

Student Services Program of the Isabela State University

Gabriel L. Luna
Isabela State University

ABSTRACT

*The study assessed the student services program of the Isabela State University, Cauayan City Campus, Cauayan City, Isabela. It also assessed the frequency of availing and efficiency of the student services and satisfaction of the clientele. Descriptive method of research was employed. The 2,572 students who enrolled during the First Semester, School Year 2014-2015 served as respondents. They assessed the student services program of the University, broken down as follows: Polytechnic School with 306; Institute of Agricultural Technology with 482; School of Arts and Criminology with 331; College of Computing and Information Technology with 353; College of Business Management, 949; and Institute of Teacher Education with 151 students. Data were gathered through the survey questionnaire and were analyzed using the frequency counts, percentage, ranking and arithmetic mean. Findings show that almost all the students availed of the different Student Services extended by the university. The students assessed the Students Services program as **efficient**. ISU-CC students were **much satisfied** of the student services rendered to them. The Student Services Program tend to be **more efficient** when its services were frequently offered to the students; and the more the Student Services programs are efficiently delivered, the higher is the degree of the students' satisfaction.*

Keywords: student council, guidance and counselling, efficiency, frequency, level of satisfaction

INTRODUCTION

The importance of education nowadays is for nation building. This is evident in Article II, section 17 of the 1987 Constitution which provides that “the state gives priority to education, science and technology, arts, culture and sports to foster patriotism and nationalism, accelerate social progress and promote total human liberation and development.” The need of the county to develop a pool of national talents to include high-level technical manpower as well as skilled workers is recognized by the Philippine Constitution. Thus, Article XII, Section 14 provides that “the sustained development of a reservoir of national talents consisting of Filipino scientists, entrepreneurs, professionals, managers, high-level technical manpower and skilled workers and craftsmen in all fields shall be promoted by the state.

The aforementioned constitutional provisions on education were the directions of the mandates of Higher Education Institutions (HEIs). The university considers the role of the Office of Student Affairs in the formation of students by providing different student services units or services for holistic development.

Historically, the Student Services unit has been an administrative unit in higher education. Its role has been unique because while it supports the academic mission of the institution, it also contributes significantly and directly to the student's education and development. Functioning within the administrative system gives the student development staff the greatest latitude for responding to both student needs and institutional purpose. The survival of this function depends most heavily on its ability to deliver these services in a manner which clearly demonstrates that they make a difference to the students and the institution. The student development services unit needs continuous upgrading. Thus, the administrators and staff are encouraged to devote significantly more time to systematic evaluation than ever before. Student development services as one of the major organizational components of the university cannot afford to ignore either the reasons of this increased attention to systematic evaluation or a commitment to this effort. Thus, there are reasons for a systematic evaluation of programs. Through innovations, responsive and integrated co-curricular development program and competent personnel endeavor, the development of mature intellectually competent and culturally sensitive students is attained.

The Commission on Higher Education (CHED) mandated the HEIs to give emphasis and stress on the development of the holistic personality of students along several dimensions of their intellectual, social, moral, civic, physical and spiritual life. While the students develop cognitively, integrating knowledge in ways that reflect their learning they also need to grow both interpersonally by considering themselves as part of the larger whole, and intrapersonally, by establishing a belief system that can influence and guide their choices and experiences (Braskamp, L. & Engberg, M., (2014).

As per Republic Act 7722 and CMO 20, Series of 2006 Guidelines, the Commission mandates that the HEIs should provide a set of student-centered activities and services in support of academic instruction intended to facilitate holistic student development or active involvement in nation building. It must address the social needs, promote solidarity and equity and preserve academic rigors. The CHED required all HEIs to provide and adopt sound policies and standards on student affairs and services including guidelines for implementation. It is committed to monitor the HEIs in their compliance for the delivery of appropriate, quality, relevant and efficient student services.

More than 30 years after its establishment, the Isabela State University (ISU) has envisioned itself as a leading, vibrant, comprehensive and research university in the country and the ASEAN region. Towards this vision, the university has the mission of committing itself to develop highly trained and globally competent professionals; generate innovative and cutting-edge knowledge and technologies for people empowerment and sustainable development; engage in viable resource generation programs; and maintain and enhance stronger partnerships under good governance to advance the interests of national and international communities. In the quest of its vision and mission, eight core values guide the university: excellence, innovation, collaboration, integrity, efficiency, accountability, environmentalism, and public engagement.

