

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

ASSESSING THE GUIDANCE AND COUNSELING NEEDS OF STUDENTS WITH SPECIAL
NEEDS IN HIGHER EDUCATION INSTITUTIONS

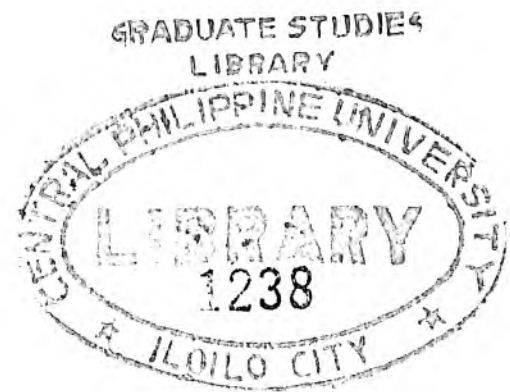
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by

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Abstract

The increase in number of students with special needs in higher education institutions necessitates greater understanding of their needs. The purpose of this study was to determine the guidance and counseling needs of students with special needs in higher education institutions. This study was guided by these specific objectives: (1) to describe students with special needs in higher education institutions; (2) to account for the experiences of students with special needs in higher education institutions and determine the barriers and challenges that they experience in school; (3) to determine the students' level of self-determination and to identify domains of self-determination where they are deficient; and (4) to describe students' perception of their guidance and counseling needs. A mixed methods approach was utilized. Quantitative elements involved measurement of the students' level of self-determination. The qualitative measurements employed a multi-case study approach. The researcher interviewed and administered the self-determination scale to 11 students with special needs. The respondents' teachers and peers were also interviewed to substantiate and validate the data provided by the respondents. The interviews were audio-recorded, transcribed, and analyzed for themes. Looking into the respondents' school

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experiences, deficits in the measure for self-determination, and the perceived guidance and counseling needs, their guidance and counseling needs are: developing good study habits and motivation, counseling and support for personal problems, self-regulation: problem solving and goal setting, self-awareness and developing positive self-concept, confidence, career guidance and coaching, and orientation. Findings from this study also indicate that students with disabilities have high level of self-determination. Their needs are quite similar to students with disabilities as they revolve around students' academic, and personal and social and career development, thus guidance counselors should include the needs of students with disabilities in their comprehensive guidance and counseling program. Modes of delivering these programs should be customized to fit students with special needs.