

Needs and Problems Encountered Among College Students in Higher Education Institutions: Basis for an Institutional Intervention Plan

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Abstract: College students encounter a wide range of academic and non-academic challenges that significantly influence their academic performance and overall well-being. This study determined the needs and problems encountered among college students in a higher education institution. A descriptive–quantitative research design was employed using a researcher-made questionnaire administered to 1,390 randomly selected respondents across different colleges. Findings revealed that students have high demands for academic support such as access to learning resources, instructional guidance, and technological facilities. Moreover, non-academic needs including financial assistance, mental health services, and a secure learning environment were also identified as essential. The results further showed that students commonly experience adjustment difficulties, financial constraints, and learning anxiety. Statistical analysis indicated no significant differences in students’ needs when grouped according to most demographic variables. The findings serve as a basis for developing an institutional intervention framework to enhance student support services.

Keywords: Academic Needs, Non-Academic Needs, Student Problems, Higher Education, Intervention Framework.

INTRODUCTION

College education plays a crucial role in shaping students’ academic and personal development; however, it also exposes them to various challenges that may hinder their success. In this context, students encounter academic, social, and psychological pressures that demand effective coping mechanisms. Moreover, the complexity of higher education environments requires adequate institutional support systems to address these concerns. Previous studies have emphasized that students’ needs and problems significantly influence their academic outcomes (Guimba *et al.*, 2015; Mansfield, 2009; Abdullah, 2009).

Across the global landscape, students in higher education institutions face similar challenges regardless of geographic location. In countries such as the United States, issues related to student stress, mental health, and financial instability have been widely documented. Likewise, European nations including the United Kingdom and Germany report concerns regarding academic pressure, student engagement, and access to support services. Furthermore, globalization and technological advancement have intensified academic demands, making it more difficult for students to balance academic and personal responsibilities. Consequently, universities worldwide continue to develop support mechanisms to improve student retention and success.

Moving beyond Western contexts, students in leading Asian countries such as Japan, South Korea, Singapore, and China also experience increasing academic competition and psychological stress. Studies indicate that students in these countries struggle with academic workload, performance anxiety, and limited access to support services (Albashtawi, 2013). Additionally, cultural expectations and societal pressures contribute to students’ difficulties in adapting to higher

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education environments. As a result, educational institutions in Asia have begun prioritizing student well-being alongside academic excellence.

In a similar vein, studies conducted in the Philippines reveal that college students experience both academic and non-academic challenges that affect their performance and persistence. A study by Guimba *et al.*, (2015) highlighted financial constraints and lack of resources as major concerns among Filipino students. Similarly, Manalo (2016) emphasized the role of discipline and behavioral factors in shaping students' academic experiences. Furthermore, Ahorro *et al.*, (2021) identified school climate and institutional support as significant contributors to student success. These findings underscore the need to examine student needs within the Philippine higher education context.

At the University of Cebu, observations reveal that students encounter difficulties in adjusting to academic demands, managing financial responsibilities, and maintaining motivation in their studies. Many students also struggle with access to learning resources and support services. These challenges highlight the necessity for a comprehensive assessment of students' needs and problems.

Despite existing studies, there remains a limited integration of both academic and non-academic needs into a unified framework that can guide institutional interventions. Thus, this study is necessary to provide empirical evidence that captures the holistic experiences of college students. Ultimately, the study aims to develop an intervention framework that will enhance student support services and improve academic success and well-being.

Theoretical Background

This study is mainly anchored on Student Involvement Theory by Astin (1993). The main theory is supported by the Student Integration Theory by Tinto (1975) and the Hierarchy of Needs Theory by Maslow (1943).

Student Involvement Theory by Astin (1993) posits that students learn and develop more effectively when they are actively involved in their academic and social experiences. The theory emphasizes the role of institutional support in fostering student engagement. It suggests that the quality and quantity of student involvement directly influence learning outcomes. In this study, the theory serves as the primary lens in understanding how academic and non-academic needs affect student success.

