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RESEARCH ARTICLE

IMPLEMENTATION OF STUDENT SERVICES AND ACTIVITIES OF ESSU-SALCEDO CAMPUSSY 2014-2015: INPUT TO AN INTERVENTIONS SCHEME

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ABSTRACT

This study assessed the extent of implementation of student services program and its activities in ESSU Salcedo Campus during the school year 2014-2015 in order to derive input for an intervention scheme. The study utilized the descriptive correlational method of research and utilized a descriptive survey questionnaire in gathering data from the respondents. This was conducted in all colleges of ESSU Salcedo Campus. The respondents of the study composed of 325 fourth year college students of ESSU Salcedo campus. Also involved were 30 faculty members who were involved in student services program as advisers and/or coaches of the different student organizations. There were 15 OSS personnel who comprised the different in-charge of the different student services such as the school nurse, guidance counsellor, housing, etc. who also served as respondents of the study. A modified survey questionnaire was used to gather the data relevant to this study. The researchers personally administered the questionnaires to the respondents. Data collection was done during the third week of October 2014. Weighted mean was computed to determine the extent of implementation, the extent of support extended to non-instructional services program, the level of satisfaction of the respondents on non-instructional services and the problems encountered by the respondents. The Cramer's V Coefficient Correlation was computed to determine the significant relationship between the extent of support extended to OSS and extent of implementation of the non-instructional services program and the relationship between the extent of implementation of the non-instructional services program and the level of satisfaction of respondents of the non-instructional services. The null hypotheses were tested at .05 level of significance.

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INTRODUCTION

Higher Education Institutions (HEIs) are expected to provide the students, the youth, with many opportunities for learning in order to prepare them for the real world of work. The academic side of the higher education institutions, through years of refinement, has adopted a very systematic and deliberate approach to the acquisition of knowledge and wisdom, habits, and skills for the clientele. Many pedagogical philosophies and methods have been evolved to further the effectiveness of the institution in this area (Bilbao, et al., 2014). According to Tejido (2010), while the academic curriculum or the classroom formation program in the formal education institution is well developed and articulated, the same cannot be said, however, of the non-academic area, generally the domain of student services. The venue for facing important questions that have

tremendous implications later on in one's life is still very much a hit-or-miss affair. In most institutions, it is still largely unsystematic and non-deliberate. Oftentimes, student services are approach only as the venue for dispensing "services" like housing and food to students. With such approach, student services workers could miss a lot of formative opportunities outside the classroom to which the student is exposed since a paradigm determines what would be perceived as relevant or irrelevant objects. These opportunities will remain mere unexamined experiences and their potential, as carriers of important learning will be lost. The Office of Student Affairs (OSA) of HEIs plays a very significant role in the development of every student. The office helps the administration in the achievement of its main educational objective, that of forming the whole person by developing his physical and mental capacities. It serves as the official medium of communication between the administration and the student body as well as the general public on matters concerning student activities, discipline and guidance.

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Creating a learning environment and learning experiences for students have always been at the heart of the work of student affairs. According to Johnson (2004) the student affairs workers should embrace the current challenges as an opportunity to affirm their commitment to student learning and development. As a first step in that direction, there is a need for an emphasis on student learning and the value of student affairs educators working collaboratively with students, faculty, and academic administrators.

MATERIALS AND METHODS

This study utilized the descriptive correlational method of research and utilized a descriptive survey questionnaire in gathering data from the respondents. Descriptive since the data gathered identified the extent of support extended by the administration to the non-instructional services and its extent of implementation. This was correlational since the study determined the relationship between the extent of support extended to the OSS and its extent of implementation as well as the relationship between the extent of implementation and the level of satisfaction of the respondents on the OSS. This study was conducted in all colleges of ESSU Salcedo Campus, namely: 1) College of Education, 2) College of Information and Communication and Technology, and 3) College of Agriculture and Allied Sciences. The respondents of the study composed of 325 fourth year college students of ESSU Salcedo campus. Also involved were 30 faculty members who were involved in student services program as advisers and/or coaches of the different student organizations. There were 15 OSS personnel who served as respondents of the study. These comprised the different in-charge of the different student services such as the school nurse, guidance counsellor, housing, etc. There was a complete enumeration of fourth year college students, the faculty members and the OSS personnel. There was a total of 370 respondents of the study. A modified survey questionnaire was used to gather the data relevant to this study. This was patterned to the questionnaire used by researchers which consisted of 4 parts. Part I gathered the extent of support extended by the ESSU administration on the implementation of student services (Labide, 2011). Part II dealt on the extent of implementation of the student services (Cabahug, 2003), Part III focused on the satisfaction of respondents on the non-instructional services (Azura, 2013), and Part IV collected information on the problems encountered by the principals, teachers and students among colleges of ESSU Salcedo campus. In order to ensure the validity, administrability and usability of the instrument, a dry run was done to third year college students of the university, who were non-respondent of the study. Twenty copies of the questionnaire were reproduced and were administered to the fourth year teachers and students of the colleges by the researcher with the purpose of identifying which item(s) needs revision, improvement or deletion.

