

Level of Awareness and Extent of Serviceability of Student Affairs and Services (SAS) Program at Isabela State University – Ilagan Campus



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ABSTRACT: Isabela State University Ilagan Campus is equipped with services extended for students such as Office of Student Affairs and Services (OSAS), in collaboration with other departments, it operates through its various divisions. Different services are offered for the students aside from academic excellence as extension of providing quality education in tertiary level. These services are the front liners and served as a backbone to continuing progressive and development of the institution. This study was conducted to determine the level of awareness of students and extent of serviceability on Student Affairs and Services (SAS) programs and their significant relationship. The study used descriptive evaluative research design with 1,690 student respondents under 10 programs of Isabela State University-Ilagan Campus with 17 school services. Different tools were used to analyze the data gathered. This paper used Pearson Correlation Coefficient in determining the significant relationship of the level of awareness and extent of serviceability in all different programs. Results showed that general students are moderately aware of the services offered by the SAS programs. However, there are implications that need to be considered in the improvement of the various services. The result of the extent of serviceability of different services offered is evident that the school should implement service improvement plan. The students' level of awareness and the extent of serviceability of the different services offered by SAS programs indicated a significant relationship where the more the students become aware of the services, the higher the SAS extent of serviceability.

KEYWORDS: Awareness, Extent of Serviceability, Services, Student Affairs and Services Program

INTRODUCTION

The COVID-19 pandemic has brought uncertainty to many major aspects of national and global society. It affects humanity and the different sectors into unimaginable, unforeseen circumstances — and education is no exception. The pandemic has also presented challenges for practitioners and scholars of student affairs and services (SAS), who have had to find innovative ways to continue meeting students' needs, promoting student learning and development, and advancing social justice for all (Ludeman et.al. 2020). This is also true with Isabela State University Ilagan Campus (ISU-I), hit by the pandemic as growing population of the school is evident. Every institution bears the responsibility of fostering the comprehensive academic growth of its students. This includes providing opportunities for academic advancement, guiding students through basic college prerequisites, and inspiring them towards the successful completion of their higher education. Additionally, institutions should offer student-focused activities designed to promote holistic student development. Hence, requires alternative solutions to inevitable circumstances in continuing the quality education for college students. In line to CHED Memorandum No. 9 series 2013 known as Enhanced Policies and Guidelines on Student Affairs and Services, OSAS are the services and programs in higher education institutions that focuses on providing academic support to students to promote their overall development. This support includes student welfare and development programs, as well as other services related to the institution's programs. The goal of OSAS is to help students achieve their full potential by providing them with the resources and support they need to succeed academically and personally. The Office involved in academic affairs provide the following services: a. Student Welfare Services b. Student Development c. Institutional Student Programs and Services. Its mission is to provide excellent services to students in the university in terms of guidance and counselling, testing, student organization, student housing, scholarship, student publication graduate placement and alumni affairs in order to produce well-rounded and globally competitive graduates. Also, The office is responsible for coordinating and overseeing services and programs related to non-academic experiences, with the goal of achieving comprehensive student

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development.

Providing services towards students' welfare and development has always been the major ground of the Office of Student Affairs and Services in pursuit of excellence and quality learning. Its mandate to promote a well-rounded student in the pursuit of their chosen careers is continuously executed through series of attainable activities with impact in their cognitive, affective, and psychomotor domains. Hence, this study aims to analyze the awareness of the students on OSAS services and efficacy of services provided by the office.

REVIEW OF RELATED LITERATURE

The global recognition of the need to address students' interests beyond their academic requirements has led to the creation of agencies within Philippine universities that focus on student-centered services (Bucad & Perez, 2022). According to a study by Mercado et al. (2015), the International Association of Student Affairs and Services Professionals (IASAS) developed the Manual on Student Affairs Services and Programs in Higher Education. Various scaling concepts and service evaluations have been adopted and formulated by government and private organizations to assess the quality and validity of services in the Philippines. However, the use of information obtained from these assessments remains unclear. The general context of the measurement tool in relation to the services provided by State Colleges and Universities is closely tied to the availability of funds, facilities, and resource capabilities (Mehdipour, 2013).

The COVID-19 crisis has presented challenges for practitioners and scholars of student affairs and services (SAS), who have had to find innovative ways to continue meeting students' needs, promoting student learning and development, and advancing social justice for all (Ludeman et.al., 2020). As mentioned in the paper of Taberdo (2019) and Buted et al. (2014), educational institutions must provide their students with the highest quality services. Student satisfaction is important in higher education due to its potential impact on student motivation, retention, and recruitment. Satisfaction reflects the quality of the products and services that an organization provides to its customers and serves as a basis for continuous improvement. As the academic challenge constantly changes and is currently more complex due to the pandemic, a call for a transformative learner support system resurfaces. Rendering online student services has been implemented and is continuously being deliberated to further improve the adaption of remote learner support along with the continuous development of the university's distance learning scheme. Also, OSAS ensures proper balance between rights of educational institutions and student rights.

