



# Evaluation of Student Affairs Services in Laguna State Polytechnic University-Santa Cruz Campus: A Tool for Quality Improvement

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Date of Submission: 08-06-2023

Date of Acceptance: 21-06-2023

## ABSTRACT

The main thrust of the study is to determine the extent of implementation of student services programs of Laguna State Polytechnic University as perceived by the students, and the common issues and problems encounter by the students in their stay in the school community.

Student affairs has been fundamentally a profession that willingly subjects itself to periodic evaluation and capacity assessment to ensure the quality of service being delivered (UNESCO, 2002). Several studies in the Philippines were made regarding the evaluation of student affairs in light of the paradigm suggested in the CMO No. 21, s. 2006. This study aimed to evaluate the Student Affairs and Services of Laguna State Polytechnic University. This research also made use of quantitative research design framework in evaluating Student Affairs Services units, its roles and responsibilities. The survey instrument used for this study would be a locally-made instrument with the guidance of the student affairs director. The study therefore concludes that the students find the delivery of Student Affairs and Services as Highly Implemented. Among the two areas of student Affairs services, the Student Development is the area that may benefit from further strategic planning. Recommendations and other ideas are also provided in this study.

**Keywords;** *student affairs services, evaluation, student development, student welfare*

## I. INTRODUCTION

Student services is the department or division of services and support for student success at institutions of higher education to enhance student growth and development in the institution. People who work in this field are known as student affairs

professionals or student affairs consultant. These student affairs professionals work to provide services and support for students and drive student learning outside of the classroom at institutions of higher education (UNESCO,2002).

In Laguna State Polytechnic University, Student Affairs and Services is an office that caters to the welfare of the students. It implements the program services in the university that are concerned with non-academic experiences of students geared toward attaining total human development -- intellectual, psycho-social, emotional, cultural, spiritual and political dimensions. Nonacademic services are two-pronged: those that relate to student welfare and those that concern student development. It also aimed to enrich students learning and achievement by providing an ideal campus environment and empowering the students to advocate their needs; and develop and harness their leadership skills (ACPA,1994).

The Office of Student Affairs and Services of LSPU coordinates and supervises services and programs that concerns with non-academic experiences to attain student development. The following are two (2) major components of student services provide by LSPU: 1.) Student Welfare Programs, which includes: Guidance and Counseling Services, Alumni and Job Placement Services, Scholarship and Financial Assistance, Student Housing, Admission and Records, Medical and Dental Services, Food Services, and Library Services. 2.) Student Development Programs which includes: Student Government and Council, Student Organizations and Activities, Student publication, Spiritual Development (Multi-Faith Services), Cultural Development, and Sports Development.



At present, there are many challenges that confront student service providers. Among these are the following: (a) student demographics; (b) demands for more accountability; and (c) issues on the ethical environment on campus (Rhatigan,2009). All these demands due attention. In response to these challenging conditions, it is a must that the Student Affairs and Services must exert deliberately its best efforts to deliver quality services and manage efficiently student activities. This can be made possible by employing quality management, modifying programs and services to meet students' emerging needs. 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 (Chickering, 2007).

## II. METHODOLOGY

This research utilized the descriptive survey method. The survey method used to evaluate the

extent of implementation of the student affairs services programs of the Laguna State Polytechnic University. The desire number of student respondents determine, stratified sampling was used to ensure that there is equal representation from each academic unit. Two areas of student affairs services were discussed in this study namely, the student welfare and student development program. Student welfare includes: Guidance and Counseling Services, Alumni and Job Placement Services, Scholarship and Financial Assistance, Student Housing, Admission and Records, Medical and Dental Services, Food Services, and Library Services. Student Development Programs includes: Student Government and Council, Student Organizations and Activities, Student publication, Spiritual Development (Multi-Faith Services), Cultural Development, and Sports Development. Also, the possible problems encounter by the students was included in the instrument for further improvement on the implementation of student affairs services in the university.

