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Evaluation of Student Affairs and Services of PRMSU during Pandemic

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ABSTRACT: The covid-19 pandemic disrupted the learning environment globally, face to face classes were suspended to ensure the safety of the students, despite the suspension of face-to -face classes, the Commission on Higher Educational Institution made sure that all schools will continue to serve the students through the Student Affairs and Services Programs. The purpose of this study is to evaluate the programs of the student services. Specifically, the study examined the student affairs and services that the students are familiar with, further, it also investigated the services that the students liked the most as well as the services that were not helpful to them during the pandemic. The researchers used descriptive statistics to determine the frequency and percentage of participant responses on how they would evaluate the various student affairs and services programs and the study utilized the student development theory. The study revealed that the orientation and information services as well as the guidance services were very helpful to the students during the pandemic.

I.   INTRODUCTION

The COVID-19 pandemic brought dramatic changes to the world especially in the education sector. educational institutions were forced to suspend face-to-face classes because of the risk of infection, thus, the students and teachers left with no choice but to embrace the new education system which is blended learning. The suspension of face-to-face classes is really a "game changer". Thus, the administrators of educational institutions established measures to continue to serve the students despite pandemic. Teachers were obliged to use technology in teaching while students turned into modular and online learning. School administrators made sure that Educational Institution can continue to serve the students through the Student Affairs and Services Programs.

The Student Affairs and Services are the services and programs in higher education institutions that are concerned with academic support experiences of students to attain holistic student development. The academic support services are those that relate to student welfare, student development, and those that relate to student institutional programs and service (CMO 9 S2013). In the Philippines, the student welfare services are basic services and programs needed to ensure and promote the well-being of students. McCarthy (2020) notes that the Student Affairs and Services (SAS) is the most responsive and relevant delivery unit that seeks to mitigate the impact, and provide students with development and support. The delivery of SAS programs is vital considering the effects on the mental health and well-being of students as they try to adjust and recover from pandemic.

In the Philippines, the Commission on higher education enjoins all Higher Educational Institutions to improve the delivery of SAS programs through various flexible learning modes to provide equitable learning opportunities and help students adjust to the learning environment during the pandemic as well as prepare them on the resumption of classes under the new normal conditions. Despite the pandemic, the Commission on Higher Education (CHED), ensured that no student will be left behind. CHED issued memorandum order No.8 Series of 2021 which is the "Guidelines on the Implementation of flexible delivery of student affairs and Services Programs During the COVID-19 Pandemic. The CMO provides that," The COVID-19 Pandemic brought interruptions in all sectors of the society causing a chain reaction of economic and psycho-social impacts affecting every Filipino citizen. For the Philippine Higher Education sector, the learning environment has been severely disrupted, campuses were closed and face-to-face classes were suspended to protect the health

and safety of students. Despite these interruptions, CHED ensured the continuity of learning by enjoining Higher Education Institutions (HEIs) to implement flexible learning modalities. (CHED CMO 8 s2021).

Student Affairs Services contribute to the learning experience and academic success of students. The Student Affairs Services offers holistic approach in the development of students. It does not only focus on academics but it also prepares the students to become active member of the society (UNESCO 2002). However, the COVID-19 pandemic served as a major challenge to continuously provide SAS services to students. In President Ramon Magsaysay State University, the sudden shift to online learning made it difficult for the students to access the SAS programs, Thus, the office of student affairs of PRMSU created a flexible continuity plan anchored on the CMO 8, S2021. The continuity plan offers both Offline and Online Services to the students. The university ensured that SAS will continue to provide excellent service during pandemic because it is a "trying times" for the students. It is the time where students need the SAS services most.

In President Ramon Magsaysay State University, the Student Affairs Services Programs include Student Welfare Services which are basic services and programs needed to ensure and promote the well-being of students. Likewise, the Student Development Services are services and programs designed for the exploration, enhancement, and development of the student's full potential for personal development, leadership, and social responsibility through various institutional activities. Lastly, Institutional Student Programs and Services are the services and programs designed to proactively respond to the basic health, food, shelter, and safety concerns of students with special needs and disabilities and the school (CMO 9 S., 2013).