Several studies on the Student Affairs and Services have been conducted (Maslang, et.al., 2021; Ozmen & Hursen, 2022; Doyle, 2020; Brajkovic, 2020). These studies provide a comprehensive understanding of the factors that influence student awareness and the serviceability of the Office of School Affairs and Services. They highlight the importance of various elements such as guidance services, academic support services, and educational psychology services in shaping student awareness and satisfaction. Students generally have a high level of awareness and satisfaction with the services provided by their schools. This suggests that schools are effectively communicating about their services and that these services are meeting students' needs.

Objectives of the Study

Generally, this study aims to determine the Students' Level of Awareness and Extent of Serviceability of Student Affairs and Services (SAS) Program in the New Normal of Isabela State University – Ilagan Campus.

Specifically sought to:

1. Identify the Profile of the respondents in terms of:
1.1 Age 1.2 Gender 1.3 Gender 1.4 Course 1.4 Year Level
2. Determine the level of awareness of the respondents as to the services provided by the Office of the Student Affairs and Services.
2.1 According to Age 2.2 According to Gender 2.3 According to Course 2.4 According to Year Level
3. Determine the extent of serviceability of the different services provided by the Office of Student Affairs and Services Program among the students.
4. Determine the significant relationship between the respondents' awareness and extent of serviceability of SAS Program.

METHODOLOGY

This study employed the descriptive evaluative research design using survey questionnaire and convenience sampling to determine the level of awareness and the extent of serviceability on the student services programs and Pearson Product Correlation for determining the significant relationship between students' awareness on SAS and extent of serviceability of Isabela State University, Ilagan Campus. The survey questionnaire using Google Form is floated to the 1,690 student respondents of School Year 2022-2023 from different programs of ISU-I: BPED 28; BSA 62; BSCE 207; BSEE 217; BS Indus Tech 178; BS Info Tech 111; BSM

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49; BSN 217; BS Psych 70; BSE 270; BTVTEd 134: and BTLEd 147.

The services of the SAS were evaluated using the evaluation tool formatted as Google Form. The Office of the Students Affairs and Services distributed the questionnaire via link through various offices' group chat or face to face when there are transactions made by students. The school provides free internet access to open the Google Form link online where the students can start evaluating. The evaluation composes of Level of Awareness – this part requires the student how aware they are on the services provided by the school, and it is rated from Extremely Aware to Not at all Aware. The level of awareness is inclusive for the services offered by Office of the Students Affairs and Services. The test for extent of serviceability on the other hand is conducted with OSAS Programs offered services. These programs are catered within the campus. The study utilized a questionnaire using Google Forms as a data collection tool. This was based on Student Services programs of the University and derived from the services offered by the school. Interviews were also conducted to validate the data collected and to gather recommendations from respondents on how to improve the various services offered by the school. The data gathered from the Forms are collated and presented using MS Excel. The profile of the students was subjected for Frequency and Percentage Distribution Statistical analysis while their level of Awareness to the services offered by the university and the extent of serviceability of the office both used Statistical Weighted Mean for each of the services. The five-point rating Likert Scale was used to determine the corresponding adjectival rating of the computed weighted mean of the responses of the students. The Likert Scale of the respondents' level of awareness on the services offered by the campus and extent of serviceability of the different services are as follows:

Scale of Students' Level of Awareness		Scale of the Extent of Serviceability	
Weighted Mean	Description	Weighted Mean	Description
4.21 – 5.0	Extremely Aware (EA)	4.21 – 5.0	Always (A)
3.41 – 4.2	Moderately Aware (MA)	3.41 – 4.2	Often (O)
2.61 – 3.4	Somewhat Aware (SwA)	2.61 – 3.4	Sometimes (S)
1.81 – 2.6	Slightly Aware (SA)	1.81 – 2.6	Seldom (SD)
1.00 – 1.8	Not at all Aware (NA)	1.00 – 1.8	Never (NI)

With regard to the computation of the significant relationship between the students' level of awareness and the extent of serviceability of the different services offered by the campus, Pearson Correlation Coefficient (Pearson's r) in SPSS was used. Figure 1 shows the formula of Pearson's r statistical treatment.

$$r = \frac{\sum (x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum (x_i - \bar{x})^2 \sum (y_i - \bar{y})^2}}$$

where,
 r = correlation coefficient
 x_i = value of the x-variable in a sample
 $\bar{x}$ = mean of the values of x-variable
 y_i = values of the y-variable in a sample
 $\bar{y}$ = mean of the values of the y-variable

Figure 1. Pearson Correlation Coefficient Formula

RESULTS AND DISCUSSIONS

Table 1: Frequency and Percentage Distribution of Respondents in Terms of Age

AGE	FREQUENCY	PERCENTAGE(%)
17-21	1,301	76.98
22-26	374	22.13
27-31	11	0.65
32-36	3	0.18
37-41	0	0
42-46	0	0
47-51	1	0.06
TOTAL	1,690	100

Table 1 reveals that a large number of respondents belong to 17-21 age group with 1,301 or making 76.98% of the

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respondents and 1 respondent from 47-51 years old with 0.06% making it as the least number of the respondents. This implies that as the age of the student increases, the total number of student decreases.