ISU has become a credible institution of learning and assumed leadership roles not only in Region II but also in the country. With its educational leadership and pioneering roles in research and development along with the strategic location of its satellite campuses, the university has been achieving its vision, mission, goals and objectives. Today, ISU stands as a credible partner of development in the country and with the dedicated commitment of its faculty, support staff, students and the people behind its success, the university is focused to grow to even greater heights in the future as it creates a proactive and transparent governance to ensure the realization of its vision and mission following the framework of its eight core values, focusing its services to student development.

Student Affairs and Services is an office that caters to the welfare of the students (ISU Student Handbook, 2015). It implements the program or services in any university or college that are concerned with the non-academic experiences of students geared toward attaining total human development. Non-academic services are two pronged: those that relate to student welfare and those that concern student development. It also aims to enrich student learning and achievement by providing an ideal campus environment and empowering the students to advocate their needs, and develop and harness their leadership skills.

Nonetheless, the need for a comprehensive support system of academic and student services that should complement each other is imperative. Student services being critical components of educational package must provide students the activities that would balance family and work pressures and socio-civic responsibilities in their lives.

At present, there are many challenges that confront student services providers. Among these could be the increasing cost of higher education due

to inevitable tuition fee hike, student demographics, the demands for more accountability, and issues on ethical environment in the campus that beset students' life and condition needing immediate attention. On the part of the student personnel services providers, the challenge of not being fairly compensated could lead the lose of their interest in handling the student services unit.

In response to these challenging conditions, there is an urgent need for the Student Affairs and Services to exert deliberately its best efforts to deliver quality services and manage efficiently and effectively the student activities. This can be made possible by employing quality management modifying programs and services to meet the students' emerging needs and satisfaction. Other strategies and options include seeking new sources of revenues while searching to contain costs, forging partnerships, establishing linkages, and focusing efforts to enhance students' involvement on various campus-wide activities. Recognizing all the above information, the researcher was prompted to conduct the study with the end view of assessing the student services of the ISU at Cauayan City Campus.

The study assessed the student services of the ISU at Cauayan City Campus. Specifically, it identified the student services that are available at the ISU Cauayan City Campus; it determined the following: how often students avail of the student services programs of the ISU; efficiency of the student services programs that are availed of by the students and determined the level of satisfaction of the students when availed of the student services programs. This study also looked into the relationship between the frequency of availing and efficiency of the student services program; and the relationship between the efficiency of the student services programs and the level of satisfaction of the students on the student services programs provided for them.

Article XII, Section 14 of the Philippine Constitution provides that "the sustained development of a reservoir of national talents consisting of Filipino scientists, entrepreneurs, professionals, managers, high-level technical manpower and skilled workers and craftsmen in all fields shall be promoted by the state. Furthermore, the present Constitution provides that all education institutions shall: *"... inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights of and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge, and promote vocational efficiency."*

The aforementioned constitutional provisions on education were the directions of the mandates of the HEIs. The university considers the role of the Office of Student Affairs in the formation of students in providing different student services units or services for students' personality holistic development.

In the Philippine Education, the CHED established the Guidelines on Student Services Program which aims to set the minimum standards on student services among HEI's for three objectives: 1) Improve the quality of student affairs and services programs among HEIs; 2) Promote access to quality, relevant, efficient and effective student affairs and services; support student development and welfare; and 3) Ensure that all HEIs provide holistic approach for student affairs and services and comply with the minimum requirements for student affairs and services.

In this respect, the student development services become an integral part of higher education. Some services originated in the early colonial colleges and persistent into the past century with little change in form. Leonard as cited by Williamson (2009) identified the early development of these services to include housing, discipline, and counseling. Teachers alike were then as much concerned with students' rigorous manners and deprived morals as with their intellectual development. This led to the development of early programs of extra teaching relationship.

During the 19th century, a number of events signaled the further development of extra-classroom services of students. According to Fenske (2013), student services emerged and evolved by default, by taking over the tasks abandoned by trustees, administrators, and faculty. It has grown into an ambiguous but somewhat invisible empire in virtually every institution of higher education.