Thus, it is important to evaluate the programs offered by the Student Affairs Services during the pandemic. The result of the study will serve as guide to redesign the SAS programs to further improve the SAS services and to attain its objective which is the holistic development of the students.

II.   STATEMENT OF THE PROBLEM

During the suspension of face-to-face classes, PRMSU used the synchronous and asynchronous mode of instruction. During those times, students access to the campus was restricted because of the fear of infection. However, the Student Affairs Services continue to serve the students despite the situation, thus, this research aims to evaluate the SAS services extended to the students during the pandemic.

Research Questions:
1. What is the profile of the respondents in terms of:
    a. Campus
    b. Course/Program
    c. Year level
    d. Disability
    e. Membership in the community
2. What are the Student Affairs and Services that the students are familiar with?
3. What SAS service that the students liked the most
4. What Services were very helpful to the students during the pandemic?
5. What SAS services were not helpful to the students during the pandemic?

III.   THEORETICAL FRAMEWORK

This chapter discusses the theoretical framework that the study utilized as supported by various studies or researches regarding the student services.

Student Affairs services aims for the holistic development of the students. To promote the holistic development of the students, Arthur Chickering's Student development theory will guide the study. Chickering argued that while the students are developing their identity, they should go through certain "tasks" or "Vector. First, the student must develop competence like intellectual competence or the ability to understand and analyze, manual skills competence is the ability to accomplish tasks physically, and interpersonal competences is the ability to work and establish relationship with others. (Chickering 1993)

The ability to manage emotions is the second vector according to Chikering. He contends that college students must identify the balance between self-awareness and self-control of their emotions since they are exposed to myriad of emotions like anger, fear, sadness and happiness. The third is independence where students must learn on their own and must be responsible for their actions. This means that students must have the ability to handle pressures between the need for independence and the need for acceptance together with respecting others peculiarity and independence. The development of mature interpersonal relationship is the fourth "task" Since college students have the opportunity to meet diverse people, he must have the ability to accept the unique differences of every individual.

Meeting people with different beliefs, values, and backgrounds will help the students to adopt and accept their individual differences. The fifth is referred to as "Development of Identity" Chickering argued that it is the process of discovering with the kinds of experience, at what levels of intensity the students resonate in satisfying or in self-destructive fashion. This stage establishes how a person is viewed by others. Thus, the formation of identity will yield to self-contentment. College students begin to realize why they are earning a degree, their development of purpose moves beyond getting a job, earning a living, and building skills. The students' experiences in college will help them realize what they find most to be fulfilling. The final vector or task is the ability of the student to put into practice the values that are consistent with their own beliefs thus, Chickering called this the development of integrity. (Rahman 2019)

Student Affairs Services and the Student Development Theory

Long (2012) argued that there are four broad families of theories of Student Development. He further notes that there are four families of theories under the student development theories and all theories provide how the students evolve from the experiences they encountered. The cognitive structural theories also detailed how the students think, reason, and interpret their experiences. The family of theories is widely used in academic advising and career services.

The Office of Student Affairs and Services of PRMSU plays an important role in the holistic development of the students. According to Long, humanistic-existential family of theories is focused more on the students' relationship to others and to society. Through leadership trainings and value formation activities, the PRMSU students become socially responsible individuals. The students learn to adopt with the diverse culture. Further, students self-steam is also developed. The career development is also one of the thrusts of the student services. Through career development programs, the fourth-year students are being prepared for the real world of work. Long (2012) agreed with Chickering that Students develop new competencies in school and, eventually, confidence as they master new skills. Thus, through the SAS services the students can unlock their potentials. Hence, student development theories, which describe how students grow and change throughout their college experience, are the cornerstones for the theoretical framework of student affairs (Long, 2012).

IV. METHODOLOGY

Descriptive survey research design was employed to provide a quantitative or numeric description to the evaluation of the programs of Student Affairs and Services of PRMSU during Pandemic (Creswell, 2014).

Ethical standard was strictly followed in the conduct of research. A total of two thousand four hundred ninety-nine (N=2499) students enrolled in PRMSU across all seven (7) campuses during pandemic participated. A random sample of subjects was drawn from the defined population. Random selected samples have the advantage that they yield research data that can be generalized to a larger population.