Table 2: Frequency and Percentage Distribution of Respondents in Terms of Gender

GENDER	FREQUENCY	PERCENTAGE (%)
Male	567	33.55
Female	1073	63.49
LGBTQIA+	50	2.96
TOTAL	1690	100

Based on the table 2, majority of the respondents are female with 1,073 or 63.49%, 567 participants are male constituting 33.55% while 50 are members of LGBTQIA+ making up 2.96% of the total number of respondents. This indicates that most of the students enrolled in ISU Ilagan are female. According to Parker (2021), young women enrolled in college today are more than young men and among those 25 and older, women are more likely than men to have a four-year college degree.

Table 3: Frequency and Percentage Distribution of Respondents in Terms of Course.

COURSE	FREQUENCY	PERCENTAGE (%)
Bachelor of Physical Education	28	1.66
Bachelor of Science in Architecture	62	3.67
Bachelor of Science in Civil Engineering	207	12.26
Bachelor of Science in Electrical Engineering	217	12.84
Bachelor of Science in Industrial Technology	178	10.51
Bachelor of Science in Information Technology	111	6.57
Bachelor of Science in Midwifery	49	2.90
Bachelor of Science in Nursing	217	12.83
Bachelor of Science in Psychology	70	4.15
Bachelor of Secondary Education	270	15.98
Bachelor of Technical-Vocational Teacher Education	134	7.93
Bachelor of Technology and Livelihood Education	147	8.70
TOTAL	1,690	100

In table 3, Bachelor of Secondary Education has 270 respondents with 15.98% of the total number of respondents making it as the highest number of respondents. On the other hand, Bachelor of Physical Education has 28 respondents constituting of 1.66% of the total number of respondents making it as lowest number of students.

Table 4: Frequency and Percentage Distribution of Respondents in Terms of Year Level.

YEAR LEVEL	FREQUENCY	PERCENTAGE
First Year	332	19.64
Second Year	426	25.21
Third Year	568	33.61
Fourth Year	351	20.77
Fifth Year	13	0.77
TOTAL	1690	100

In table 4, reveals that the population of students peaked in the third-year level. The increased in the number of students is caused by transferees and shifters. The table also shown a significant decrease in the fourth-year level some students may be failed to their subjects where pre-requisites are required. Another explanation to the wavy counts of students in different year levels is the participation and survey reach of this study since the institution has more enrollees than the number of respondents. In the article of Stratton (2021) posted at Cambridge University Press, convenience sampling affects the number of participants when categorized based on the study need. In this case, the year level where the population is of based on a self-select

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participation.

Table 5: Weighted Mean on the Level of Awareness of the Respondents as to the Services Provided by the Office of the Student Affairs and Services

SERVICES PROVIDED BY OFFICE OF THE STUDENT AFFAIRS AND SERVICES	MEAN	QD
1. Admission Services	4.01	Moderately Aware
2. Orientation/Information Services	4.03	Moderately Aware
3. Guidance Services	4.02	Moderately Aware
4. Testing Unit	3.89	Moderately Aware
5. Student Organization Services	4.11	Moderately Aware
6. Publication Services	3.87	Moderately Aware
7. Library Services	4.00	Moderately Aware
8. Health Services	4.01	Moderately Aware
9. Sports Services	3.93	Moderately Aware
10. Food Services	3.70	Moderately Aware
11. Housing Services	3.76	Moderately Aware
12. Scholarship Services	4.09	Moderately Aware
13. ICT Services	3.93	Moderately Aware
14. Registrar Services	3.86	Moderately Aware
15. Accounting Services	3.93	Moderately Aware
16. Cashier Services	3.76	Moderately Aware
17. Extension Services	3.93	Moderately Aware
TOTAL	3.93	Moderately Aware

In table 5, reveals that students are “moderately aware” to the services provided by Office of the Student Affairs and Services with an overall mean of 3.93. Based on the table, “student organization services” got the highest mean of 4.11 with a description of “moderately aware”. It can be inferred that students know the different students organization in the school and their corresponding services offered. This implied that during the orientation program at the beginning of the academic year, students are more likely interested to the organizations of the school which might get them interested. This has been proven to the number of students who are auditioning to take entry level exams for different organizations slated by the school campus. On the other hand, “food services” garners lowest mean of 3.7 and has a qualitative description of “moderately aware” since the students are not recommended to report in the campus to follow the protocols imposed by the Inter-Agency Task Force for the Management of Emerging Infectious Diseases. However, the students were given a chance to know the food services provided by the university through a virtual campus tour conducted by the student publication and supreme student council.

Table 5.1: Weighted Mean on the Level of Awareness of the Respondents on SAS Office Services According to Age

AGE	MEAN	QD
17-21	3.87	Moderately Aware
22-26	4.21	Extremely Aware
27-31	4.02	Moderately Aware
32-36	4.01	Moderately Aware
37-51	3.89	Moderately Aware
TOTAL	4.00	Moderately Aware

The level of awareness on classified students according to age resulted to moderately aware (mean-4.00) as shown in table 5.1. Ages 22 to 26 are extremely aware with the average mean of 4.21. The rest of students participated in this study are all moderately aware. In line to the study of Aminrad, et.al. (2011) on the influence of age in education environment awareness that age has statistical significant effects overall awareness. Result of the study also showed that increasing in age have effect on environmental and educational awareness especially on services offered by the institution.