Noteworthy to mention is the period during the middle decades of the 19th century when a great number of changing conditions in a democratic society led to the reorganization of student services including its content and instructional methods of collegiate education. Many changes in student personnel services resulted from those instructional changes. The revisions made by the experts led to the giving of emphasis to the objectives of Student services unit in any educational institution.

Thus, the primary objective of the Student Development Services is to improve the student personality and to aid in the search for development through educational experiences. Its objective is designed to help an individual through group experiences in order to learn and to live harmoniously with others. The students' personnel prepared those objectives and services to

assist the students in the maximum development of their potentialities in accordance with unique backgrounds. These activities and services help them grow in their understanding of who they are and the society they are living in as they assume the increasing responsibility for their vocational, personal and emotional direction.

Student Development activities tend to develop their content out of the unique quality of the individual student. For example, one could not completely predict the kind of concerns which the student discusses during counseling. In the past, the term “guidance services” was used to designate counseling, individual inventory, placement, information service and follow up. While it is possible to fit student development activities such as the visiting teacher program and the work of school psychologist in tone of the traditional guidance services concepts, it seemed simpler to consider the term guidance services as those traditionally recognized aspects of student personnel services which are school-wide in their organization, and which are supplemented by such district-wide services and a school social work services and psychological services.

The Guidance services play a major role under the unit of student services. University of Southampton considers it as student-focused services in partnership with others in and around the university. Its student services center is located on High field campus offering the different Student services such as: career destinations, enabling services, accommodation, sport and well-being, early years center, First support (Guidance), and Student Services Centre (St Andrews University ,2015) .

The theoretical framework was guided by the Enhanced Policies and Guidelines on Student Affairs and Services aimed to improve the quality of student services. Hence, HEIs promote access to quality, relevant, efficient and effective student affairs and services and ensure that all HEIs provide holistic approach for Student Affairs and Services and comply with the minimum requirements for student affairs and services that redounds to the holistic development of the individuals. However, it is noteworthy to review some literature cited by other researchers.

Zwaenapoel (1995) summed up student services as the different entities referred to within the school campus which cater directly to the non-academic needs of the students. These services were imposed by law or by the administrative orders of external authority or voluntarily established by the administration of the institution. The availability and quality of student services were dependent on the size and financial resources of the institution. The services rendered by tertiary education could be classified as: financial aid, library, dormitory, medical and dental health, pastoral care, canteen and

restaurant, bookstore, guidance, report to parents and other miscellaneous services. Student services program, as viewed by the experts in Wright, R. (2014) is a coordinated effort, which includes Guidance and counseling services, Health services, housing, student organizations, sports services and student publication.

In a report made by the Good Universities Guide (2015), the student services and facilities were varied depending upon the campus size, student numbers and

funding from student contributions. Large university campuses usually offered its services and facilities with maximum utilization while smaller private institutions offer services and facilities in more tailored manner to their student cohort. However, the expert included the following as scope of student services: study skills unit, peer support and tutoring program, Disability liaison office, Counselling, career service, financial assistance, accommodation service, Indigenous support unit, clubs and societies, and student union.

Guzman (1992) conducted a study on the guidance delivery system of Cagayan State University (CSU) through an assessment of students' needs and determine the importance of guidance services as perceived by students, teachers, counselors and administrators. Findings showed that the guidance services of CSU such as orientation, information, testing, counseling, follow up, placement, referral, research and evaluation were considered by the four groups of respondents as "very important" and were "sometimes or frequently provided.

Galam (2012) made an assessment of the student personnel Services in the institutions of higher learning in Nueva Vizcaya in terms of management, organizational set up, personnel involvement in the policy formulation, budgetary allocations physical facilities, services and programs. The study also attempted to determine if variations existed in the perception of school administrators, faculty members, student personnel services in the respondent schools in terms of the 14 personnel services areas such as counseling, testing, vocational/career placement, health, student government student organizations/clubs, recreational and/or cultural activities, student publication, student housing, scholarship and financial aids, food, student discipline and alumni services.