Constrained by the restriction due to the pandemic, the researchers transferred the survey questionnaire through a Google Form to be answered online. Students were provided consent form and completed the surveys at their own convenience. The research instrument that was used in evaluating the programs of Student Affairs and Services of PRMSU were descriptive survey questionnaire. The questionnaire was a research-made survey tool that is consists of two (2) parts. The first part determines the profile of the respondents, while the second part evaluates the different programs of Student Affairs and Services.

The researchers used descriptive statistics to determine the frequency and percentage of participant responses on how they would evaluate the various Student Affairs and Services programs.

V. RESULTS AND DISCUSSION

There were two thousand four hundred ninety-nine (N=2499) respondents who successfully completed the survey questionnaire. Table 1 showed that out of the total number of respondents, mostly were from Iba Campus (n= 1529, 61.18%), with a course of Bachelor of Elementary Education (n= 472, 18.89%), and currently at 1st year college level (n=884, 35.37%).

Table 1: *Profile of the Respondents (N= 2499)*

Profile of Respondents		Frequency	Percent
Campus	Sta. Cruz	204	8.16
	Candelaria	42	1.68
	Masinloc	142	5.68
	Iba	1529	61.18
	Botolan	128	5.12

	San Marcelino	346	13.85
	Castillejos	108	4.32
Courses	**College of Teacher Education**		
	Bachelor of Elementary Education	472	18.89
	Bachelor of Elementary Education - Evening Opportunity Program	4	0.16
	Bachelor of Physical Education	25	1.00
	Bachelor of Secondary Education Major in English	100	4.00
	Bachelor of Secondary Education Major in English- Evening Opportunity Program	3	0.12
	Bachelor of Secondary Education Major in Mathematics	97	3.88
	Bachelor of Secondary Education Major in Filipino	37	1.48
	Bachelor of Secondary Education Major in Science	33	1.32
	Bachelor of Secondary Education Major in Social Studies	92	3.68
	Bachelor of Secondary Education Major in General Science	1	0.04
	College of Industrial Technology		
	Bachelor of Technical Vocational Teacher Education Major in Food Service Management	8	0.32
	Bachelor of Technology and Livelihood Education	6	0.24
	Bachelor of Science in Industrial Technology Major in Automotive	8	0.32
	Bachelor of Science in Industrial Technology Major in Electrical Technology	5	0.20
	Bachelor of Science in Industrial Technology Major in Food Technology	1	0.04
	Bachelor of Science in Industrial Technology Major in Mechanical Technology	1	0.04
	Bachelor of Technical Vocational Teacher Education Major in Drafting Technology	1	0.04
	College of Accountancy and Business Administration		
	Bachelor of Public Administration	56	2.24
	Bachelor of Science in Accountancy	38	1.52
	Bachelor of Science in Accounting Information System	28	1.12
	Bachelor of Science in Business Administration Major in Financial Management	39	1.56
	Bachelor of Science in Business Administration Major in Human Resource Development Management	123	4.92
	Bachelor of Science in Business Administration Major in Marketing Management	100	4.00
	College of Communication and Information Technology		
	Bachelor of Science in Information Technology	67	2.68
	Bachelor of Science in Computer Science	144	5.76
	College of Arts and Sciences		0.00
	Bachelor of Science in Biology	64	2.56
	Bachelor of Science in Psychology	64	2.56
	College of Agriculture and Forestry		
	Bachelor of Science in Agriculture Major in Animal Science	19	0.76
	Bachelor of Science in Environmental Science	22	0.88
	Bachelor of Science in Forestry	11	0.44
	Bachelor of Science in Agricultural Technology	21	0.84
	Bachelor of Science in Agriculture	87	3.48
	Bachelor of Science in Agriculture Major in Crop Science	13	0.52
	Bachelor of Science in Fisheries	28	1.12
	College of Tourism and Hotel Management		
	Bachelor of Science in Hospitality Management	297	11.88
	Bachelor of Science in Tourism Management	24	0.96
	College of Engineering		0.00

