

# Adequacy and Effectiveness of Student Affairs and Services Programs in Samar State University

Ma. Lourdes P. Amante<sup>1</sup>, Rosalyn H. Gabon<sup>2</sup>, & Laura B. Boller<sup>3</sup>

Samar State University, Philippines

<sup>1</sup>lourdes.amante@ssu.edu.ph

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**Abstract:** The study utilized the descriptive design using survey questionnaire in assessing the levels of adequacy and effectiveness in the implementation of Student Affairs and Services Programs in the main campus of Samar State University, Catbalogan City, Philippines for School Years 2016-2018. The instrument used in the data collection was the Office of Vice President for Student Affairs and Services (OVPSAS) survey questionnaire employed to students. The data gathering was substantiated with unstructured interviews among students and employees, particularly the SAS unit heads and staff of the university. The SY 2016-2017 results of the study revealed that Housing Services was rated adequate by the respondents compared to the rest of the areas of assessment that were rated more than adequate; however, all services and programs show a very effective level of implementation. Meanwhile, in SY 2017-2018 results of the study showed improvement of the different services and programs which consistently revealed a higher average mean values than the ratings of SY 2016-2017, with descriptive ratings of more than adequate and very effective levels of implementation. Consequently, both school years have an over-all rating of more than adequate and very effective levels of implementation of Samar State University's Student Affairs and Services Programs; thus, it describes a very satisfactory rating for customer's satisfaction. Areas for improvement are perceived as opportunities for further development and more researches on student affairs and services are seen beneficial for the students today and in the generations to come.

## 1. Introduction

Student Affairs and Services (SAS) are the services and programs in colleges and universities that are concerned with academic support experiences of students to attain holistic student development (Sison 2019). Its guiding principles are: a) The

1987 Philippine Constitution declares that the State shall protect and promote the rights of all Filipino citizens to quality education at all levels and shall take appropriate steps to make education accessible to all; and b) The State shall establish, maintain and support a complete, adequate, and integrated system of education relevant to the needs of the

people and society (Official Gazette of the Republic of the Philippines, 2020). These are the bases of the Commission on Higher Education (CHED) to promote quality education, and take appropriate steps to ensure that education shall be accessible to all. Also, to ensure and protect academic freedom for the continuing intellectual growth, the advancement of learning and research, the development of responsible and effective leadership, the education of high level professionals, and the enrichment of historical and cultural heritage new Philippine educational framework is urging a huge challenge to present generation student affairs and services. Every higher education institution (HEI) has a unique SAS program. They vary from one school to another in its level of implementation based on the kind of values, interests and social advocacies that they intend to support and develop for their students. However, all of these shall be in accordance with the CHED Memorandum Order (CMO) No. 9, s. 2013, otherwise known as the “Enhanced Policies and Guidelines on Student Affairs and Services.”

The CMO describes that an educational institution seeks to form individuals who can later become productive citizens of the country and of the world. Student Affairs and Services, therefore, must systematically and deliberately address this end objective of producing graduates and professionals who are not only assets of their own families but also of the entire humanity. Indeed, HEIs must provide student-centered academic experiences and services in support of academic instruction intended to facilitate holistic and well-rounded student development for active involvement as future responsible citizens and leaders (Commission on Higher Education, 2013)

In the Philippines, the role of student affairs is very much one of *in loco parentis*, a role codified by law to meet its own national needs to provide nurturing and tender care to its students who are much younger than university students in Europe and in the United States (Mercado et al., 2015). The continuous research and monitoring concerning the success of the SAS programs should be undertaken by the SAS administrators. A report on staff's performance must be monitored regularly (McLaughlin et al., 2016). The accomplishment report must be prepared and submitted frequently by the SAS staff to document the stages of development of every SAS program implemented. The program components must always be reviewed and studied to determine its applicability, relevance, effectiveness, and efficiency in the present time. And the overall SAS program progress and success may be monitored best by building a strong team of SAS personnel and establishing good relationship with the student groups or leaders and academic units of the institutions (International Association of Student Affairs and Services, 2020). These propositions were made based on the assumption that no institutional program will succeed unless the members are involved and have established commitment to the attainment of common goal, which is success

Feedback mechanism on the effectiveness of the student affairs and services is an essential tool in monitoring and evaluation. Thus, assessment on the level of adequacy and effectiveness of student affairs and services in a State University strived for the interest of the researcher to identify the real status in the implementation of the SAS programs and services for SY 2016-2018, and for further improvement of its services and programs in compliance with appropriate CMOs, laws and rules.

