

**EXTENT OF UTILIZATION OF STUDENT PROGRAMS AND SERVICES
AMONG NURSING STUDENTS IN SELECTED COLLEGES AND
UNIVERSITIES: THEIR INFLUENCE ON THE COGNITIVE,
SOCIAL AND EMOTIONAL COMPETENCIES**

A Dissertation

**Presented to
the Faculty of the School of Graduate Studies
Central Philippine University
Jaro, Iloilo City**

**In Partial Fulfillment
of the Requirements for the Degree
DOCTOR OF EDUCATION
(Guidance and Counselling)**

**GLORIA C. FULGADO
May 2006**

**EXTENT OF UTILIZATION OF STUDENT PROGRAMS AND SERVICES
AMONG NURSING STUDENTS IN SELECTED COLLEGES AND
UNIVERSITIES: THEIR INFLUENCE ON THE COGNITIVE,
SOCIAL AND EMOTIONAL COMPETENCIES**

by

Gloria C. Fulgado, ED.D. Candidate

ABSTRACT

This study was conducted to find answers to the following objectives: determine the respondents' extent of utilization of the different student services offered by their respective schools; determine the respondents' level of cognitive competence per school; determine the respondents' social competence per school; determine the respondents' emotional competence per school ; determine the variation of the respondents' extent of utilization of the different services according to school; determine the relationship between students' extent of utilization of the different services and their cognitive competence; determine the relationship between the students' extent of utilization of services and their social competence, and; determine the relationship between the students' extent of utilization of the different services and their emotional competence.

The respondents of this study were 306 third year nursing students enrolled for the academic year 2005-2006 in four (4) Christian schools duly accredited by the Association of Christian Schools, Colleges and Universities (ACSCU); two (2) colleges and two (2) universities in Manila and Western Visayas.

This is a descriptive – correlation type of study. To gather data that will provide answers to the inquiries investigated, a validated self-made instrument was used and an interview was conducted to either the deans or heads of the target institution. The data gathered were computer-processed and analyzed using Statistical Package for Social Sciences (SPSS) Version 11. For the descriptive analysis, frequency distributions and the Mean were used. ANOVA was applied to determine whether extent of utilization of student services differ when grouped by school, while Gamma Coefficient of Correlation was used to find out whether there is a significant relationship between extent of utilization of student services and the development competencies of the students.

Having an overall aim of determining the students' extent of utilization of services offered by the student services office and their influence on the cognitive, social and emotional competencies, this study hypothesized that: there is no significant difference in the students' extent of utilization of services when grouped according to school respondents and that no significant relationship exists between students' extent of utilization of the different programs and services to their cognitive, social and emotional competencies.

Findings

The significant findings of the study revealed that:

The students' extent of utilization of academic advising services, counseling services and student activity program was generally low. A large percentage of them have not utilized almost all of these services. Moreover, the majority of them have not used most of the specific services under each category. This can be attributed to the nature of nursing education where students are expected to carry and maintain the

academic requirements, hence, limit them from getting involved in extra – curricular activities. Furthermore, this finding can also be pointed out to counselor – student ratio where most of the schools used in this study had only one (1) counselor attending to a larger number of students, usually 1 – 1000 or more.

The students' extent of utilization of educational career program is average in schools A and B, while the other two (2) schools only have low level of utilization. This signifies that students from these four (4) schools have availed the services of the educational career program in different degrees.

The overall extent of utilization of service learning program of the respondents was consistently rated on average level among the four (4) schools. This implies that these students fairly use the service learning programs designed for them by the students services office.

The students' degree of utilizing the testing service posted low level rating showing that the majority of students coming from these four (4) schools had minimal use of this service. This result may be attributed to insufficient number of counselors in the office who can attend to the needs of students in their respective schools

Students' extent of utilization of the above services vary according to schools. Service learning program was highly utilized by school A but obtained an average used from schools B, C and D. Students from schools A and B rendered an average extent of use of educational career program but not to schools C and D with only low utilization of it. Academic advising, counseling services and student activity program were fairly used by the students from school A, however, minimally used by the respondents from the

three (3) other schools. Testing services consistently received low utilization from the students.