On the other hand, Tinto's (1975) Student Integration Theory highlights the importance of students' academic and social integration within the institution. It explains that students are more likely to persist when they feel connected to their academic environment. Meanwhile, Maslow's (1943) Hierarchy of Needs Theory underscores that individuals must satisfy basic needs such as safety and belongingness before achieving higher-level goals. These theories support the study by explaining the multidimensional nature of student needs.

Anchoring this study on these theories provides a comprehensive understanding of students' academic and non-academic experiences. These frameworks collectively explain how institutional support, personal needs, and social integration contribute to student success. The integration of these theories strengthens the study's conceptual foundation. Ultimately, this theoretical grounding justifies the need to develop an intervention framework.

REVIEW OF RELATED LITERATURE

Recent global studies highlight that college students face increasingly complex academic and psychological challenges that directly affect their performance and well-being. In particular, academic stress has been identified as a major predictor of poor mental health outcomes among university students (Barbayannis *et al.*, 2022). Similarly, a study conducted in Europe revealed that excessive academic workload, assessment pressure, and difficulty balancing academic and personal life significantly contribute to stress and burnout (Pérez-Jorge *et al.*, 2025). Furthermore, global research indicates that mental health issues such as anxiety and depression are strongly associated with reduced academic performance and student engagement. These findings suggest that academic and non-academic challenges are deeply interconnected and require institutional attention.

Moreover, recent studies emphasize that student mental health has reached critical levels worldwide, prompting universities to rethink their support systems. According to the American Psychological Association (2022), students struggling with academic demands often require interventions such as time management training, counseling, and stress management programs. In addition, findings from the Healthy Minds Study show that financial constraints, lack of time, and limited access to services remain major barriers to seeking mental health support among college students (Eisenberg *et al.*, 2025). These barriers highlight the persistent gap between student needs and institutional services. Consequently, higher education institutions are increasingly encouraged to develop accessible and responsive support systems.

In the Asian context, similar patterns of academic pressure and mental health concerns have been observed among university students. For instance, a study in China revealed that students experiencing higher levels of stress also reported lower psychological well-being and academic performance (Zhang, 2024). Likewise, research across Asian universities indicates that cultural expectations, academic competition, and societal pressures intensify students' stress levels and adjustment difficulties. Furthermore, a systematic review found that university students, particularly those with additional vulnerabilities, experience significantly higher rates of anxiety, depression, and academic difficulties compared to their peers (Solís García *et al.*, 2024). These findings underscore the urgency of addressing both academic and psychosocial needs in Asian higher education institutions.

In addition, emerging research from Southeast Asia and the Philippines reinforces the critical relationship between student well-being and academic success. A recent Philippine-based study revealed that mental health challenges such as anxiety and stress significantly affect students' academic outcomes and engagement (Diaz *et al.*, 2026). Furthermore, studies in the region emphasize that lack of institutional support, financial instability, and limited access to learning resources contribute to students' academic struggles. These findings are consistent with broader Asian research, which highlights the need for holistic support systems that address both academic and non-academic concerns. Hence, there is a growing recognition of the importance of integrated student support services in improving educational outcomes.

Finally, recent literature underscores the importance of developing comprehensive and context-specific interventions to address students' needs and problems. Studies suggest that personalized and technology-supported interventions, including digital mental health tools, can enhance student support and engagement (Cho *et al.*, 2025; Wang *et al.*, 2022). Additionally, research indicates that institutional responsiveness, accessibility of services, and student-centered programs are key factors in promoting academic success and well-being. However, despite these advancements, there remains a lack of localized frameworks that integrate academic and non-academic needs within specific institutional contexts. This gap highlights the necessity of conducting the present study to generate empirical evidence and develop an intervention framework tailored to the needs of students in Higher Education Institutions (HEIs) in the Philippines.

OBJECTIVES OF THE STUDY

The study aimed to determine the needs and problems encountered among college students in the University of Cebu. The findings served as a basis for a proposed action plan.

