

Evaluation of Student Services of the Bulacan Agricultural State College

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ABSTRACT Since 2017, the Philippines' Bulacan Agricultural State College (BASC) has been evaluating the programs and services provided by its Office of Students Affairs and Services. This kind of evaluation looks at the state of student services, which is necessary for the institution's and program's accreditation as well as for its ongoing improvement in order to be excellent. The review was directed with the accompanying targets: to assess the office's implementation of the programs, the level of student satisfaction, and some of the issues and issues the students encountered. In order to accomplish the stated goals, the researchers employed the mixed method. The 428 systematically selected respondents were given both electronic and paper questionnaires. They gave the programs titled "Information and Orientation," "Student Organizations and Activities," "Leadership Training and Student Council/Government," and "Sports and Cultural Development Programs" scores of "very greatly implemented and they are very greatly satisfied with."

INTRODUCTION

The Office of Students' Affairs and Services plays a crucial role in the growth and shaping of students' well-being at every school, college, and university. Students' concerns are addressed, managed, and regulated, as are other school-related issues. They are in charge of enforcing the overall policies that all students in schools, colleges, and universities are expected to adhere to. The office of student affairs is the frontline staff that welcomes new classes each semester. It is how the school is perceived by the community as a whole: globally, locally, and nationally. The department that provides services to the majority of an educational establishment's customers ought to maintain high standards of service and ensure that programs are used to their full potential. Chandra et al. (2018) claim that, service quality and student satisfaction both have a positive impact on student loyalty. Every educational establishment strives for an increase in enrolment and student retention in order to continue operating. Measuring student satisfaction is regarded as a strategic issue for educational establishments because it is comparable to profit-and-loss accounting in businesses. The university is making a lot of money if students are happy because it gave them the knowledge, skills, and specific abilities they needed. The services provided by the office need to please not only the

students but also the other clients of student affairs and services. Continuous assessment and monitoring of the implementation of the programs for students is essential for the school to know where to improve and what further to address regarding the welfare of the students. Services will not improve, and worse, the number of students will decrease, if assessment is inadequate.

In order to support students' holistic development, Circular Memorandum Order of the Commission on Higher Education (CHED CMO) number, Section 9 of 2013 mandates that higher education institutions' Student Affairs and Services departments must continuously improve the quality of their services. In order to accomplish this, a number of steps need to be taken to evaluate the level of service provided by this crucial college office. Beginning in 2017, BASC began evaluating the quality of all of its Office of Students Affairs and Services' services and programs. The researchers have continued their evaluation of service quality, implementation level, and BASC-OSAS satisfaction measurements as a result of the impetus for continuous service improvement. The College will be able to meet the standards of services that are expected of a student affairs office thanks to this.

Student satisfaction is significantly influenced by high-quality services in higher education. It is essential to note that students should decide these

aspects rather than the institution's management because they are the primary beneficiaries of the services they receive (Onditi and Wechuli 2017). In addition, students' feedback is an essential component in the evaluation of service quality and student satisfaction, and focus groups can be used to identify the key areas of interest to students.

Students are fairly satisfied with the following services, according to a local study: Spiritual, Cultural, and Sports Development, the publication of Student Organizations and Activities, and the Student Council. In addition, they gave the Cultural Development program the highest rating, giving it the descriptive rating of "Very Greatly Implemented," while all of the other student services programs received the rating of "Greatly Implemented" (Eisma 2017).

Objectives

1. In terms of sex, institution, and programs, describing the student respondents' demographic profile.
2. Assessed the degree of implementation and the students' satisfaction with the office's services.
 - 2.1 Services and programs for student welfare;
 - 2.2 Services and programs for student growth
 - 2.3 Services and programs for institutional students;
3. Identified the issues and challenges that the students face collectively while they are enrolled in BASC.