On the other hand, data show that the extent of utilization of educational career program and service learning programs has significant bearing on the cognitive competence level of the respondents, except in the areas of academic advising, counseling service, student activity program and testing service.

Furthermore, it is interesting to note that all of the services namely: academic advising service, counseling service, educational career program, service learning program, student activity program and testing service were found to have no significant relationships both to the social and emotional competence level of the respondents.

Conclusion

On the basis of the findings of this investigation, the following conclusions are drawn:

1. Extent of utilization of all of the following services namely: academic counseling, counseling service and student activity program is generally low.
2. Extent of utilization of educational career program ranges only from low to average.
3. Extent of utilization of service learning program is consistently average, while extent of utilization of testing services steadily fell on low level.
4. Students' extent of utilization of the above services vary according to schools. Students from school A gave high utilization in service learning program but received average used only from schools B, C and D. Educational career program was given an average used by students from schools A and B but

- with low utilization from schools C and D. Academic advising, counseling services and student activity program were fairly used by the students from school A, however, minimally used by the respondents from the three (3) other schools. Testing services has obtained low utilization from the students.
5. Extent of use of educational career program and service learning program has a significant bearing in the cognitive competence level of students.
 7. Academic advising, counseling service, student activity program and testing service were found to have no significant relationship to students' cognitive competence.
 8. All of the services namely: academic advising service, counseling service, educational career program, service learning program, student activity program and testing service were discovered to have no significant relationship to the social and emotional competence level of the respondents.

Recommendations

Based on the findings and conclusions derived from this study, the writer wishes to recommend the following:

To the target-users of these services, the students:

1. Be aware of the services created to assist them acquire personal and academic development while in school;
2. Visit the guidance and student affairs offices and freely ask their assistance on course-related areas where they encounter difficulties; approach counselors for sharing if confronted with confusions and emotional disturbances;

3. Request assistance from the counselor in-charge to take psychological tests to explore personality types (inclusive of social and emotional competencies), intelligence and aptitude levels, career interests and values formation;
4. Be always available in all interpretative counseling sessions so that proper assistance will be given in understanding of results of psychological tests;
5. Seek assistance from student services professionals in investigating particular problems and needs which somehow impede them to maximize their potentials to attain success in life;
6. Consider guidance and student affairs professionals as friends and uninhibitedly be open and approach them anytime even in the absence of problems;
7. Avail and utilize all these programs and services for their holistic growth so they can be productive in their chosen career and even in the community where they live.

The student services professionals and practitioners –

1. Explore and adjust the delivery of the following services: academic advising, counseling service, educational career program, student activity program and testing service to the students' most available time.
2. Create catchy bulletins and advertisements to attract students to come to the office and utilize specifically the academic advising service, counseling service, educational career program, student activity program and testing service.

3. Initiate collaboration with the college of nursing department to identify specific cognitive, social and emotional skills needed to develop among their students and endeavor to integrate them into their curriculum and mission-vision.
4. Closely monitor if major and specific services are sufficiently carried on and applied.
5. Develop and conduct evaluation in every activity and services employed at least once in every quarter. This evaluation form must contained item that measures cognitive, social and affective skills gained out from the activity or services provided.

To the Academic Heads and classroom faculty:

1. Establish collaboration with the student services professionals in identifying skills needed to develop in their students.
2. Feedback these information to students and encourage them to actively utilized these services for their benefit.

To the School Administrator:

1. Support the programs and services designed by the student services office for the students in general through encouraging collaboration between this office and the academic units.
2. Provide additional staff in the student services office, specially guidance counselor, to commensurate the 1 - 250 counselor – student’s ratio required by the Department of Education.

To the future Researchers:

1. Conduct a study exploring the different factors that affect the students' extent of utilizing the student programs and services.
2. Conduct Survey on students' perception of student services offered by their school in relation to their personal and academic development.
3. Come up a One-Year Evaluative Study covering only all the services and activities that has a direct bearing to students' personal and academic development.