Specifically, the study sought answers to the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1 Age
 - 1.2 Gender
 - 1.3 College enrolled
 - 1.4 year level
2. What are the needs of the respondents in terms of:
 - 2.1 academic; and
 - 2.2 non-academic supports?
3. What are the problems encountered by the respondents while studying at the University of Cebu?
4. Is there a significant difference in the respondents' needs when grouped according to profile?
5. Based on the findings, what action plan can be proposed?

METHODOLOGY

The study employed a descriptive–quantitative research design utilizing the survey method to determine the needs and problems encountered among college students in a higher education institution. This design was deemed appropriate as it allowed the researchers to systematically describe and quantify students' academic and non-academic needs, as well as the challenges they experience in their educational journey. Moreover, the approach enabled the identification of patterns, relationships, and differences among variables without manipulating the study environment, thereby ensuring objectivity and reliability of the findings.

A total of 1,390 respondents participated in the study, comprising 953 females and 437 males, who were randomly selected from various colleges of the University. These included the College of Teacher Education, College of Social Work, College of Hospitality Management, College of Engineering, College of Customs Administration, College of Criminal Justice, College of Business and Accountancy, College of Arts and Sciences, College of Information Technology and Computer Studies, and College of Nursing. The use of random sampling ensured that each student had an equal chance of being included in the study, thereby enhancing the representativeness and generalizability of the results across different academic disciplines and year levels.

Data were collected using a researcher-made questionnaire administered through an online survey platform to ensure accessibility and efficiency in data gathering. The instrument consisted of structured items designed to measure students' academic needs, non-academic needs, and the problems they encountered while studying. The questionnaire utilized a Likert-scale format to capture the degree of students' responses.

Ethical considerations were strictly observed throughout the conduct of the study. Participation was voluntary, and respondents were informed about the purpose of the research. Informed consent was obtained, and confidentiality as well as anonymity of responses were ensured. Data collected were used solely for academic and research purposes.

For data analysis, frequency count, percentage, weighted mean, and t-test were utilized to summarize, analyze, and interpret the data gathered from the respondents. Frequency count and percentage were used to describe the demographic profile of the participants, while weighted mean and ranking were employed to determine the level and priority of students' needs and problems. The t-test was used to examine significant differences in responses when grouped according to selected variables.

RESULTS AND DISCUSSION

Table 1: Profile of the Respondents

Age	Count	Percent
18	122	8.78
19	300	21.58
20	305	21.94
21	276	19.86
22	232	16.69
23	88	6.33
24	29	2.09
25-51	38	2.73
Sex	Count	Percent
Female	953	68.56
Male	437	31.44
College Enrolled	Count	Percent
College of Information Technology and Computer Studies	99	7.12
College of Arts and Sciences	86	6.19
College of Business and Accountancy	271	19.5
College of Criminal Justice	98	7.05
College of Customs Administration	250	17.94
College of Engineering	305	21.94
College of Hospitality Management	32	2.3
College of Social Work	13	0.94
College of Teacher Education	236	16.98
Year level	Count	Percent
First Year	486	34.96
Second Year	405	29.14
Third Year	246	17.7
Fourth Year	253	18.2

Table 1 shows the profile of the respondents in terms of age, sex, college enrolled and year level. Most of the participants are female (953) which comprises 68.56 % of the respondents and 437 (31.44 %) are male. In terms of age, most of the respondents who participated in this study are 20 years old composing 21.94 % while 8.78 % are 18 years old, 21.58 % are 19 years old, 19.86 % are 21 years old, 16.69 % are 22 years old while 6.33 % of the respondents are 23 years old, 2.09 % are 24 years and there are 2.73 % of the respondents who are 25-51 years old. In addition, 34.96 % of the respondents are first year students, 29.14 % are second year students, while 17.7 % are third year students. The fourth year students also participated comprising 18.2 % of the total respondents.