On the effectiveness of the student personnel services, there were significant differences in the perception of the school administrators and students in the areas of testing, student publication, recreational and/or cultural activities, and food and alumni services. Significant differences were

also noted between the administrators and the student personnel workers' perception on student publication, recreational and/ cultural activities and food services. On perceptions, of student government, the faculty and the students also differed (Ibarrientos, 2015).

Serafica (2008), in his study on the student services program of the Isabela State University made a recommendation stating among other things that the delivery of the Student services Program should always be made efficient to satisfy the students as a whole, the very clientele of the university.

METHODOLOGY

The descriptive research method was used in the study involving the 30% (2,572) student population who enrolled during the First Semester School Year 2014-2015, taken from the six colleges/ schools/institutes of the Isabela State University Cauayan Campus broken down as follows: Polytechnic School with 306; Institute of Agricultural Technology with 482; School of Arts and Criminology, with 331 respondents; 353 respondents from the College of Computing and Information Technology; 949 respondents from the College of Business Management; and 151 students from the Institute of Teacher Education.

The study made use of a survey questionnaire to gather the needed data for the study which consisted of two parts. The first part composed of items to elicit information on the student services availed by the students. The second part included items to elicit information on how frequently the students availed these services, how efficient these services are, and how satisfied were the students in the delivery of these services.

Data were analyzed using the frequency, percentage, ranking and weighted mean to describe the assessment of the student services program of the Isabela State University at Cauayan City, Isabela.

The Spearman rank correlation was employed to determine the relationship between the frequency of availment and level of efficiency of the Student Services Program, and to find out the relationship between the level of efficiency and level of satisfaction of the students on the Student Services program offered to them. The hypotheses of the study were tested at .05 level of significance.

RESULTS AND DISCUSSION

Table 1
Student Services Program Availed by the Students at ISUC

STUDENT SERVICES PROGRAM	Frequency	Percent	Rank
Student Council/Government	2207	99.86	1
Guidance & Counseling Services	2204	99.73	2
Food Services	2199	99.50	3
Health Services	2192	99.19	4
Scholarship & Financial Assistance Services	2190	99.10	5
Student Affairs & Services	2184	98.82	6
Library Service	2176	98.46	7
Cultural Programs	2169	98.14	8
Student Organizations	2158	97.65	9
Sports Development Programs	2145	97.06	10
Safety and Security Services	2133	96.52	11
Information & Orientation Services	2121	95.97	12
Student Publication Services	2104	95.20	13

Student Council/ Government Services ranked first (99.86%) in the list of Student Services Programs availed of by the students. It could be that despite the big number of students who have problems and needs when assistance is sought from the student council, this is immediately attended to by the officers. Student publication ranked the least (96.20%) as everybody knows publication is a hard task, only a few are interested in writing and publication.

Table 2
Frequency and Efficiency of the Delivery of the Student Services Program

Student Services Program	Frequency		Efficiency	
	Mean	Description	Mean	Description
Student Council/Government	3.96	Often	3.93	Efficient
Guidance & Counseling Services	3.67	Often	3.71	Efficient
Food Services	3.73	Often	3.66	Efficient
Health Services	4.06	Often	4.00	Efficient
Scholarship & Financial Services	3.15	Sometimes	3.10	Mod Efficient
Student Affairs & Services	3.93	Often	3.76	Efficient
Admission & Testing Services	3.83	Often	3.70	Efficient
Cultural Programs	3.89	Often	3.83	Efficient
Student Organizations & Services	4.18	Often	4.12	Efficient
Sports Development Programs	4.08	Often	3.71	Efficient
Safety & Security Services	3.92	Often	3.85	Efficient
Information & Orientation Services	3.87	Often	3.63	Efficient
Student Publication Services	4.08	Often	3.92	Efficient
Overall Mean	3.91	Often	3.81	Efficient

Generally, the students “often” availed the Student Services program and they evaluated it as efficient with student organizations and services as the highest (4.18) and (4.12) respectively. It could be surmised that the student organization officers despite the varied concerns of the students they readily extend their helping hand. It could be that officers and members work harmoniously and understand each other more with the supervision of their adviser. This finding is similar to the study of Ibarrientos (2015) on the implementation and effectiveness of Student Affairs Services Program. The previous study revealed that most of the Camarines Sur Polytechnic Colleges Student Affairs Services Programs were “very satisfactorily” implemented. Most of the CSPC Student Affairs Services Program were very effectively delivered to the proper beneficiaries.