**2. Objectives**

The study assessed the adequacy and effectiveness of student affairs and services programs in the main campus of a State University in Samar, Philippines. It specifically aimed to evaluate the following:

1. level of adequacy and effectiveness in the implementation of student affairs and services programs;
2. level of effectiveness in the implementation of student affairs and services programs;
3. level of clientele’s satisfaction of student affairs and services programs.

**3. Methodology**

*3.1 Research Design*

The descriptive-evaluative research design was utilized using survey questionnaire to assess the levels of adequacy and effectiveness, and consequently the level of clientele’s satisfaction in the implementation of student affairs and services programs in the main campus of a State University in Samar, Philippines. The instrument was validated by freshmen students within the campus who are not part of the research respondents to dry run techniques to ensure that instrument is fully understood in the presentation and concept it is written.

*3.2 Samples and Sampling Procedures*

The students were given the priority in the selection of the samples considering that they are the direct beneficiaries of the services and programs under assessed or evaluated.

Table 1 shows the distribution of respondents. In the selection of samples, a stratified sampling technique was used to

ensure equal representation from each college.

Table 1

*Table of Respondents*

College/Unit	No. of Respondents		Total
	SY 2016-2017	SY 2017-2018	
College A	31	30	61
College B	133	114	247
College C	96	101	197
College D	16	14	30
College E	70	74	144
College F	27	35	62
Total	373	368	714

*3.3 Data Analyses*

Mean was used to determine the levels of adequacy and effectiveness in the implementation of SAS programs.

Table 2 below presents the rating scale used by the researchers that reflects the levels of adequacy, effectiveness, and clientele’s satisfaction with the corresponding point score or mean which is based from the work of DeFranzo (2011).

Table 2

*Rating Scale as Basis for Data Analysis*

Point Score (Mean)	Descriptive Rating		
	Level of Adequacy	Level of Effectiveness	Level of Clientele’s Satisfaction
4.51-5.00	Very Adequate	Excellent Effective	Outstanding (O)
3.51-4.50	More than Adequate	Very Effective	Very Satisfactory (VS)
2.51-3.50	Adequate	Effective	Satisfactory (S)
1.51-2.50	Moderately Adequate	Moderately Effective	Unsatisfactory (US)
1.00-1.50	Not Adequate	Not Effective	Poor (P)

### 3.4 Ethical Consideration

The researchers ensure that data privacy through anonymity and confidentiality are observed in the conducted study. There is an assurance that prior to questionnaire fielding all the necessary documents such as letter to the University President, Directors of the involved office and consent to the research respondents were secured. The respondents are also given the lee-way to withdraw anytime except after the data have been analyzed.

## 4. Results and Discussion

The following student affairs and services program that were assessed in the study: OSAS Objectives, Student Affairs and Services (SAS) Unit, Administrative Support, Guidance Personnel/Staff, Admission and Recruitment, Information and Orientation, Individual Inventory Services, Testing Services, Counseling Services, Placement and Follow-up Services, Health Services, Food Services (Cafeteria/Canteen), Sports Development Program, Student Publication, Socio-Cultural Development Program, Scholarships and Financial Assistance, Multi-faith Services, Safety and Security Services, Student Housing Services, Co-curricular and Extra-curricular Programs & Activities.

In evaluating the adequacy and effectiveness of the student affairs and services programs, all areas were assessed by the respondents using the survey questionnaire. Each area mean rating was identified and the overall mean rating of all programs being assessed was computed for both adequacy and effectiveness levels, and correspondingly, the level of clientele’s satisfaction was identified.

### 4.1 Adequacy of SAS Programs

Figure 1 below shows the level of adequacy in the implementation of student affairs and services programs. The level of adequacy for the two (2) study periods shows elevated mean values interpreted as within the same range of rating of more than adequate, except for student housing that was rated from adequate in the first period to a more than adequate in the second period as revealed by the results.