The feedback from the dry run of the instrument was used for its improvement. An example of which was there were two items in the financial support of part II of the questionnaire which were having similar meaning which were items 1 and 4, so that both items were lump into one item. When everything

was alright, enough copies of the questionnaire were reproduced for the target respondents.

The researchers started the gathering of data by asking permission from the College Administrator to allow them to administer the survey questionnaire. Upon approval of the request, the researchers conducted an orientation to target respondents before the distribution of the questionnaire and in order to ensure accuracy the researchers personally administered the questionnaires to the respondents. Retrieval was done right after the questionnaire was completed.

However, if ever there were questionnaires which were not completed within the day, another visit was scheduled by the researchers to retrieve the said questionnaires. Data collection was done during the third week of February 2015.

The **Implementation of student services program.** The responses on the implementation of the program were categorized as follows:

<u>Mean Score Range</u>	<u>Scale</u>	<u>Description</u>
1.00-1.80	1	Poor (1 – 20% of the program area is implemented)
1.81-2.60	2	Fair (21 – 40% of the program area is implemented)
2.61-3.40	3	Satisfactory (41 – 60% of the program area is implemented)
3.41-4.20	4	Very Satisfactory (61 – 80% of the program area is implemented)
4.21-5.00	5	Excellent (81 -100% of the program area is implemented)

The **level of satisfaction** of respondents was the extent to which they agree that their student services is currently interesting and satisfying using the scale values with their corresponding description as follows (Azura, 2013):

<u>Mean Range</u>	<u>ScoreCode</u>	<u>Description</u>
6.2-7.0	7	Strongly agree
5.3-6.1	6	Agree
4.4-5.2	5	Slightly agree
3.6-4.3	4	Neither agree nor disagree
2.8-3.5	3	Slightly disagree
1.9-2.7	2	Disagree
1.0-1.8	1	Strongly Disagree

The **scoring used** was categorized as follows:

<u>Scores</u>	<u>Scale</u>	<u>Description</u>
Scores 29 to 35	3	Satisfied
Scores 17 to 28	2	Moderately Satisfied
Scores 5 to 16	1	Not Satisfied

The **Extent of Support to Student Services.** The responses had the following categories:

Scale	Mean Score Range	Description
5	4.21 – 5.00	Excellent (81 -100% of the program area is practiced as support to OSS)
4	3.41 – 4.20	Very Good (61 – 80% of the program area is practiced as support to OSS)
3	2.61 -3.40	Good (41 –60% of the program area is practiced as support to OSS)
2	1.81 – 2.60	Fair (21 – 40% of the program area is practiced as support to OSS)
1	1.00 – 1.81	Poor (1 – 20% of the program area is practiced as support to OSS)

As to the **Problems encountered** by the teachers, OSS personnel and students in the implementation of the student services program, the following were the categories:

Scale	Weight	Description
1.00 – 1.69	1	Not serious problem (Has 0 – 25% adverse effect on the implementation of OSS activities)
1.70 – 2.39	2	Slightly serious problem (Has 26% - 50% adverse effect on the implementation of OSS)
2.40 – 3.19	3	Serious problem (Has 51%-75% adverse effect on the implementation of OSS activities)
3.20 – 4.00	4	Very serious problem (Has a 76%-100% adverse effect on the implementations of the OSS activities)

All data were tabulated, coded and statistically processed and analyzed using descriptive and correlational statistical tools.

Weighted mean was computed to determine the extent of implementation, the extent of support extended to student services program, the level of satisfaction of the respondents on student services and the problems encountered by the respondents. The Cramer's V Coefficient Correlation was computed to determine the significant relationship between the extent of support extended to OSS and extent of implementation of the student services program and the relationship between the extent of implementation of the student services program and the level of satisfaction of respondents of the student services. The null hypotheses was tested at .05 level of significance.