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Table 5.2: Weighted Mean on the Level of Awareness of the Respondents on SAS Office Services According to Gender

GENDER	MEAN	QD
Male	3.93	Moderately Aware
Female	4.01	Moderately Aware
LGBTQIA+	4.02	Moderately Aware
TOTAL	3.99	Moderately Aware

Based on table 5.2, LGBTQIA+ respondents have the highest awareness in terms of the mean of level of awareness (mean-4.02) under “moderately aware” scale. This implies that this gender group are more interested and active in the school activities which give them the opportunity to experience the different school services. On the other hand, male respondents got the lowest mean level. The school supports the Gender Equality under Gender and Development Programs which supports all genders to their endeavors in their academic journey. In the study of Leung, et.al. (2022), it is stated that social support systems in schools, such as family, curriculum, peers, school policies, programs, and school climate, are positively associated with the promotion of positive socioemotional, behavioural, and educational outcomes for LGBTQ youth. This implies that when these supports are in place, LGBTQ+ students are more likely to participate actively in school activities which make them inclined and aware to the services provided by the school.

Table 5.3: Weighted Mean on the Level of Awareness of the Respondents on SAS Office Services According to Course.

COURSE	MEAN	QD
Bachelor of Physical Education	4.01	Moderately Aware
Bachelor of Science in Architecture	4.09	Moderately Aware
Bachelor of Science in Civil Engineering	4.21	Extremely Aware
Bachelor of Science in Electrical Engineering	4.00	Moderately Aware
Bachelor of Science in Industrial Technology	3.87	Moderately Aware
Bachelor of Science in Information Technology	3.96	Moderately Aware
Bachelor of Science in Midwifery	4.00	Moderately Aware
Bachelor of Science in Nursing	4.01	Moderately Aware
Bachelor of Science in Psychology	4.03	Moderately Aware
Bachelor of Secondary Education	4.21	Extremely Aware
Bachelor of Technical-Vocational Teacher Education	3.89	Moderately Aware
Bachelor of Technology and Livelihood Education	3.90	Moderately Aware
TOTAL	4.01	Moderately Aware

Table 5.3 indicates that the overall mean score of the respondents is 4.01, which corresponds to moderately aware. This means that the respondents have some knowledge of the SAS office services, but not very high or very low. The table also shows that the courses with the highest mean scores are Bachelor of Secondary Education (4.21) and Bachelor of Science in Civil Engineering (4.21), which both fall under the category of extremely aware. This means that the respondents from these courses have a very high level of awareness of the SAS office services. The courses with the lowest mean scores are Bachelor of Science in Industrial Technology (3.87), which fall under the category of moderately aware.

Table 5.4: Weighted Mean on the Level of Awareness of the Respondents on SAS Office Services According to Year Level.

YEAR LEVEL	MEAN	QD
First Year	3.93	Moderately Aware
Second Year	4.01	Moderately Aware
Third Year	4.03	Moderately Aware
Fourth Year	4.03	Moderately Aware
Fifth Year	4.00	Moderately Aware
TOTAL	4.00	Moderately Aware

Based on table 5.4, the overall mean score of the respondents is 4.00, which corresponds to moderately aware. This

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means that the respondents have some knowledge of the SAS office services. The table also shows that there is no significant difference among the year levels in terms of their awareness level, as all of them have mean scores between 3.93 and 4.03. This means that the respondents from different year levels have a similar level of awareness of the SAS office services. Also, the table depicts an increasing trend of mean level from first year to fourth year which suggests that the higher the year level the more aware they are in the different services.

Table 6: Weighted Mean on Extent of Serviceability of Student Affairs and Services (SAS) Program

STUDENT SERVICES	MEAN	QD
Admission Services	3.914	Often
Orientation/Information Services	4.01	Often
Guidance Services	3.994	Often
Testing Unit	3.924	Often
Student Organization Services	4.02	Often
Publication Services	4.014	Often
Library Services	3.944	Often
Health Services	4	Often
Sports Services	3.925	Often
Food Services	3.886	Often
Housing Services	3.71	Often
Scholarship Services	4.006	Often
ICT Services	3.872	Often
Registrar Services	3.978	Often
Accounting Services	4	Often
Cashier Services	3.992	Often
Extension Services	3.946	Often
TOTAL	3.949	Often

It can be deduced in Table 6 above that students often avail to the services offered by Student Affairs and Services (SAS) program with an overall mean of 3.949. Student organization services ranked first in the most availed student services with a mean of 4.02 and a qualitative description of “Often”. The students claim that the officers encourage them to take part in various activities inside and outside of the campus and keep up-to-date records and documents. They also added that the Office of Student Affairs and Services (OSAS) informs the different student organizations on the welfare of the students and development activities.

In the study of Arangote (2018), they evaluated student services in a state university to provide policy recommendations. The study found that the university addressed the needs of its students through the services provided by the OSAS, with most students rating the effectiveness and awareness of these services as very good or fair. Gonzales et al. (2021) and Santos (200) highlighted that students are more likely to be satisfied in services when there are convenience, timeliness and access to the said service.