Furthermore, respondents from the College of Engineering (21.94 %) outnumbered those respondents from the College of Information Technology and Computer Studies (7.12 %), College of Arts and Sciences (6.19 %), College of Business and Accountancy (19.5), College of Criminal Justice (7.05%), College of Customs Administration (17.94%), College of Hospitality Management (2.3 %), College of Social Work (0.94 %) and College of Teacher Education (16.98

%) This indicates that the majority of respondents are female, with the College of Engineering having the highest number of students.

Table 2: Needs of the Respondents in Terms of Academic Supports

Indicators	Mean	Interpretation
Understanding the learning goals and learning process	3.78	Very Much Needed
Adequate course materials and learning resources	3.77	Very Much Needed
Access to internet-based instructional support programs	3.77	Very Much Needed
Supplemental instructions from teachers and mentors	3.80	Very Much Needed
Effective tutorial programs (peer tutoring, intensive tutorial and remedial sessions)	3.60	Very Much Needed
Access to technology, school facilities and laboratories	3.81	Very Much Needed
Exposure to various learning approaches responsive to the students' needs and learning styles	3.75	Very Much Needed
Opportunities to integration and apply academic activities to real world tasks	3.72	Very Much Needed
Receive appropriate rewards for good academic performance	3.56	Very Much Needed
Receive constructive and encouraging feedback from mentors and instructors	3.71	Very Much Needed
Overall Mean:	3.73	Very Much Needed

Table 2 shows the needs of the respondents in terms of academic support. Based on the data, all the respondents are in need of various academic supports in order to succeed. Having access to technology, school facilities and laboratories and supplemental instructions from teacher and mentors with the mean of 3.81 and 3.80 respectively must emphasized by the administration and as this help gauge the gap between learning theories and practical understanding of their academic courses. With the paradigm shift, students have also struggle in understanding the learning goals and learning process with the mean of 3.78 which means it is highly need by the respondents. This means that teachers must employ various strategies and approaches that suit to the learning styles of students to ensure learning. Since most of the activities involved the integration of technology, having adequate access and availability of course materials, references and learning resources; and access to internet-based instructional support programs are very much needed by the respondents with the mean 3.78. Consequently, effective tutorial programs like peer tutoring, intensive tutorial and remedial sessions is also a need of the respondents with the mean of 3.60. In addition, teacher roles must be flexible in delivering various learning approaches responsive to the needs of the students and be provided with opportunities to integrate and apply academic activities to the real world tasks. Lastly, giving of constructive and encouraging feedback from mentors and instructors must be practiced including giving of appropriate rewards for good academic performance will also help the students in succeed. Giving rewards to students can be a great way to motivate them to learn and achieve their goals. However, it is important to use rewards in a way that is fair, consistent, and meaningful to the students.

Based on the results, it is indeed true that student needs are academic needs. Students often struggle with balancing their personal, professional, and academic responsibilities, including affording their most basic needs in conjunction with course expenses. While many of their most significant challenges take place outside of the classroom, these difficulties nonetheless can have a substantial impact on their academic success.

Indeed, academic support programs play a critical role in helping students succeed in their various fields. By providing students with the resources and support they need, they will be able overcome the challenges they face and achieve their educational goals.

Table 3: Needs of the Respondents in Terms of Non-Academic Supports

Indicators	Mean	Interpretation
Scholarship grants and programs	3.89	Very Much Needed
Secured and well-organized learning environment	3.88	Very Much Needed
More special services and programs for students to avail (e.g. free breakfast)	3.72	Very Much Needed
More extra-curricular activities and campus events (related to sports, arts, music, etc.) to balance the students' academic and social life	3.57	Very Much Needed
More opportunities for students to have community-engagement (volunteer, community immersion)	3.60	Very Much Needed
Access to health services	3.87	Very Much Needed
Academic and career counselling	3.73	Very Much Needed
More seminars and trainings	3.62	Very Much Needed
Overall Mean:	3.73	Very Much Needed

