

AN EXPLORATION OF RIZALIAN ACADEMIC SCHOLARS EXPERIENCES: IMPLICATIONS TO COUNSELING ACADEMICALLY AT RISK STUDENTS

Mendelson P. Quiba
Guidance and Testing Office

Despite an increased student retention rate for the past three years in the university, the Guidance and Testing Office has noted that more than half of its referred students in the STAR program fail in the majority of their subjects or obtain a grade point average lower than 3.5. Coincidentally, three years ago, the academic scholarship program of the university was transferred to the Guidance and Testing Office. This paved the way for interaction of the office with academic scholars including assessment and evaluation and more importantly academic counseling. The purpose of this phenomenological study is to explore lived experiences of Jose Rizal University academic scholars concerning factors that helped them cope with the challenges of student life and to understand how these factors can help in the development of effective programs for academically at risk students.

The current study identifies pertinent factors directly linked to the development of academic resiliency that may assist academically at risk students to become more successful in their student life. Findings from this study may provide a better understanding into how these factors can be used as a basis for a more effective intervention program that may lead to an improved academic achievement for academically at risk students. One on one interview was used to explore the academic experiences of Jose Rizal University academic scholars.

Six Jose Rizal University academic scholars, three males and three females attending the university were interviewed. A semi-structured interview protocol approach was used to establish dialogue between the participants and the researcher. The interview questions were designed based on the literature review. The results illustrate how Jose Rizal University academic scholars are able to develop coping skills that foster resiliency and help them achieve success. Implications to counseling academically at risk students are also discussed at part of the recommendations of the study.