Table 6.1: Weighted Mean on Extent of Serviceability of Student Affairs and Services (SAS) Program in terms Admission Services

ADMISSION SERVICES	MEAN	QD
1. Admission policies and procedures are clear and understandable.	3.93	Often
2. Admission personnel are courteous and accommodating.	3.93	Often
3. Admission personnel render fast and efficient services.	3.85	Often
4. The admission personnel are available.	3.9	Often
5. Admission forms are readily available.	3.96	Often
TOTAL	3.914	Often

Table 6.1 It can be seen in the table that “Admission forms are readily available” got the highest mean of 3.96 with a qualitative description of “Often”. Meanwhile, “Admission personnel render fast and efficient services” has the lowest mean and has a qualitative description of “Often”. In the study of Gervacio and Pascual (2019), student’s satisfaction in admission services

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resulted in High Level of Rating which implies that school in this service regardless of institution should be focused to cater students well especially freshmen.

Table 6.2: Weighted Mean on Extent of Serviceability of Student Affairs and Services (SAS) Program in Terms of Orientation/Information Services

ORIENTATION/INFORMATION SERVICES	MEAN	QD
1. The university rules and policies are clearly explained and understood.	4.1	Often
2. Key officials, faculty and staff are properly introduced.	4.04	Often
3. The functions of the different student services are discussed.	3.99	Often
4. Students are provided with a student handbook via online.	3.92	Often
5. The conduct of Orientation is timely and well-coordinated.	4	Often
TOTAL	4.01	Often

Table 6.2 illustrates the weighted mean on extent of serviceability of Student Affairs and Services (SAS) program in terms of orientation/information services. The overall mean of 4.01 shows that students always avail the orientation/information services of the university. Based on the table, “The university rules and policies are clearly explained and understood” receives the highest mean of 4.1 and has a qualitative description of “Often”. On the other hand, “Students are provided with a student handbook via online” got the lowest mean of 3.92. Naparan (2019), in his study on Student Services assessment of Saint Columbina College, Orientation and Information Services is one of the services that resulted into an excellent rating.

Table 6.3: Weighted Mean on Extent of Serviceability of Student Affairs and Services (SAS) Program in terms of Guidance Services

GUIDANCE SERVICES	MEAN	QD
1. The students are informed of the different services of the guidance unit.	3.99	Often
2. Most of the students availed the services of the guidance unit.	3.94	Often
3. The guidance counselors are accommodating, courteous and facilitative.	4.04	Often
4. There is a place available for counseling purposes.	4.01	Often
5. The students are satisfied with the assistance given by the unit.	3.99	Often
TOTAL	3.994	Often

With mean of 3.994 indicates that students often avail the guidance services of Isabela State University – City of Ilagan campus. The table shows that “The guidance counselors are accommodating, courteous and facilitative” got the highest mean of 4.04 with a qualitative description of “Often” while “Most of the students availed the services of the guidance unit” has the lowest mean. Suarez and Ugay (2019) highlighted that the extent of implementation of the services has a strong correlation with the program’s level of effectiveness which implies that effectiveness of the guidance services is strongly associated with the quality of its implementation.

Table 6.4: Weighted Mean on Extent of Serviceability of Student Affairs and Services (SAS) Program in terms of Testing Unit

TESTING UNIT	MEAN	QD
1. There is a functional and relevant testing program.	3.91	Often
2. Test materials are adequate.	3.91	Often
3. Processing of the test results are fast and accurate.	3.89	Often
4. Proctors are courteous, facilitative and efficient.	3.94	Often
5. Confidentiality of test results are maintained.	3.97	Often
TOTAL	3.924	Often

The table reveals the overall mean of 3.924 and a qualitative description of “Often”. With a mean of 3.97, “Confidentiality of test results are maintained” has the highest mean with a qualitative description of “Often”. Meanwhile, “Processing of the test results are fast and accurate” receives the lowest mean of 3.89. This finding is also significant to the study of Villar, Reyes, and Valdez (2011). In their study, it resulted into students’ fulfillment in terms of academic, career and personal and social

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development testing unit.

Table 6.5: Weighted Mean on Extent of Serviceability of Student Affairs and Services (SAS) Program in terms of Student Organization Services

STUDENT ORGANIZATION SERVICES	MEAN	QD
1. The OSS disseminates information on students' welfare and the development activities to the different organizations in the University.	4.02	Often
2. The students are aware of the activities of the different recognized organization.	4.01	Often
3. The officers are responsible, approachable and accommodating.	4.01	Often
4. The officers motivate students to participate in various school activities and maintain updated records and documents.	4.04	Often
TOTAL	4.02	Often

Table 6.5 the overall mean of 4.02 implies that students often avail the student organization services given by the university. The table reveals that "The officers motivate students to participate in various school activities and maintain updated records and documents" has the highest mean of 4.04 with a qualitative description of "Often". On the other hand, "The students are aware of the activities of the different recognized organization" and "The officers are responsible, approachable and accommodating" got the lowest mean of 4.01. The result agrees with the study conducted by Barrientos (2015) as also mentioned by Sison (2019). It is highlighted that in general, students were satisfied with the Organization Services of the institution.