Table 3 shows the needs of the respondents in terms of non-academic needs. Non-academic needs are the things that students need outside of the classroom in order to succeed academically and personally. Based on the result, all listed non-academic supports are very much needed as indicated in the overall mean of 3.73. Referring to the mean, most of the

respondents are really in need of available scholarship grants and programs to support their studies. Scholarships can be a great way to help students pay for college. The amount of money that a scholarship can provide can vary, but it can help to cover the cost of tuition, fees, books, and other expenses. Consequently, secured and well-organized learning environment and access to health services were also identified by the respondents at the top of their non-academic needs with the mean of 3.88 and 3.87 respectively. A secure environment can help to protect students from harm, both physical and emotional. This can help students feel safe and comfortable, which can lead to improved learning. In addition, a well-organized environment can help students focus on their studies. This can lead to improved academic performance. On the other hand, students must have access to health services because school health services can help to reduce health disparities by providing care to all students, regardless of their ability to pay. This can help to ensure that all students have the opportunity to reach their full potential.

There are other non-academic support services that students are much in need such as more seminars, workshops and training including more extra-curricular activities with the mean of 3.62 and campus events (related to sports, arts, music etc.) to balance the students’ academic and social life with the mean of 3.57. Seminars, workshops, and training can provide students with the opportunity to learn new skills and knowledge that they can use in their academic and professional lives. Seminars, workshops, and training can provide students with the opportunity to network with other students and professionals in their field. Seminars, workshops, and training can provide students with the opportunity to network with other students and professionals in their field. This can be helpful for students who are looking for internships, jobs, or other opportunities. Extracurricular activities and campus events can provide students with a break from their studies and a chance to relax and have fun. This can help students reduce stress levels and improve their overall well-being. Extracurricular activities and campus events can provide students with the opportunity to develop new skills, such as leadership, teamwork, and communication. These skills can be helpful for students in their academic and professional lives.

Along with the above-mentioned non-academic needs, students must also be given more opportunities to have community engagement such as being a volunteer or having community immersion. Volunteering can provide students with the opportunity to gain hands-on experience in their field. This can be helpful for students who are looking to gain experience and make connections in their field. Volunteering can provide students with the opportunity to give back to their community and make a difference in the lives of others. This can be a rewarding experience for students and can help them develop a sense of civic responsibility.

Above all, students’ mental health is as important as physical health thus, academic and career counselling must also be available to students. Counselling can help students develop healthy coping mechanisms for dealing with stress, anxiety, and other challenges. This can help them improve their mental and emotional health. Counselling can help students develop the skills they need to make better decisions, such as decision-making, problem-solving, and goal-setting. This can help them reach their full potential.

Table 4: Problems Encountered by the Respondents while Studying at the University of Cebu

Problems	Frequency	Per Cent (%)
Adjustment to the school environment	1133	81.51
Bullying	181	13.02
Lack of tools and learning resources	873	62.81
Poor internet connection (online classes)	1068	76.83
Lack of motivation while learning	868	62.45
Increasing rate of school expenditures	948	68.20
Lack of financial support	1098	78.99
Learning anxiety leads to poor performance	1157	83.24
Poor time management (ineffective study routine)	991	71.29
Increased number of workloads and academic requirements	941	67.70

Table 4 shows the problems encountered by the students while studying in the University. Based on the table, it can be inferred that most of the respondents have struggles in the adjustment to the school environment with 81.51 % and 83.24 affirmed that developing learning anxiety leads to poor academic performance. Learning anxiety is a common problem that can affect students of all ages. It can be caused by a number of factors, including fear of failure, and low self-esteem. Learning anxiety can make it difficult to focus, retain information, and perform well in school.