RESULTS

The decision as to where and into what aspect of students services management and processes a school and its stakeholders may start to build upon makes assessment imperative. Assessment is also important to determine the directions of improvement to attain the excellence level of student services. The university's core value of excellence, integrity and accountability radiate to the clientele, its students while academic formation such as value are accentuated with subtly and fidelity integrated in various academic and non-academic activities. Students' academic achievement is incomplete without the development of fine wisdom, habits and skills. Student services and activities shall implement vigorously CMO 09 s 2013 and shall find ways to enhance its performance. This study aims to assess the implementation of student services of ESSU Salcedo campus in order to develop an intervention scheme that would redound to the improvement of these services. Based on the findings of the study, there was a very good administrative support to the student services but a fair support to provision of facilities and equipment. Co-curricular and extra-curricular activities, registration and records services, and security services were very satisfactory implemented. While the health services, food services, admission and retention services, socio-cultural development services, internet and communication services, guidance and counselling services and scholarship services were satisfactory implemented. However, the library services, and the dormitory and housing services were just fairly implemented. It was also revealed that the respondents were moderately satisfied with the student services. Library services, health services, dormitory and housing services, internet and communication services, co-curricular and extra-curricular activities, and security services were significantly related to the administrative support extended to student services implementation.

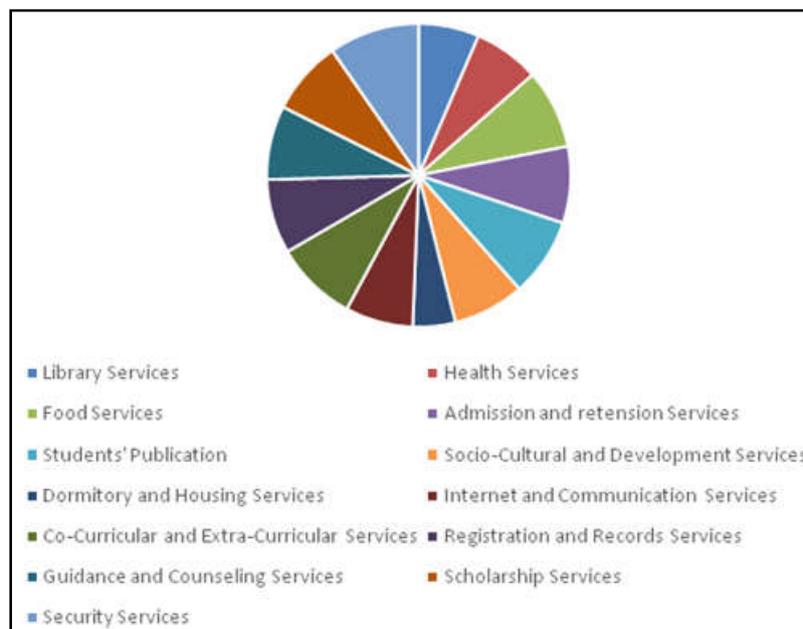


Fig. 1. Summary Results on the Extent of Implementation of Student Services of ESSU-Salcedo as Perceived by the Faculty

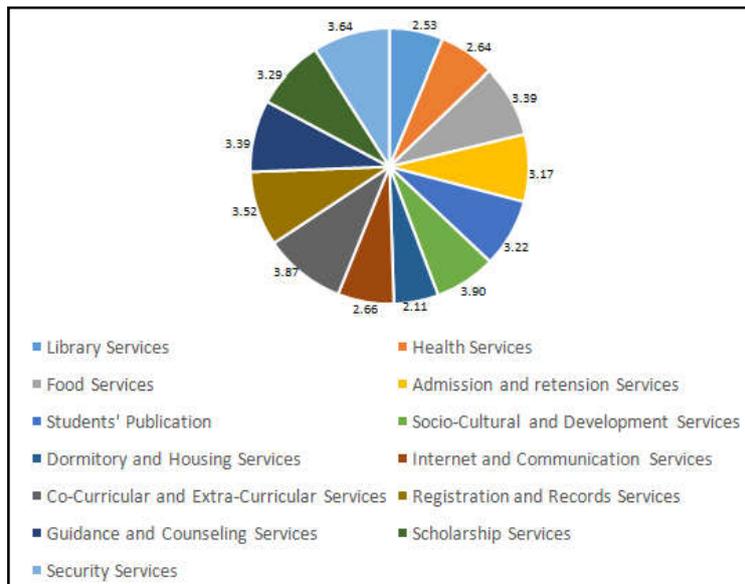


Fig. 2. Summary Results on the Extent of Implementation of Student Services of ESSU-Salcedo as Perceived by the Personnel