MATERIAL AND METHODS

This study employed a mixed method research design and utilized both electronic and printed questionnaires for the survey. This covered the quantitative aspect of the study. The study's respondents were BASC students enrolled for the specified school year: 2018-2022. The respondents were chosen through a method of systematic sampling in which each college, institute, or program was presented. For the qualitative portion of the survey, a written interview was added to the questionnaires to learn about the similar issues and challenges faced by the students. There were a total of 4,280 people who responded. 428 students, or 10 percent of the total population, who were enrolled between 2018 and 2020 were included in the study. The revised CMO number served as the basis for the questionnaire for the survey- 9 s2013

and the survey instrument that was provided by the Accrediting Agency of Colleges and Universities of the Philippines Inc. (AACUP Inc.). The data that was gathered may be used as the basis for the ongoing improvement of the quality and standard of OSAS students in order to comply with the mandate of CHED. The researchers distributed the links to the selected program respondents for the Google form survey in collaboration with the program chairs of each institute. Students who will be attending the College for the conventional survey received questionnaires. There were two methods of data collection, and the process lasted for two months. The traditional survey method (hard copy questionnaires) and the online survey via Google forms were the two options.

Analysis of Data

Descriptive analysis was used for the quantitative portion of the study, while the five-point rating scale shown below was used for the qualitative portion.

<i>Weighted mean</i>	<i>Verbal description-implementation and level of satisfaction</i>
4.21 - 5.0	Very Greatly Implemented and Very Greatly Satisfied
3.41 - 4.2	Greatly Implemented and Greatly Satisfied
2.61 - 3.4	Fairly Implemented and Fairly Satisfied
1.81 - 2.6	Slightly Implemented and Slightly Satisfied
1.00 - 1.8	Not Implemented and Not satisfied

RESULTS

Description of Respondent's Demographics

Institute and Program and Sex of the Respondents

There were 428 responses from respondents in terms of institutes and programs. 130 actual students responded to the College of Agriculture and Institute of Management surveys as a result. In addition, the Institute of Education had 119 respondents, the Institute of Engineering and Applied Technology had 29 respondents, and Donya Remedios Trinidad Campus and Balagtas Technological and Vocational Campus had 14 and 6 respondents, respectively (Table 1). Fifty four point

nine (54.9) percent of respondents were women, while 45.1 percent were men (Table 2). In general, more women than men participated in the research study.

Table 1: Respondents of the study

<i>Programs</i>	<i>Total number (n)</i>	<i>Sample (n)</i>
College of Agriculture	1,181	130
Institute of Education	741	119
Institute of Management	1,531	130
Institute of Engineering and Applied Technology	586	29
DRT Campus	134	14
BTVC	107	6
Total	4,280	428

Table 2: Sex of the respondents

<i>Sex</i>	<i>Number of respondents</i>	<i>Percentage</i>
Male	193	45.1
Female	235	54.9
Total	428	100.0

Table 3: Level of implementation and students' satisfaction on services of the office of student affairs

<i>Student Welfare Program and Services</i>	<i>Extent of implementation</i>		<i>Level of satisfaction</i>	
	<i>Weighted mean</i>	<i>Verbal description</i>	<i>Weighted mean</i>	<i>Verbal description</i>
Information and orientation service	4.15	HI	4.25	VHS
Guidance and counseling service	4.09	HI	4.05	HS
Career and placement service	4.09	HI	4.09	HS
Economic enterprise	3.87	HI	3.83	HS
Student handbook development	3.72	HI	3.75	HS
Overall mean	3.98	HI	3.99	HS
<i>Student Development Programs and Services</i>				
Student organizations and activities	4.15	HI	3.69	HS
Leadership training	4.17	HI	4.15	HS
Student council/government	4.21	VHI	4.19	HS
Students discipline	4.13	HI	4.16	HS
Student Publication	4.08	HI	4.20	VHS
Overall mean				
<i>Institutional Student Programs and Services</i>				
Admission	4.15	HI	4.09	HS
Scholarships and financial assistance	4.20	VHI	4.13	HS
Food services	4.20	VHI	4.07	HS
Health services	3.96	HI	3.77	HS
Student housing	4.04	HI	4.11	HS
Safety and security services	3.98	HI	3.99	HS
Services for students with special needs	4.23	VHI	4.23	VHS
Sports and cultural development programs	4.00	HI	4.06	HS
Overall mean	4.30	HI	4.22	VHS
	4.11	HI	4.07	HS

VHI- Very Greatly Implemented HI-Greatly Implemented HS-Greatly Satisfied VHS- Very Greatly Satisfied

Results of the Evaluation

Student Welfare Program and Services

The majority of Student Welfare Programs and Services areas have been given the rating "Greatly Implemented," and the student respondents are also very happy with the services listed (Table 3). The Office of Students Services' "Information and Orientation" service received the highest weighted mean, with a value of 4.15. Overall, students who participated in the survey reported being "very greatly satisfied with the value of 4.25."