However, students “sometimes” (3.15) availed of Scholarship and Financial Services with “moderately efficient” (3.10) **services**. This could mean that not all students are scholars and sometimes their reimbursements are delayed.

Table 3
Level of Satisfaction of the Delivery of the Student Services Program

Student Services Program	Mean	Description
Student Council/Government	3.85	Much Satisfied
Guidance & Counseling Services	3.68	Much Satisfied
Food Services	3.79	Much Satisfied
Health Services	4.12	Much Satisfied
Scholarship and Fin. Assistance Services	3.16	Satisfied
Student Affairs and Services	3.97	Much Satisfied
Admission and testing Services	3.79	Much Satisfied
Cultural programs	3.74	Much Satisfied
Student Organizations & Activities Services	3.67	Much Satisfied
Sports Development Programs	4.04	Much Satisfied
Safety & Security Services	3.70	Much satisfied
Information and Orientation Services	3.69	Much Satisfied
Student Publication Services	3.95	Much Satisfied
Overall Mean	3.78	Much Satisfied

The level of satisfaction of the delivery of the student services program insofar as Student Council/Government, guidance and counseling services, food services, health services, scholarship and financial assistance services, student affairs and services, admission and testing services, cultural programs, student organizations & activity services, sports development programs, safety and

security services, information and orientation services, and student publication services are concerned revealed that they are “much satisfied” on the Student Services Program (SSP). However, students are satisfied (3.16) only of the scholarship and financial assistance services that are accorded to them.

The general mean of the students’ level of satisfaction on the student services program is described as “much satisfied” (3.78) which implies that the SSP delivers its services at its best. The finding of the study supports one of the recommendations made by Serafica (2008) stating among others that the delivery of the SSP should always be made efficient to satisfy the studentry as a whole, the very clientele of the university.

The present study also confirms the research of Delia (2015) who concluded that the students are highly satisfied with the different student services offered by Don Mariano Marcos Memorial State University (DMMMSU).

Table 4
Correlation Coefficients between Frequency of Availing and Efficiency of the Student Services Program

Variables	Computed r-Value	Interpretation
Frequency of Availment	0.926*	Significant
Efficiency of SSP		

*Significant at .05 Level

The test of correlation of Availability and Efficiency of the SSP is presented in Table 4. As reflected in the table, there is a significant correlation between the frequency of availability and efficiency of the SSP. The more frequent the student services program is extended the higher it becomes efficient in the delivery of its services to the students. The finding conforms to the study of Serafica (2008) stating that the conduct of well-functioning student activities always contributes to the welfare of its clientele, hence, it redounds to students’ total personality development.

Table 5
Correlation Coefficients between Efficiency and Level of Satisfaction of Students on the Student Services Program Rendered

Variables	Computed r-Value	Interpretation
Efficiency of SSP	0.952*	Significant
Satisfaction on SSP		

*Significant at .05 Level

The test of correlation of Efficiency of the SSP and students’ level of satisfaction is presented in Table 5. As reflected in the table, there is a significant correlation between the efficiency and students’ level of satisfaction

on the Student services program. This means that the more efficient the student services are the higher is the students' level of satisfaction on the delivery of the student services program. This finding confirms the study of Morales (1996) which stated that student-clients are satisfied with the delivery of student services when the program is efficiently performed.

CONCLUSIONS

The student services and programs offered by the Isabela State University at Cauayan are the following: Student Council/Government, guidance and counseling services, food services, health services, scholarship and financial assistance services, student affairs and services, admission and testing services, cultural programs, student organizations & activities services, sports development programs, safety and security services, information and orientation services, and student publication services. College students "often availed" almost all of the Student Services and Programs except the scholarship and financial services which were "sometimes" availed of by the students; students assessed the Student Services Programs as "efficiently delivered" to them. The students' are much satisfied of the student services programs that are offered to them; The Student Services Programs tend to be "more efficient" when the services are frequently offered to them. The more the Student Services Program is "efficiently delivered" to the students, the higher is the degree of students' satisfaction on its services.