On the other hand, during the blended learning modality, lack of financial support is also considered a challenge with the mean of 78.99 %. Financial difficulties can negatively affect students' academic performance. Students who work long hours to support themselves financially may have less time and energy to devote to their studies, resulting in lower grades and diminished learning outcomes. In addition, poor internet connection, increasing rate of school expenditures, lack of tools and learning resources and lack of motivation while learning with the mean of 76.83, 68.20, 62.81 and 62.45

respectively. The lack of tools and learning resources, as well as a lack of motivation while learning, are considered problems in education. Insufficient tools and learning resources limit students' ability to access and engage with quality educational materials. This can hinder their understanding of concepts, limit their exposure to diverse perspectives, and restrict their overall learning experience. Without adequate resources, students may struggle to fully grasp and apply the knowledge being taught. Furthermore, lack of tools and resources can lead to decreased student engagement and motivation. When students are not provided with stimulating learning materials, they may become disinterested, disengaged, and less motivated to actively participate in the learning process. This can result in lower retention of information and diminished academic performance.

Moreover, increased academic workload in college can be much more challenging as implied by the data with the mean of 67.70, thus this students have some adjustments on college life especially that most the respondents are freshmen and sophomore students. Excessive academic workload may lead to stress, anxiety, and low self-esteem. Lastly, poor time management (ineffective study routine) with the mean of 71.29 is also considered a challenge, inadequate time management often leads to missed deadlines and increased stress levels. When tasks are not properly planned and scheduled, students may find themselves overwhelmed with unfinished work, leading to stress, anxiety, and the pressure to meet deadlines under challenging circumstances. This can negatively impact performance and well-being of the students.

These results may have several implications. Based on the data presented above, the university particularly the different student services should develop comprehensive support systems that cater to students' non-academic needs. This can include dedicated counseling services, mental health support, career guidance, and resources for addressing personal challenges.

Table 5: Relationship of the Respondents' Profile and Support Needs

	df	Computed Value	Critical Value	Decision on Ho	Interpretation	Strength of the Relationship
Academic Needs in relation to:						
Age	14	18.997	23.685	Failed to Reject Ho	Not Significant	C=0.08; Negligible
Sex	2	9.669	5.991	Reject Ho	Significant	
College Enrolled	16	17.009	26.296	Failed to Reject Ho	Not Significant	
Year Level	6	10.381	12.592	Failed to Reject Ho	Not Significant	
Non-Academic Needs in relation to:						
Age	14	21.748	23.685	Failed to Reject Ho	Not Significant	C=0.11; Negligible
Sex	2	17.626	5.991	Reject Ho	Significant	
College Enrolled	16	18.373	26.296	Failed to Reject Ho	Not Significant	
Year Level	6	0.526	12.592	Failed to Reject Ho	Not Significant	

Table 5 shows the relationship between the respondents' profile and support needs. In terms of age in relation to academic needs, the null hypothesis was not rejected which means that there is no significance difference between the age and the academic needs of the students. In addition, there is no significant relationship between the sex and the academic needs of the students. There is no significant relationship between the students' college/department enrolled and the year level in relation to their academic needs. This implies that there is no significant relationship between the students' college or department enrolled and their year level concerning their academic needs. This implies that regardless of the specific college or department a student belongs to or their academic progression in terms of year level, their academic needs is not influenced by these factors. Students' academic needs can vary greatly, depending on factors such as their learning style, personal goals, and individual strengths and weaknesses. These needs may not necessarily be determined by the college or department they are enrolled in or their year level. Instead, academic needs are more likely to be influenced by the specific courses they are taking, the difficulty level of the material, or any challenges they may be facing in their studies. Students' academic needs can also be influenced by their personal circumstances and experiences. Factors such as prior knowledge, previous educational background, extracurricular commitments, or employment can impact the level of support or assistance required, regardless of their college or department enrolled or year level.

While the statement suggests that there is no significant relationship between college/department enrolled and year level concerning academic needs, it is important to consider that there may be specific contexts or situations where such relationships exist. For instance, certain colleges or departments may have distinct academic requirements or prerequisites that influence the academic needs of students within those disciplines. Additionally, students' academic needs may evolve and change as they progress through their college education.