## III. RESULTS AND DISCUSSION

### Distribution of Respondents

Colleges	No. of Respondents	Percentage
Teacher Education	200	13.68%
Engineering	200	13.68%
Industrial Technology	200	13.68%
Computer Studies	180	12.32%
Arts and Sciences	180	12.32%
Hotel Restaurant Management	160	10.94%
Business Management and Accountancy	160	10.94%
Nursing and Allied Health	100	6.84%
Criminal Justice Education	90	6.16%
<b>Total</b>	<b>1460</b>	<b>100%</b>

The university comprises of nine colleges namely, Teacher Education, Engineering and Industrial technology with 200 (13.68%) each respondent. Computer Studies and Arts and Sciences both have 180 (12.32%0 of respondents. Hotel

Restaurant Management and Business Management and Accountancy both have 160 (10.94%) of respondents. Nursing and Allied Health have 100(6.84%) of respondents and Criminal Justice Education have 90 (6.16%) of respondents.

### Evaluation on Student Services in terms of Student Welfare and Development Program

Indicators	Mean	Interpretation
Guidance and Counseling	4.20	Highly Implemented
Scholarship and Financial Assistance	4.07	Highly Implemented
Medical and Dental Services	3.25	Moderately Implemented
Food and Services	3.55	Highly Implemented
Student Housing	3.12	Moderately Implemented
Admission and Records	4.19	Highly Implemented
Alumni and Job Placement	3.67	Highly Implemented



Library Services	4.11	Highly Implemented
Security Services	3.43	Highly Implemented
<b>Composite Mean</b>	<b>3.71</b>	<b>Highly Implemented</b>

Legend:

<b>Weighted Mean</b>	<b>Description</b>
4.21-5.00	<i>Very Highly Implemented</i>
3.41-4.20	<i>Highly Implemented</i>
2.61-3.40	<i>Moderately Implemented</i>
1.81-2.60	<i>Slightly Implemented</i>
1.00-1.80	<i>Not Implemented</i>

In a survey of 1460 students, items on service perception were asked of the respondents. The following information relays how the students perceive the services offered by the Office of Student Affairs and Services. As shown in the table, most of the areas of Student Welfare were seen to be rated as “Highly Implemented” by the respondents. The highest rated area was at Guidance and Counseling

Services at 4.20, Admission and Records at 4.19, and Scholarship and Financial Assistance at 4.07. Followed by Library services at 4.11, Alumni and Job Placement at 3.67, Food and Services at 3.55, and Security services at 3.43. Two areas were rated “Moderately Implemented” by the respondents: Medical and Dental Services at 3.25; and Student Housing Services at 3.12.

#### Evaluation on Student Services in terms of Student Development Programs

Indicators	Mean	Interpretation
Student Organization and Activities	4.20	Highly Implemented
Leadership Training Programs	3.57	Highly Implemented
Student Council Government	4.09	Highly Implemented
Student Discipline	4.11	Highly Implemented
Student Publication	3.90	Highly Implemented
Sports Development	4.01	Highly Implemented
Cultural Development	3.33	Moderately Implemented
Spiritual Development	3.29	Moderately Implemented
<b>Composite Mean</b>	<b>3.81</b>	<b>Highly Implemented</b>

Legend:

<b>Weighted Mean</b>	<b>Description</b>
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1.00-1.80	<i>Not Implemented</i>

In a survey of 1460 students of LSPU, six out of eight indicators got “Highly Implemented” which includes, Student Organization and Activities at 4.20, Student Discipline at 4.11, Sports development at 4.01, Student Publication at 3.90, Leadership Training Programs at 3.57. However, Cultural Development at 3.33 and Spiritual Development at 3.29 rated as “Moderately Implemented”.

#### Common Problems Encountered in the Delivery of Office of Student Affairs and Services

In addition to the survey, the students were also asked of the different problems they encounter as students, and what problems can the Office of Student Affairs and Services can provide better solutions. The results were represented in table below, showing the frequency and percentage of the sample that had claimed the following problems. Furthermore, these problems were reflected in the instrument being administer to the respondents as well as it was validated by the observations of the director of the student affair.