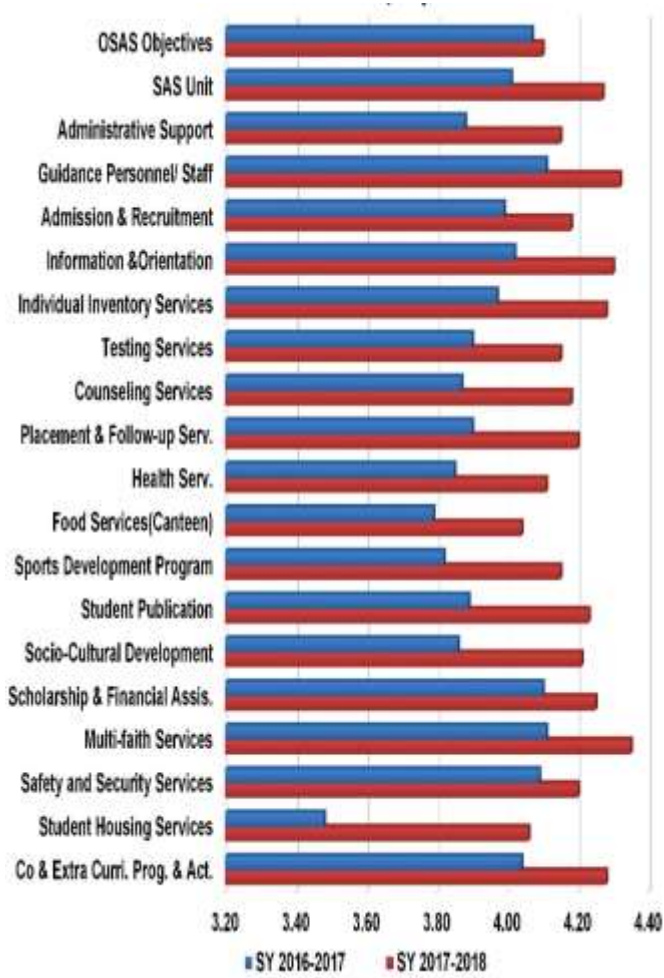


Figure 1: Level of Adequacy

Findings of the study are similar to the results of Mercado et al. (2015) of Bulacan State University, Philippines on Student Affairs and Services Among Selected Higher Educational Institutions in

Bulacan: A Policy Study. SAS programs are existing and implemented at great extent by the institution and implemented within a minimum standard with positive impact, however, Student Housing and Services for Student with special needs are not existing.

Similar case for Student Affairs Program in Camarines Sur Polytechnic College, Philippines, as articulated by administrators, teachers, and students as effectively implemented. Of the services provided, Guidance and Counseling and Housing Services show lower significant results in terms of effectiveness. Implementation and effectiveness of the program is comparable and be most effective through Comprehensive Development Plan (Ibarrientos, 2015).

Table 3

*Overall Ratings on the Level of Adequacy and its Level of Clienteles' Satisfaction*

School Year	Level of Adequacy			Level of Clientele's Satisfaction
	Total Score	Mean	Descriptive Rating	
2016-2017	78.75	3.94	More than Adequate	Very Satisfactory (VS)
2017-2018	84.01	4.20	More than Adequate	Very Satisfactory (VS)

For the overall ratings on the level of adequacy and corresponding level of clientele's satisfaction in the implementation of Student Affairs and Services (Table 3), the researchers believed that the very satisfactory ratings are credited to additional man-power, a well-defined organizational structure with each unit-services has a designated head/manager/coordinator, as well as provision of a new main office for student affairs and services with a wider office space, conference room and receiving

area conducive for office works and in accommodating students' needs. Moreover, the rating is accounted to an increased in accredited campus student organizations with re-accreditation every school year

Academic staff and administrative staff influences the manner and responsibility in which student programs and services are delivered according to Ciubanu (2013), which findings are similar to this investigation. Successful implementation also depends on faculty and staffs who are fully committed to the vision and goal articulated by the program and to what is best for sustained learning, growth, and holistic development (Cummings et al., 2014).

In addition, staff at all levels in an effort to setting retention and goals and developing the strategies, motivators, and rewards to achieve the goal of the SAS office (Arifin, 2018). The empowering institutional change absolutely requires considerable energy and is linked to institutional learning and feedback, planning processes, resource, a willingness to challenge entrenched attitudes and rewards for individual endeavor.

*4.2 Effectiveness of Student Affairs and Services (SAS) Programs*

Figure 2 shows the level of effectiveness in the implementation of student affairs and services programs. The level of effectiveness for the two (2) study periods shows elevated mean values interpreted as within the same range of rating of very effective as revealed by the results.

Among other areas, the Office of the Student Affairs and Services (OSAS) are very effective when it comes to Guidance

Personnel/Staff, Scholarship and Financial Assistance, Multi-faith Services, Safety and Security Services, but runs counter Student Housing Services which is the weakest part of all the services provided by the office. Which has similar results and implications when it comes to the level of adequacy of the SAS Programs.