RECOMMENDATIONS

In the light of the conclusions drawn, the following recommendations are hereby presented: The ISU, Cauayan Campus administration should improve its facilities for the student services units to come up with excellent services for its clientele to fully satisfy them and motivate them to improve their academic performance. For a better appreciation of the Student Services Program, the ISU, Cauayan Campus administration should designate additional personnel to handle the student services units. The Office of the Student Services (OSS) should improve the quality of its services to students by effectively responding to their needs. The OSS should become more efficient in the delivery of its student services. The Student Publication Office should regularly publish a school paper for at least one issue every semester. The Campus Administration should offer/provide Housing Services to those students, faculty and staff who are from far places.

LITERATURE CITED

- Braskmap, L. & Engberg, M. (2014). Guidelines for Judging the Effectiveness of Assessing Student Learning. Loyola University Chicago II. Email: lbraska@luc.edu and mengber@luc.edu
- CMO No. 09 (2013). Enhanced Policies and Guidelines on Student Affairs and Services, Commission on Higher Education (CHED). Retrieved from <http://ched.gov.ph/wp-content/uploads/2013/07/CMO-No.09-s2013.pdf>
- Constitution 1987. Article XIV. Retrieved from <http://www.officialgazette.gov.ph/constitutions/1987-constitution/>.
- Delia, E. V. (2015). Extent of Implementation and Level of Students' Satisfaction on Student Services Programs of Dmmmsu. Retrieved on: http://www.worldresearchlibrary.org/up_proc/pdf/112-14486068257-10.pdf. Date Retrieved: December 9, 2015
- Delos Santos, Domingo R. (1994). The student personnel services of St. Mary's University, Bayombong, Nueva Vizcaya.
- Fenske, R. (2013). Student Services Program, Retrieved from <http://scholarshipexplorer.org/info/do-we-need-undergraduate-student-affairs-programs>
- Galam (2012) .Student Personnel Services in Nueva Vizcaya. Retrieved on September 21,2015 from Good Universities Guide (2015). Retrieved on May 8,2015 from <https://www.google.com.ph/search?q=Good+Universities+Guide+2015&oq=Good+Universities+Guide+2015&aqs=chrome..69i57.11469j0j8&sourceid=chrome&ie=UTF-8>
- Guzman (1992). Guidance Delivery System of CSU. Retrieved on October 26,2015 from <https://www.google.com.ph/search?ei=xeeUWt3DLciu0gTlhqHgDg&q=guzman+1992>
- Ibarrientos, J. (2015). Implementation and Effectiveness of Student Affairs Services Program in One Polytechnic College
- ISU and You Student Handbook (2015). Isabela State University, Echagie, Isabela.

Morales M. (1996). "The Student personnel Services of Occidental Mindoro National College Status and prospects for Linkages Networking" San Pablo Laguna State Polytechnic University. Unpublished Master's Thesis. San Pablo City, Laguna.

Republic Act No. 7722 and CMO20, series of 2006

Serafica, Jose L. (2008). The student personnel services program of the Isabela State Services of the Cagayan State University.

St Andrews University (2015). Retrieved on April 23, 2015 from (<https://www.scoutforceathlete.com/college/state-andrews-university>)

Student Hand Book. Isabela State University Revised Edition, 2011

Student Services and Facilities: The Good Universities Guide, Asia Pacific Journal of Multidisciplinary Research. Retrieved from www.apjmr.com

Torres, T. (2008). "The Student services program of North Eastern College". Unpublished Master's Thesis. Northeastern College, Santiago City.

Unday, P. (1984). A Proposal in the Revision of the Existing Student Personnel University, Cabagan, Isabela. University Cabagan Campus. Unpublished master's Thesis, Isabela State

Williamson (2009). Student Services Development. Retrieved on February 12, 2015

from https://www.google.com/search?client=firefox-b&ei=C1qXWoWrEMf2jwPu_YPAAg&q=Williamson+2009.

Zwaenapoel, P. (1995). Student Services. Retrieved on January 26, 2015 from <https://www.google.com.ph/search?ei=kemUWp7iOcWm0gTH9KPoDg&q=zwaenapoel++1995+student+services+>