On the other hand, in terms of the non-academic needs, the findings suggest that there is no significant relationship between age and the non-academic needs of the students. There is no significant relationship between the sex and the non-

academic needs of the students. In addition, the result implies no significant relationship between the college enrolled and year level of the students in relation to the non-academic needs of the students. The statement suggests that there is no significant relationship between the students' college or department enrolled and their year level concerning their non-academic needs. This implies that regardless of the specific college or department a student belongs to or their academic progressions in terms of year level, their non-academic needs are not influenced by these factors.

Further research and analysis specific to the institution, program, or student population in relation to the academic and non-academic needs under consideration would be necessary to determine the existence or absence of any significant relationships between college/department enrolled, year level.

CONCLUSION

The study's findings suggest that the students are in need of various academic and non-academic support services highlighting the importance of addressing the holistic well-being and development of students. The study's findings suggest that students require academic support services to aid their educational journey. These services may include tutoring, study skills workshops, academic advising, library and online resources, and writing centers. The need for such support indicates that students may benefit from additional assistance in understanding course material, improving study techniques, or seeking guidance on academic pathways.

The findings also highlight the need for non-academic support services to address students' broader well-being and personal growth. These services could include mental health counseling, career counseling, student organizations and clubs, recreational activities, and wellness programs. Non-academic support services cater to students' emotional, social, and personal needs, fostering a healthy and balanced college experience. By identifying the need for academic and non-academic support services, the study highlights the potential impact of these services on student engagement and retention. When students receive the necessary support, they are more likely to feel supported, engaged, and connected to the institution. This, in turn, can enhance their academic performance, increase their satisfaction, and contribute to their persistence in their educational journey.

The study's findings highlight the importance of collaboration and communication among various stakeholders, including students, faculty, staff, and administrators. Regular communication and feedback channels can help identify and respond to the evolving needs of students. Collaboration among different departments and service providers can ensure a coordinated and comprehensive approach to support services.

The results provide valuable insights into the students' academic and non-academic needs, which can help the institution to identify areas for improvement and take appropriate actions. The study's findings will serve as a basis for continuous improvement in support services. Institutions should regularly assess the effectiveness of existing support systems, identify gaps, and implement strategies to address the identified needs. Ongoing evaluation and adaptation ensure that support services remain relevant, responsive, and aligned with students' evolving needs.

RECOMMENDATIONS

Based on the findings of the study on students' needs and problems encountered by students in the university, the following practical recommendations can be made:

1. **Comprehensive Support Services:** The University should establish and enhance comprehensive support services that cater to both academic and non-academic needs. This includes academic advising, tutoring programs, writing centers, career counseling, mental health services, extracurricular activities, and wellness programs. These services should be easily accessible and well-promoted to ensure students are aware of the available support.
2. **Student Engagement and Orientation Programs:** Develop orientation programs and initiatives that help students understand and navigate the available support services. Encourage student engagement in clubs, organizations, and activities related to their interests and career goals. These opportunities foster personal growth, social connections, and a sense of belonging.
3. **Personalized Advising and Mentoring:** Implement personalized advising and mentoring programs to provide individualized guidance and support. Assigning faculty or staff mentors who can assist students in their academic and career goals, as well as provide guidance on non-academic aspects, can significantly benefit their overall development.
4. **Skill Development Workshops:** Offer workshops and seminars focused on study skills, time management, critical thinking, problem-solving, and other essential academic skills. Additionally, provide training sessions and workshops on non-academic skills such as communication, leadership, teamwork, and stress management. These workshops equip students with valuable skills necessary for success in their academic and personal lives.
5. **Collaboration with External Partners:** Collaborate with external organizations, businesses, and community resources to provide additional support services. This can include internships, volunteer opportunities, career fairs, guest lectures, and partnerships that offer real-world experiences and networking opportunities.