Table 6.6: Weighted Mean on Extent of Serviceability of Student Affairs and Services (SAS) Program in terms of Publication Services

PUBLICATION SERVICES	MEAN	QD
1. The editorial board is efficient and competent.	4.02	Often
2. There are regular published articles.	3.99	Often
3. Editorial staff enjoys school benefits such as scholarship assistance, attendance to seminars, training and workshops.	4.03	Often
4. The students are encouraged to contribute articles worthy for publication.	3.99	Often
5. The published articles reflect freedom of expression.	4.04	Often
TOTAL	4.014	Often

Table 6.6, With an overall mean of 4.014, it is evident in the table that students often avail the publication services given by the university. "The published articles reflect freedom of expression" got the highest mean of 4.04 with a qualitative description of "Often". Meanwhile, "There are regular published articles" and "The students are encouraged to contribute articles worthy for publication" have the lowest mean of 3.99. The study of Mercado et.al. (2015) affirmed that the Publication Services as part of the Student Services in the institution are evaluated as at the "great extent" which defines services were implemented within the minimum standard.

Table 6.7: Weighted Mean on Extent of Serviceability of Student Affairs and Services (SAS) Program in terms of Library Services

LIBRARY SERVICES	MEAN	QD
1. The library is strategically located, accessible and conducive for studying and learning.	3.95	Often
2. Library policies are strictly implemented.	3.97	Often
3. The library adopts a system which can provide students and faculty a greater access to collection of the library.	3.93	Often
4. The library collection is updated and relevant.	3.91	Often
5. The library staffs are approachable, service oriented and always available.	3.96	Often
TOTAL	3.944	Often

Table 6.7 reveals the overall mean of 3.944, it can be inferred that students often avail the library services of the university. Based on the table, "Library policies are strictly implemented" has the highest mean of 3.97 and a qualitative

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description of “Often” while “The library collection is updated and relevant” got the lowest mean of 3.91. In line with the study of Ventucillo and Maglaque (2011) in their study of Library Satisfaction Survey at Baliuag University they found that students are satisfied with the services in terms of circulation, multimedia and references.

Table 6.8: Weighted Mean on Extent of Serviceability of Student Affairs and Services (SAS) Program in terms of Health Services

HEALTH SERVICES	MEAN	QD
1. The clinic meets the minimum requirements as to equipment and medicines.	4	Often
TOTAL	4	Often

Table 6.8, reveals that the clinic always meets the minimum requirements as to equipment and medicines with an overall mean of 4. It can be inferred that the clinic has enough equipment and medicines that can be used by the students, faculty, administrators, and staff in times of emergency and in other purposes. This finding aligned with the study by Gruspe-taberdo (2019) on Student’s satisfaction on Services of Maritime Higher Education where it was revealed that students has extreme satisfaction with health or medical services. This is an implication of the importance of this service to school for quality educational institution.

Table 6.9: Weighted Mean on Extent of Serviceability of Student Affairs and Services (SAS) Program in terms of Sports Services

SPORTS SERVICES	MEAN	QD
1. There is rigid screening and training for athletes.	3.91	Often
2. Adequate sports equipment and facilities are available.	3.86	Often
3. Trainers are highly competent.	3.96	Often
4. Scholarships and incentives are given outstanding athletes.	3.97	Often
TOTAL	3.925	Often

Table 6.9 illustrates the overall mean of 3.925 has a qualitative description of “Often”. “Scholarships and incentives are given outstanding athletes” receives the highest mean of 3.97 with a qualitative description of “Often” while “Adequate sports equipment and facilities are available” has the lowest mean of 3.86. It means that students always avail the sports services of the university. As studied by Blanco (2017) Sports services governance is an outstanding precondition and prerequisites for global prestige and reputation as sports excellence highly equates social, economic and political growth.

Table 6.10: Weighted Mean on Extent of Serviceability of Student Affairs and Services (SAS) Program in terms of Food Services

FOOD SERVICES	MEAN	QD
1. There are clean, sanitized, comfortable canteens for the students.	3.9	Often
2. The food served in the canteen are clean, safe, nutritious and affordable.	3.89	Often
3. The canteen staff are properly screened.	3.87	Often
4. Efficiency is displayed in responding to the needs and request of the customers.	3.9	Often
5. The canteen and the immediate area is well managed and well-maintained.	3.87	Often
TOTAL	3.886	Often

The data in the table 6.10, with an overall mean of 3.886, explained that “There are clean, sanitized, comfortable canteens for the students” and “Efficiency is displayed in responding to the needs and request of the customers” obtain the highest mean of 3.9 and a qualitative description of “Often”. On the other hand, “The canteen staff are properly screened” and “The canteen and the immediate area is well managed and well-maintained” have the lowest mean of 3.87.

Table 6.11: Weighted Mean on Extent of Serviceability of Student Affairs and Services (SAS) Program in terms of Housing Services

HOUSING SERVICES	MEAN	QD
1. There are dormitories/boarding houses for the students.	3.67	Often
2. The house rules and regulations of dormitories/ boarding houses are strictly implemented.	3.73	Often

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3. The dormitories/boarding houses and its occupants are regularly monitored by the University.	3.69	Often
4. There are available list of accredited dormitories/boarding houses for students.	3.71	Often
5. The dorm managers are courteous, accommodating and trustworthy.	3.75	Often
TOTAL	3.71	Often

Table 6.11 reveals with overall mean of 3.71. Based on the table, “The dorm managers are courteous, accommodating and trustworthy” has the highest mean of 3.75 with a qualitative description of “Often”. Meanwhile, “There are dormitories/boarding houses for the students” got the lowest mean of 3.69. in the study of Ludeman et al. (2009). One of the Best practices to provide students to cater their needs while studying in an institution providing them shelter near the school for easy access and transportation. This will benefit mostly those residential houses are far from the school or students from other municipalities or cities or even in other provinces.