	Bachelor of Science in Civil Engineering	204	8.16
	Bachelor of Science in Electrical Engineering	30	1.20
	Bachelor of Science in Mechanical Engineering	23	0.92
	Bachelor of Science in Computer Engineering	36	1.44
	College of Nursing		
	Bachelor of Science in Nursing	67	2.68
Year Level	1st year	884	35.37
	2nd year	687	27.49
	3rd year	703	28.13
	4th year	225	9.00
Student with Certified Disability	Students with certified physical disability	14	0.56
	Students with certified learning disability	9	0.36
	Students with both certified learning disability and certified physical disability	6	0.24
	None/Not Applicable	2470	98.84
Students who belong to Any Indigenous Group	Aetas	79	3.16
	None/Not Applicable	2420	96.84

Moreover, there were respondents that were recorded to have a certified physical disability (n=14, 0.56%), certified learning disability (n=9, 0.36%), and respondents with both certified learning disability and certified physical disability (n=6, 0.24%). Meanwhile, the majority of the respondents were found to have no disability (n=2470, 98.84%).

In addition to the profile, it was found out that there were students who belong to the Aetas Indigenous Group (n=79, 3.16%) and majority of the respondents did not belong to any Indigenous Group (n=2420, 96.84%).

Table 2: *SAS Services Students Were Familiar with.*

SAS Services	Frequency
Information and Orientation Services	1711
Guidance and Counseling Services	1431
Student Organizations and Activities	1429
Scholarship and Financial Assistance	1187
Student Council/ Government	1022
Cultural and Arts Program	1000
Student Discipline	941
Sports Development Program	875
Leadership Training	812
Admission Services	796

The **table 2** shows the SAS Services that the students are familiar with. Out of two thousand four hundred ninety-nine (2,499) respondents one thousand seven hundred eleven (1,711) or 68.46 % are familiar with the Information and Orientation Services. One thousand four hundred thirty-one (1,431) or 57.26 % are familiar with Guidance and Counseling Services. One thousand four hundred twenty-nine (1,429 or 57.18 % are familiar with Student Organizations and Activities. One thousand one hundred eighty-seven (1,187) or 47.49% are familiar with Scholarship and Financial Assistance. One thousand and twenty-two (1,022) or 40.89% are familiar with Student Council/ Government. One thousand (1,000) or 40% are familiar with Cultural and Arts Program. Nine hundred forty-one (941) or 37.65% are familiar with Student Discipline. Eight hundred seventy-five (875) or 35.01% are familiar with Sports Development Program. Eight hundred twelve (812) or 32.49% are familiar with Leadership Training and only seven hundred ninety-six (796) or 31.85% are familiar with Admission Services.

Based on the interpretation above, it shows that majority of the students were familiar with the service under the information and orientation. The result of the study is in contrast to the study of Palade and Constantin (2012) wherein the results shows that most of the respondents do not know about the existence of the career counselling and orientation services. On the other hand, the results shows that only few are familiar with the services offered under the Admission Services. This result is also contrary to the result of the study of Arogante

(2018) wherein level of awareness of the students in Admission Services garnered a total mean of 4.22 which is interpreted as very good.

Table 3: *SAS Services Students Like the Most and Helpful during Pandemic.*

SAS Services	Frequency
Information and Orientation Services	240
Guidance and Counseling Services	115
Admission Services	103
Student Organizations and Activities	76
Safety and Security Services	37
Leadership Training	21
Scholarship and Financial Assistance	14
Student Discipline	13
Student Council/ Government	13
Cultural and Arts Program	12

The **table 3** shows the SAS Services that the students like the most and helpful during pandemic. Out of two thousand four hundred ninety-nine (2,499) respondents, the most like and most helpful to students during pandemic is under the Information and Orientation Services with two hundred forty (240) or 9.60% responses. One hundred fifteen (115) or 4.60% responses for Guidance and Counseling Services. One hundred three (103) or 4.12% responses for Admission Services. Seventy-six (76) or 3.04% responses for Student Organizations and Activities. Thirty-seven (37) or 1.18 responses for Safety and Security Services. Twenty-one (21) of 0.84% responses for Leadership Training. Fourteen (14) or 0.56% responses for Scholarship and Financial Assistance. Thirteen (13) or 0.52% for Student Discipline and Student Council/ Government. The least like and helpful to the student's during pandemic is Cultural and Arts Program which has twelve (12) or 0.48% responses.