6. **Regular Assessment and Feedback:** The University should regularly assess the effectiveness of support services through surveys, focus groups, and evaluations. Seek feedback from students to identify areas of improvement and adjust services accordingly. This ongoing assessment ensures that support services remain relevant and responsive to students' evolving needs.
7. **Promote a Culture of Well-Being:** Foster a campus culture that prioritizes well-being and encourages a healthy work-life balance. Promote initiatives such as stress reduction workshops, mindfulness programs, and physical fitness activities. Create spaces on campus where students can relax, recharge, and engage in self-care activities.
8. **Communication and Awareness:** Enhance communication channels to ensure students are aware of the available support services. Utilize various platforms such as websites, social media, campus newsletters, and student portals to disseminate information about academic and non-academic resources. Regularly communicate updates, events, and opportunities to keep students informed.
9. **Collaboration among Departments:** Encourage collaboration among academic departments, student affairs, counseling services, and other relevant units. This collaboration ensures a coordinated approach to addressing students' needs and avoids duplication of efforts.
10. **Continuous Improvement:** Continuously evaluate and improve support services based on feedback, data analysis, and emerging trends. Stay updated on best practices and research in student support to ensure that services are aligned with the evolving needs and expectations of students.

Results from the current study and findings from past studies show that students have a key role to play to ensure excellent academic achievement (Duckworth, 2005). Students who actively engage in their academic responsibilities and utilize available support systems are more likely to succeed in their educational pursuits. This highlights the importance of fostering self-regulation, motivation, and resilience among students.

According to Waschull (2005), one major factor in student's academic performance is the student's self-discipline, which impacts all areas of academic performance. It is evident that students with higher levels of self-discipline demonstrate better academic outcomes compared to those with lower levels. Indeed, discipline guides individuals toward achieving both academic success and personal development.

PROPOSED ACTION PLAN

Rationale of the Proposed Action Plan

The findings of the study revealed that college students experience a combination of academic and non-academic needs that significantly influence their academic performance and well-being. These challenges include lack of resources, financial constraints, learning anxiety, and difficulty adjusting to the academic environment. Therefore, there is a need to develop a structured intervention plan that addresses these concerns holistically. The proposed action plan aims to enhance student support systems and promote a conducive learning environment.

Furthermore, academic institutions play a crucial role in ensuring that students receive adequate support services that address both their academic and personal development needs. By implementing targeted programs and services, universities can help students overcome barriers to learning and improve their overall academic experience. This initiative also encourages collaboration among stakeholders, including administrators, faculty, and students. As a result, a more responsive and student-centered educational environment can be achieved.

Moreover, the proposed action plan emphasizes the importance of proactive and preventive measures in addressing student concerns. Rather than merely reacting to problems, institutions should implement sustainable programs that foster student engagement, well-being, and success. These interventions are expected to improve retention rates, academic performance, and student satisfaction.

Objectives

The following proposed activities for effective student support and development system aim to:

- a) To enhance students' academic performance through accessible and effective academic support services;
- b) To promote students' mental health and well-being through counseling and wellness programs;
- c) To foster student engagement, leadership, and community involvement;
- d) To improve institutional responsiveness to students' academic and non-academic concerns.

INSTITUTIONAL INTERVENTION PLAN

Activities	Persons Involved	Time Frame
Freshmen Orientation on University Policies and Student Services	Student Affairs Office, Deans, Chairpersons, SBO Officers, Students	First Week of the Opening of Classes
Academic Support Program (Tutorials, Mentoring, Study Skills Workshops)	Faculty Members, Academic Coordinators, Peer Tutors	Whole Academic Year

Activities	Persons Involved	Time Frame
Mental Health and Wellness Program (Counseling, Stress Management Seminars)	Guidance Office, Psychologists, Student Affairs Office	Quarterly
Scholarship and Financial Assistance Drive	Scholarship Office, Finance Office, External Partners	Every Semester
Technology Access Enhancement (Wi-Fi Improvement, Digital Resources)	IT Department, Administration	Every Semester
Student Engagement Activities (Clubs, Leadership Training, Community Outreach)	Student Affairs Office, Student Organizations	Monthly
Faculty Development on Student-Centered Teaching Strategies	HR Department, Academic Heads	Semestral
Monitoring and Evaluation of Student Support Services	Research Office, QA Office, Student Affairs Office	End of Each Semester

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