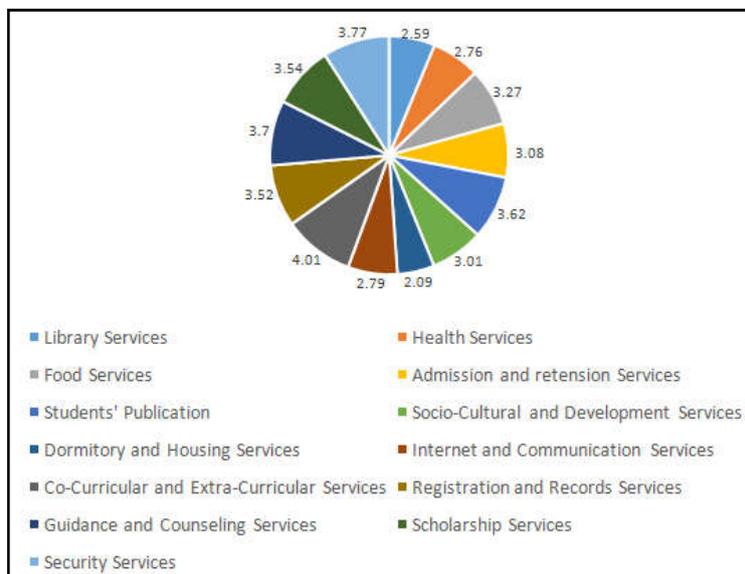


Fig. 3. Summary Results on the Extent of Implementation of Student Services of ESSU-Salcedo as Perceived by the Students

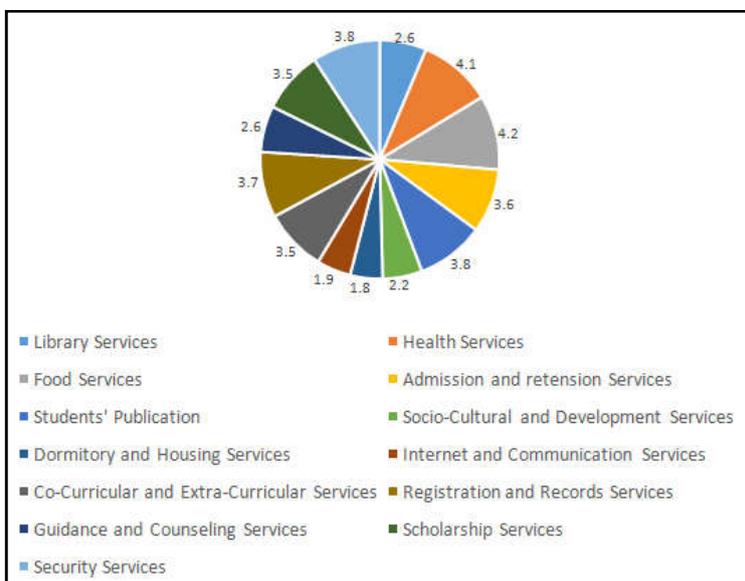


Fig. 4. Level of Satisfaction of Respondents of Student Services in ESSU-Salcedo Campus as Perceived by the Faculty

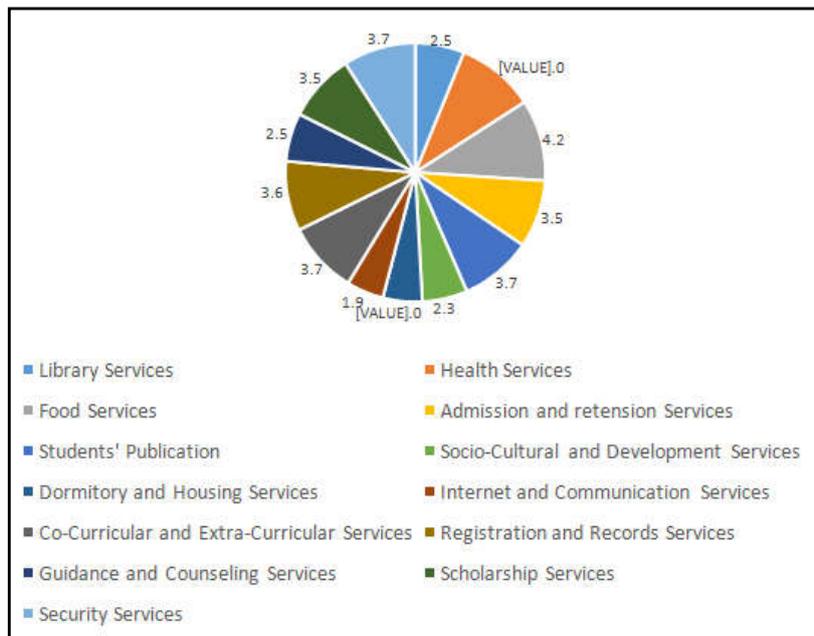


Fig. 4. Level of Satisfaction of Respondents of Student Services in ESSU-Salcedo Campus as Perceived by the Personnel