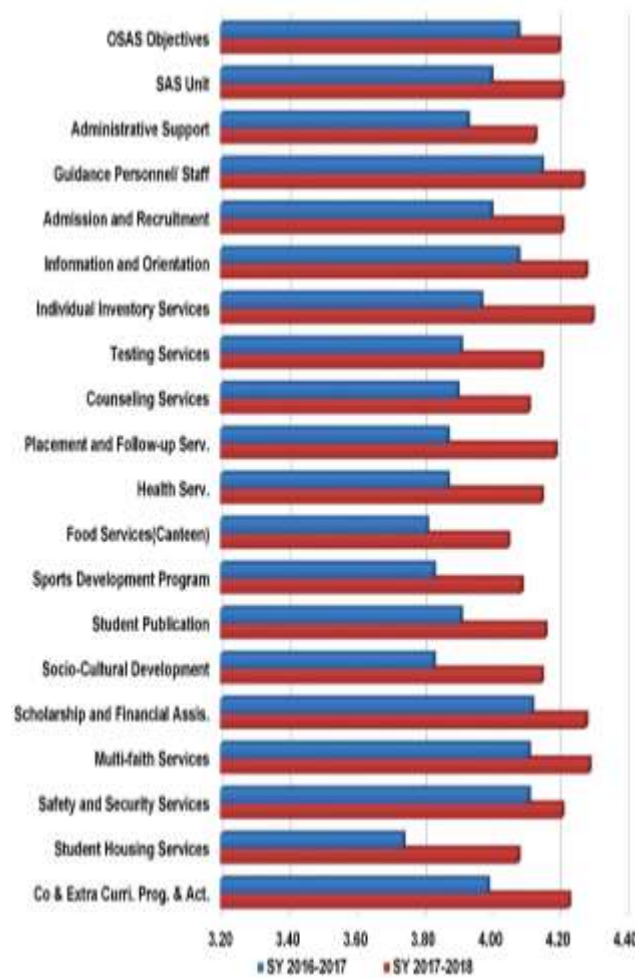


Figure 2: Level of Effectiveness

Corollary, these results are comparable with the study of Bondinuba et al. (2013), it is a fact that student housing services has been a major issue in recent times especially for Higher Education Institutions. Educational stakeholders have had to support government efforts, either in partnership with government or solely providing private housing facilities for

tertiary students on or off campus. As one of the weak points of the study program it considerably need to improve.

When it comes to the overall ratings on the Level of Clientele’s satisfaction of SAS Programs (Table 4), the researchers believed that the very satisfactory ratings are credited to the improved implementation of the student affairs and services in compliance with CHED CMO No. 9, s. 2013. Moreover, the rating is attributed to monitoring and supervision of the direct supervisor for Student Affairs and Services on the implementation of the different services that all focuses on the development and well-being of students. The University recognizes the call of a student-centered institution wherein the students are empowered in all their undertakings, they participated in the University and colleges co-curricular and extra-curricular activities, and likewise well-disciplined students that adheres the policies, rules and regulations of the University and such other appropriate laws.

Table 4

*Overall Ratings on the Level of Effectiveness and its Level of Clientele’s Satisfaction*

School Year	Level of Effectiveness			Level of Clientele’s Satisfaction
	Total Score	Mean	Descriptive Rating	
2016-2017	79.21	3.96	Very Effective	Very Satisfactory
2017-2018	83.74	4.19	Very Effective	Very Satisfactory

With these two consecutive rating of the students on the said programs offered by the OSAS it is an implication that the effectiveness is more than adequate, much of this result is similar to findings of Eisma (2015) and Sison (2019). Further, the

attribution of guidance personnel/faculty as very effective and very satisfactory on the part of the clientele are comparable with the published outcomes of Arangote (2018), aside from the visibility of services, friendliness of staff contributed much on the overall ratings.

### 5. Conclusion and Recommendation

The overall delivery and implementation of SAS programs of Samar State University revealed to be very satisfactory on the level of clientele's satisfaction for SY 2016-2018.

Housing services and food services must be given utmost priority consideration since both were at the lowest rank in its adequacy and effectiveness levels. For housing services, an affordable and conducive to learning dormitory for ladies and men must be provided. For the food services, a cafeteria structured area/food court must be of major concern considering only instructional operation so that the food technology faculty and students can focus its services.

Guidance center must be given priority to meet the guidance counselor to student ratio, and its plantilla position. Additional man power is also of utmost priority at the guidance center to fast-track transactions.

The University must adhere to the call of CHED for a student-centered institution, hence there is a need for a separate building for OSAS that is accessible to all students and other stakeholders. Continues research works similar to this study in the delivery and implementation of SAS of Samar State University should be conducted taking into consideration the revised organizational

structure which incorporates student internship program, sports development and culture and the arts, and alumni relations services.

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