and retreat during their senior year mentioned about their unwillingness to open up issues in the group during the activity. They said that they felt uncomfortable, thus, rapport must first be established well among students. Furthermore, finding a schedule for this activity is difficult it is usually set on the later part of the school year when the Senior students are already busy fulfilling their requirements for their graduation.

Yakap sa mga Kabataang Nakaranas ng Pangaabuso Program (YAKAP Program).

This is a support group for students who experienced sexual and physical abuse. This program is in the planning stage. Several students who experienced abuse have openly expressed their willingness and cooperation in this program. This will be in partnership with the Center for Extension Services and Development or CESDev of Harris. CESDev will provide education to the participants with Violence Against Women and Children or VAWC for implementation next school year. This program will assist the students who have experienced abuse emotionally and psychologically. Rapport among students who would be prospect members of this advocacy must be strongly established to effectively implement the program.

3. What are the implications of the Guidance Program to the College Students of Harris?

A college counselor who is involved in counseling students can provide help by conceptualizing a comprehensive Guidance Services program and recommendations that would address the issues and concerns that students bring out in the counseling sessions. Individuals have its own unique ways of coping and dealing with stressors. Thus, it is appropriate that academic institutions, particularly with a rigid student - deaconess training like that of Harris, have a school counselor who can be available to students in need of counseling, as well as a comfortable counseling facility to accommodate a student in need of counseling services. It is imperative that freshmen students be required to undergo counseling to help them cope in their adjustment process. It is also necessary that the school counselor would reach out to all students in need of counseling. The school counselor must be willing to spend time with each student in the counseling session, regardless of how long the session will take. She must have a disposition where she can readily offer and establish rapport with the students and is trustworthy to keep confidential matters to herself (Corey, 2000).

The counselor must counsel effectively by being knowledgeable in the various counseling approaches and can provide comfort and help to the students to come up with solutions to her or his problems. So that students would see to it that talking and sharing burdens with the counselor is not a waste of time.

The organization of peer counselors that facilitate peer counseling can be helpful. This program can provide support group for students who need follow-up counseling sessions and attention particularly when the counselee is in dire need of expressing her

feelings about a certain situation, the peer counselors must have availability of time and willingness in providing counseling with fellow students. A well-written module for this program is necessary so that these Junior Counselors would be equipped enough to effectively counsel their peers.

The Guidance Services may also solicit suggestions from the student body to identify which enrichment activity can be provided to them that would contribute to their enrichment as students. There should be a survey to be conducted to determine which topic would be best helpful to these students.

The Guidance Services must have various Psychological Assessment tools to evaluate the emotional and psychological status of the students in all levels. This would enable the counselor to design a program suitable for such group. The Psychological Tests results would serve as documents that would be included in the student's guidance record for future reference. Psychological Assessment tools would provide scientific bases to evaluate and investigate cases of students.

The Guidance Services must have a program for Senior graduating students that is geared towards their preparation in coming out of college after graduation. The program must include discussions of unresolved issues and concerns, orientation about life after college, and expectations which may affect their future as professionals - in the case of Harris, as Deaconesses assigned in local churches. This activity must be coordinated with the Academic Affairs, so that it would be included in the academic calendar for proper scheduling. The graduating students must also be consulted as to how this activity would take place. There should be a collaborative planning between the students and the Guidance office regarding the flow of this activity. The students must be assured that this would help them prepare themselves in church work and that whatever matters discussed in this activity, would all be kept confidential.

Organizing support groups among students who have similar experiences or situation is also relevant as it influences and motivates the individual's behavior. Education-based activities would also be considered to empower these students who have experienced abuse. They should be strengthened as individuals through a well -designed program appropriate for this group so that they become persons who can impart emotional healing to those who has gone through the same experience.

LIMITATIONS AND FUTURE STUDIES

This study identified the stressors among students under the deaconess program of Harris Memorial College. It described and analyzed its programs that address the needs of the students. However, the study comes with some limitations.

First, the programs presented were not evaluated whether these were effective enough for students. A measurement on how the students perform academically, socially and psychologically, would provide contribution on how the Guidance Program address the needs of the students. A study on this area would further give direction as to how the Guidance program would address these needs in the future.

Second, the programs for senior students were stated and analyzed but there were no basis whether the programs implemented for them before their graduation

were helpful. A study about how the students who graduated from Harris are performing in local churches, particularly those students who have gone through the Psychological Assessment and Group Process Programs of the Guidance Services would be helpful to determine whether the programs for senior graduating students are effective.

Third, the stressors and issues presented were taken from counseling records, these students experience stress by their difficulty living socially and academically (the highest numbers as indicated in Figure 2). An evaluation of the dormitory and academic policies might be helpful in determining whether these policies contribute to the stressors experienced by students living in the dormitory.

CONCLUSION

College students encounter stress from social relationships, academic, family, adjustments, financial-related matters, and others. These issues may result in unresolved emotional problems causing subsequent underachievement and may hinder them to become self-driven individuals. This study found out that in addressing these personal issues of students, it is crucial that the Guidance Program is appropriate to the needs of the students and addresses their issues and concerns. The College Counselor's role of counseling students individually is important to solicit feedbacks from the students' social and emotional status. In order to be able to provide a program suitable to them and evaluate whether the program being implemented is effective. Individual counseling of students must be one of the priorities of the Guidance Services. Keeping in touch with the students and knowing their emotional state as individuals is necessary. To encourage the student to come for counseling, the school counselor should be accessible, accommodating, assuring of confidentiality and friendly. The counselor should be creative in conceptualizing programs. A peer counseling program to colleges and universities can be adopted to provide counseling services to students. The Guidance Services office is one area in the academe that is important because its main function is to help students psychologically to succeed and fulfill the purpose of producing self-driven individuals.

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