Table 6.12: Weighted Mean on Extent of Serviceability of Student Affairs and Services (SAS) Program in terms of Scholarship Services

SCHOLARSHIP SERVICES	MEAN	QD
1. Information concerning scholarships/assistance are properly disseminated.	4.0	Often
2. There is strict implementation of the policies of the different scholarship programs/assistantship.	4.02	Often
3. The scholarship unit efficiently responds to the needs of the scholars.	4.0	Often
4. The scholarship unit provides an easy scheme to follow in the application for the different scholarship programs/assistantship.	4.01	Often
5. Periodic monitoring and evaluation of the academic performance of the scholars are conducted.	4.0	Often
TOTAL	4.006	Often

Table 6.12 with overall mean of 4.006 has a qualitative description of “Often”. With a mean of 4.02, “There is strict implementation of the policies of the different scholarship programs/assistantship” got the highest mean and a qualitative description of “Often”. Meanwhile, “Information concerning scholarships/assistance are properly disseminated”, “The scholarship unit efficiently responds to the needs of the scholars”, and “Periodic monitoring and evaluation of the academic performance of the scholars are conducted” have the lowest mean of 4.0. In contrast with the study of Teves, Gale & Malagapo (2020) in their quality service towards customer satisfaction, the demographic profile of their respondents showed 96% do not have scholarship grant.

Table 6.13: Weighted Mean on Extent of Serviceability of Student Affairs and Services (SAS) Program in terms of ICT Services

ICT SERVICES	MEAN	QD
1. Access to ICT services are available in the university.	3.88	Often
2. There are adequate ICT facilities or equipment in the university.	3.88	Often
3. There are existing ICT services technician whenever needed.	3.88	Often
4. Students could have easy access to ICT services.	3.86	Often
5. Efficient ICT services are provided to the students.	3.86	Often
TOTAL	3.872	Often

Table 6.13 shows the overall mean of 3.872. “Access to ICT services are available in the university”, “There are adequate ICT facilities or equipment in the university”, and “There are existing ICT services technician whenever needed” got the highest mean of 3.88 and a qualitative description of “Often” while “Students could have easy access to ICT services” and “Efficient ICT services are provided to the students” have the lowest mean of 3.86. it described in the study of Palomo and Canaman (2007) that Information and Communication Technology service should provide timely provision of information to other providers with student support for competitive advantage for the learning environment of students.

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Table 6.14: Weighted Mean on Extent of Serviceability of Student Affairs and Services (SAS) Program in terms of Registrar Services

REGISTRAR SERVICES	MEAN	QD
1. The staffs are successful, polite, patient and professional.	3.98	Often
2. The students and outside clients serve in reasonable period of time.	3.95	Often
3. There is a clear understanding of the processes needed for resolution and accurate estimate of the time needed to fulfill the students/clients' request.	3.97	Often
4. The policies and procedures are clear and strictly implemented.	3.98	Often
5. The staffs are knowledgeable on the policies and procedures in admission and registration.	4.01	Often
TOTAL	3.978	Often

Table 6.14 presents with an overall mean of 3.978 implies that students often avail the registrar services provided by the university. With a mean of 4.01, "The staffs are knowledgeable on the policies and procedures in admission and registration" obtains the highest mean of 4.01 and a qualitative description of "Often" and "The students and outside clients serve in reasonable period of time" has the lowest mean of 3.95. This implies that the office is understaffed. Babayen-on (2008) in her study of level of satisfaction, students registration in the registrar's office should require higher improvement plan to serve students in more creative and faster way without compromising individual data integrity and confidentiality.

Table 6.15: Weighted Mean on Extent of Serviceability of Student Affairs and Services (SAS) Program in terms of Accounting Services

ACCOUNTING SERVICES	MEAN	QD
1. The staffs are knowledgeable and friendly about the policies and procedures of payment of fees.	4.01	Often
2. The staffs are helpful and friendly.	4	Often
3. The policies and procedures for payment of fees are clearly defined and implemented.	4.01	Often
4. Technical issues on payment of fees are reliably answered.	3.99	Often
5. The delivery of services is timely and accurately.	3.99	Often
TOTAL	4	Often

In this table with an overall mean of 4 has a qualitative description of "Often". This means that students often avail the accounting services of the university. "The staffs are knowledgeable and friendly about the policies and procedures of payment of fees" and "The policies and procedures for payment of fees are clearly defined and implemented" have the highest mean of 4.01 while "Technical issues on payment of fees are reliably answered" and "The delivery of services is timely and accurately" got the lowest mean of 3.99. with qualitative description of "Often" from the students. The accounting is one of the offices that Philippine Accrediting Association of Schools, Colleges and Universities. (PAASCU) visiting. The need of good service is very crucial in this office, the extent of serviceability of the service is also reflected in the study Pua-recio and Recio (2009).