As stated on the interpretation above, we can notice that during pandemic, students find more helpful to them the services that they regularly involve such as the Information and Orientation Services, Guidance and Counseling Services, and Admission Services. On the other, students chose culture and arts program least liked and helpful to them amidst pandemic.

Table 4: *SAS Services that were Not Helpful during Pandemic to Students*

SAS Services	Frequency
Sports Development Program	1299
Social and Community Involvement Program	455
Services for specific students (students with disabilities, students belonging to indigenous group, students who are solo parents, etc.)	143
Students Housing and Residential Services	93
Admission Services	69
Health Services	58
Foreign/ International Students Services	49
Cultural and Arts Program	47
Safety and Security Services	28
Student Discipline	22
Student handbook development	22

The **table 4** shows the SAS Services that the students were not helpful during the pandemic. Out of two thousand four hundred ninety-nine (2,499) respondents, one thousand two hundred ninety-nine (1,299) or 51.98% chose Sports Development Program as not helpful during the pandemic. Four hundred fifty-five (455) or 18.20% responses for Social and Community Involvement Program. One hundred forty-three (143) or 5.72% responses for Services for specific students (students with disabilities, students belonging to indigenous group, students who are solo parents, etc.). Ninety-three (93) or 3.72% responses for Students Housing and Residential Services. Sixty-nine (69) or 2.76 % responses for Admission Services. Fifty-eight (58) or 2.32% responses for Health Services. Forty-nine (49) or 1.96% responses for Foreign/ International Students Services. Forty-seven (47) or 1.88% responses for Cultural and Arts Program. Twenty-eight (28) or 1.12% responses for Safety and Security Services. The services that the students most were not aware of are Student Discipline and Student handbook development with twenty-two (22) or 0.88% responses.

VI.   CONCLUSION:

This study focused on the evaluation of SAS services during pandemic. The study showed that the students are more familiar with the information and orientation services unit. Despite the suspension of face-to-face classes, the university provided online orientation to inform the students of the services offered by the university. Further, the FB page of the Student Affairs and services regularly updates the students on what is happening in the campus. Thus, the students are consistent that among the SAS services, it is the information and orientation services that they liked the most.

It is interesting to note that the guidance and counseling program ranked second among the SAS services that the students liked the most during the pandemic. The student organization services followed the guidance services. It shows that the students during the pandemic need connection. The guidance services provided online counseling while the student organization regularly conducts leadership and student formation webinars.

The sports services of the university are committed to develop the skills of the students in the field of sports. However, during the suspension of face-to-face classes, the sports services only provided webinars and limited online sports activities because of the regulations imposed by the government. The movements of the students were limited during the pandemic, thus, among the SAS services, the study finds that the sports development program of the university was not very helpful to them.

The pandemic prompted the schools to shift to remote learning. It is a form of education where learners and teachers are not physically present in the traditional classroom environment. As mandated by the Commission on Higher Education, the educational institutions used online learning, combination of printed and online and modular. The result showed that students accessed the learning modalities of their course through online learning.

In summary, the paper underpins that during the pandemic, the SAS programs of the university were not maximized because of the restrictions imposed by the government. However, the SAS tried its best to cater the needs of the students through providing online services.

VII. RECOMMENDATION:

Throughout the pandemic, the Student Services is consistent to its objective in providing holistic development to the students. Despite the suspension of face-to-face classes, SAS services extended online services to students. The study revealed that students need more sports activities during the pandemic thus, it is recommended that the sports development program of the university should include more online activities to keep the students engage in sports.

Mental health issue was one of the challenges of the guidance services during pandemic, hence, it is recommended that school will consider to employ more guidance counselors to strengthen the services of the guidance and counseling unit.

It is also recommended to regularly hold both academic and extra-curricular activities that will encourage unity among students. Further, it is recommended to conduct a follow up research to validate the findings of this study.

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