### Problems and Issues as Encountered by Students

Issue	Frequency	Percentage
Peer pressure	72	16.10%
Projects	70	15.65%
Bullying	66	14.76%
Approaching personnel	64	14.32%
Punctuality	53	11.85%
Availability of Drinking Water	51	11.40%
Late dismissal	28	6.28%
Commodity prices	25	5.61%
Sports activities	18	4.03%

As seen in the table, peer pressure appears to be the most felt issue or problem by the students with 16.10% of the students reporting, followed by projects with 15.65%; bullying with 14.76%; approaching personnel with 14.32%, punctuality with 11.85%, availability of drinking water at 11.40%, late dismissal at 6.28%, commodity prices at 5.61 and sports activities at 4.03 %. In an interview with the OSAS Director, there were a number of issues that were observed in the delivery of student-related services. These includes the following issues

- **Peer pressure.** The OSAS director remarked that most of the students' cases, particularly those that come through in the Student Discipline, are mostly motivated by peer pressure. According to him, most students are vulnerable to being influenced by their peers, mostly for negative attitudes like going late night computer games.

- **Projects.** Projects were also seen as an issue, particularly in two ways. The first way is when students feel overwhelmed by the number of projects that are passed to them as requirements for their subjects. Another way, projects were seen as issues when these projects require a lot of resources from them, especially in terms of financial costs, time, and labor.

- **Bullying.** The students were not exempt from the issue of bullying. Some of the students that address their grievances to OSAS personnel. Most of the students reportedly experience various kinds of bullying, but particularly on cyberbullying in social media.

- **Approaching university personnel.** Most of the students also see some university personnel as intimidating to approach. As such, they see the OSAS as an intermediary or a department that can be their

liaison to the university personnel they need to approach.

- **Punctuality.** It has also been observed in the OSAS that a number of students are habitual latecomers. Almost the same faces arrive at school for tardiness and are reprimanded by the Student Discipline. Most of these students reportedly cite traffic woes as the reason for their tardiness. Classes usually start at 7:00, by which most students see as something that is very early.

- **Availability of drinking water.** As part of providing basic services, the university has installed a number of drinking fountains around the campus. The campus also has its own water distillation machine that provides drinking water to its offices, and bottled water for sale in the canteen. Most of the students rely on these drinking fountains as they bring water tumblers or keep their water bottles to refill with water from these dispensers for free. However, some students frequently report that there is no supply of water in the drinking fountain installed in the campus most of the time.

- **Late dismissal.** Not only is early arrival at school something that they worry about, but also being dismissed late. Students come from different parts of Laguna. As the last dismissal for the students is at 5:00 PM, where the access for utility vehicle is very minimal, most specially in the upland areas of Laguna, specifically, Majayjay, Luisiana, Liliw, Nagcarlan, San Pablo, Siniloan, and Sta. Maria.

- **Commodity Prices.** While it is yet to be established with an empirical study, the students' socioeconomic demographic of the University is hugely varied. As such, not all students can afford all the commodities that are sold within the university, particularly canteen food prices, which is the common grievance of most students to OSAS personnel. Some students



reportedly find the canteen food prices are high or beyond their means.

• **Few sports activities.** The students have also reportedly remarked of the few sports activities within a year. Apparently, the students, particularly physically active students, had been vocal in requesting for more sports activities besides the annual Intramurals.

#### IV. CONCLUSION AND RECOMMENDATIONS

The study therefore concludes that the students find the delivery of Student Affairs and Services as Highly Implemented. Among the two areas of OSAS, the Student Development is the area that may benefit from further strategic planning. Several suggestions for plans of action had also been laid out in order to respond to the several problems and issues as encountered by the students and reported to the OSAS. In light of the findings of this study, the researcher recommends the following actions:

1. The questionnaire used above have been content and face validated by research experts. However, one further study can validate the constructs of this instrument to make it more usable in various contexts and other related studies.

2. Similar studies on other components of the university can be made in order to assess the quality of services being provided, and in conformance to legal and accrediting body standards for the provision of said services.

3. Further studies can also benefit from a huge, cross-sectional study encompassing a larger sample of students from across the student body. This can provide more insights into the delivery of the OSAS program and address more specific concerns that the student body.

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#### ACKNOWLEDGMENTS

Office of the President - LSPU  
Administrators and Faculty Members of Laguna State Polytechnic University.  
Office of Student Affairs and Services  
Research and Development Services Office-LSPU  
College of Engineering-LSPU Santa Cruz Campus