Table 6.16: Weighted Mean on Extent of Serviceability of Student Affairs and Services (SAS) Program in terms of Cashier Services

CASHIER SERVICES	MEAN	QD
1. The staffs are courteous, polite, respectful and patient.	4	Often
2. There is a systematic procedure for payment of fees.	4	Often
3. The staffs are competent and knowledgeable about their duties and responsibilities.	4.01	Often
4. The cashier office is strategically located, accessible and spacious to cater its client.	4	Often
5. There is enough number of staffs who caters their entire client.	3.95	Often
TOTAL	3.992	Often

Table 6.16 illustrates the weighted mean on extent of serviceability of Student Affairs and Services (SAS) program in terms cashier services. The overall mean of 3.992 indicates that students often avail the cashier services offered by the university. With a mean of 4.01, "The staffs are competent and knowledgeable about their duties and responsibilities" receives the highest mean and "There is enough number of staffs who caters their entire client" got the lowest mean of 3.95. Both indicators obtain a qualitative description of "Often" from the students. The findings suggest that there should be improvement in the cashier service.

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Students Assessment of Facilities and Services as a study of Villaroman, Gozales, and Tuazon (2015), they found that staff-student should create a good communication relationship as it is highlighted that there are “unapproachable” staff catering the students need for cashier service.

Table 6.17: Weighted Mean on Extent of Serviceability of Student Affairs and Services (SAS) Program in terms of Extension Services

EXTENSION SERVICES	MEAN	QD
1. The students are aware of the different community services.	3.95	Often
2. Most of the students have involvement in community services.	3.94	Often
3. The extension and training offices and staff are accommodating.	3.95	Often
4. Most of the students have availed support from the school in the conduct of community services.	3.93	Often
5. Students conducted and participate in community services.	3.96	Often
TOTAL	3.946	Often

Table 6.17 shows with an overall mean of 3.992 has a qualitative description of “Often”. It can be inferred that students often avail the extension services provided by the university. “Students conducted and participate in community services” got the highest mean of 3.96 while “Most of the students have availed support from the school in the conduct of community services” receives the lowest mean of 3.93. Both indicators have a qualitative description of “Often”. There is a huge impact to students in the extension services (Pre et. Al. 2016). The impact of this service is carried out through community programs which students should be aware of. This is to improve community development, relationship to other community and strengthening the competency and relationship of students to the community or society.

Table 7: Significant Relationship between the Level of Awareness of the Respondents and the Extent of Serviceability of SAS Program.

Group	Significance Pearson's r	Analysis	Decision	Remarks
Level of Awareness of the Respondents And Extent of Serviceability of SAS Program	.000	$r < .05$	Reject Ho	Significant

Table 7 shows the significant relationship between the level of awareness of the respondents and the extent of serviceability of the SAS Program using Pearson's Coefficient of Correlation r – test at 0.05 level of significance. As revealed in the table, the significance r value was less than 0.05. The null hypothesis was rejected. There is a significant relationship between the level of awareness of the respondents and the extent of serviceability of the SAS Program. This indicates that the level of awareness of the respondents and the extent of serviceability of the SAS Program significantly influence each other. The higher the respondents' awareness about the SAS Program, the more they expect much about the serviceability of the said SAS Program, and vice-versa.

CONCLUSIONS

The students of Isabela State University-Ilagan Campus are moderately aware of the services offered by the university and has significant influence to the extent of serviceability. With 1,690 respondents, most of the student respondents belong to the 17-21 age group, making 76.98% of the total respondents. Majority of the respondents are female consisting of 63.49% twice the number of male respondents and only few are members of LGBTQIA. Classified according to their courses, BPED has the highest number of respondents followed by BSEE and Bachelor of Science in Nursing. BSMid has only 0.12% of the total respondents classified based on courses which make them the lowest number of student respondents. The students were “moderately aware” of the services offered by the SAS. This implies that most of the students of ISU-I have already enough knowledge on the services being offered by the school. Also, this will serve as their guide in availing the different services of the school. Among the different services offered, food services were ranked the lowest since the school has inadequate space for food outlets. The extent of serviceability offered by the SAS program was determined “Often” based on the results. This implies that the students often avail the different services. The findings showed that Student avails mostly on Student Organization, which implies that the Supreme Student Council office is responsive and supportive to the activities and programs proposed by the student organization. Likewise, the publication services provide timely public information to all ISUans. However, the Housing the ICT services were deemed as least availed services due to lack of dormitories and boarding houses adjacent to school and inadequate ICT facilities. A significant

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relationship is prevalent between students' level of awareness and extent of serviceability on the SAS programs which implies that the more the students become aware of the services, the higher the SAS extent of serviceability.

RECOMMENDATIONS

The recommendations stated below are based on the findings of the study.

1. There is a need to improve further the implementation of all the student services of the campus to attain a very high level of students' awareness.
2. Establishment of additional food court inside the school premise.
3. Establishment of dormitories and boarding houses adjacent to the school.
4. Purchase of additional ICT facilities to cater the services needed by the students.

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