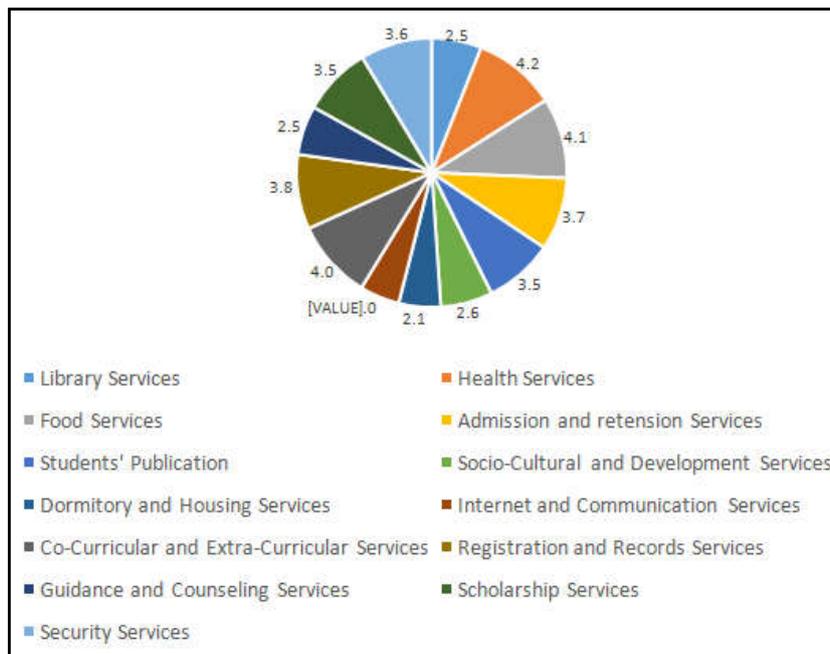


Fig. 4. Level of Satisfaction of Respondents of Student Services in ESSU-Salcedo Campus as Perceived by the Students

Library services, health services, food services, admission and retention, students' publication services, socio-cultural and development services, internet and communication services, registration and records services, guidance and counselling services, scholarship services, and security services were significantly related to the provision of facilities and equipment to student services implementation. Library services, health services, food services, co-curricular programs and extra-curricular activities, registration and records services, guidance and counselling, security services and scholarship services were significantly related to the level of satisfaction of the respondents. Hence, an intervention

scheme is designed to improved student services program. The intervention scheme focused on the lowest rated items of every area of student services e.g. provision of facilities and equipment, library services and dormitory and housing services.

Conclusion

Based on the findings of the study the following conclusions are drawn

1. The faculty, OSS personnel and the students are synonymous in their perceptions on the extent of support of

the administration to student services. Administrative support was considered by them as very good but provision of facilities and equipment was fair.

2. Co-curricular and extra-curricular activities, registration and records services, and security services were very satisfactorily implemented. While the health services, food services, admission and retention services, socio-cultural development services, internet and communication services, guidance and counselling services, and scholarship services were satisfactorily implemented. However, the library services, and the dormitory and housing services were just fairly implemented.
3. The respondents were moderately satisfied with the implementation of student services.
4. A well extended administrative support means a satisfactorily implemented library services, health services, dormitory and housing services, internet and communication services, co-curricular and extra-curricular activities, and security services. Proper coordination of the different personnel, faculty and students enhance proper implementation of the library services, food services, students' publication services, socio-cultural and development services, registration and records services, guidance and counselling, and security services. Adequate financial support means very good implementation of the library services, health services, food services, students' publication services, socio-cultural and development services, dormitory and housing services, internet and communication services, guidance and counselling, and scholarship services. Likewise, adequate facilities and equipment provided enhance very well implementation of the library services, health services, food services, admission and retention, students' publication services, socio-cultural and development services, internet and communication services, registration and records services, guidance and counselling, scholarship services, and security services.
5. The better is the implementation of the library services, health services, food services, co-curricular programs and extra-curricular activities, registration and record services, guidance and counselling, security services and scholarship services the higher is the level of satisfaction of the teachers, OSS personnel and students.
6. The clinic has no enough medical supplies, boarding houses are not clean and do not provide facilities and comfort rooms, and inadequate water supply, and there is

an inadequate financial support on student services from the administration are strongly felt problems of the teachers, OSS personnel and students.

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