In the meantime, the Student Handbook development received the lowest weighted mean, which was 3.72. The response of some student respondents to an open-ended question may be responsible for this outcome. They claim that the college's student handbook is not distributed on time.

Student Development Programs and Services

According to Table 4, the majority of respondents gave the level of implementation and satis-

faction in all aspects of Student Development Programs and Services ratings of “Greatly Satisfied” and “Greatly Implemented.” Out of all the services that were mentioned, the “Student Council/Government” area received the highest weighted mean of 4.21, which is equivalent to “very greatly implemented.” The “Student Publication” is ranked lowest, despite the fact that all of the areas receive high implementation ratings. Some of them mentioned in the interview that sometimes the College Paper gets delayed.

Institutional Student Programs and Services

The study found that students’ responses indicate that they are “Greatly Satisfied” with the level of implementation of the college’s institutional student programs and services. Despite the fact that every item is rated highly implemented, the category “Sports and Cultural Development Programs” has the highest weighted mean of 4.30 and is considered to be very greatly implemented. With an overall weighted mean of 4.23, students are extremely pleased with Safety and Security Services.

DISCUSSION

Student Welfare Program and Services

It’s possible that the fact that “Information and Orientation” is the service that is used the most suggests that the BASC-OSAS programs are well-known in the academic community and accessible to all students. A crucial program, orientation teaches new students not only the benefits of attending a higher education establishment but also how to succeed on campus (Comfort 2016).

In the meantime, implementation of the Student Handbook was rated as the lowest under the Student Welfare Program and Services. The primary function of the student handbook is to record notice of school rules. Additionally, it demonstrates compliance with various education law requirements. The best handbooks help set the school’s tone and culture (Dolphin and Littlefield 2013). Therefore, having the handbook may rekindle BASC students’ enthusiasm for school.

Student Development Programs and Services

The College recognizes every student’s right to self-rule through a student organization because the “Student Council/Government” was rated as

“very greatly implemented.” When required, it serves as a facilitator for the administration or any other student organization (Alviento 2018). “Student Publication” received the lowest rating in the evaluation for student development programs and services. The College Paper instills morals and values in students while also encouraging their intellectual, creative, and linguistic abilities (Manlutac 2016). Students are informed about campus happenings, wrongdoing is exposed, leaders are held accountable, and relevant events are shared with the larger community through student publications (Fire 2022). It is essential for BASC students to be informed about College happenings and to have a “voice” in the form of a recognized media organization in the school to freely express their ideas, thoughts, and opinions as students.

Institutional Student Programs and Services

“Sports and Cultural Development Programs” was the area of institutional student programs and services that was implemented the most frequently. Sport enriches social and cultural life by uniting individuals and communities. Prejudice, stereotypes, cultural divides, ignorance, intolerance, and discrimination can be broken down through sports by fostering dialogue and bridging divides. Food Services and Student Housing received the least amount of implementation out of the various services. The provision of food is essential, and the school ought to provide food in a more proactive manner to promote healthy eating. Namkhosi Xulu-Gama (2019) says that sustainable living and learning environments for students are now built with student housing. The college’s safety and security services, which are essential to students’ well-being and learning, are greatly appreciated by BASC students. If students do not physically and psychologically feel safe and supported at school, they will not be able to learn to their full potential. School safety programs like bullying prevention and positive discipline should be fully integrated into school planning, attitudes, expectations, policies, and practices by utilizing a multi-tiered support system (Corporate NTU 2020). Effective safety programming is just as important to school success as high-quality instruction (Biglan et al. 2012). In a similar vein, the study’s conclusion is in accordance with Sison’s (2019) overall findings, which assert that student affairs and services are

also provided in an adequate manner. Both sets of students were extremely pleased with the implementation of all student welfare and development programs and services, which is consistent with the findings of the Eisma (2017) study.

This is consistent with the findings of a study by Galvez (2018), which found that students in general are extremely satisfied with the level of service provided by the division of Student Affairs and Services. Additionally, it was emphasized that Sports Services received the lowest rating, "Adequate," while Admission Services received the highest rating, "Exceptional." Contrary to this outcome, Sports and Cultural Development received one of the highest scores in the current study.

Implication of the Study

The study's conclusion suggested that the student affairs office's programs and services, which were verbally described as "Very Greatly Implemented and Very Greatly Satisfied," should continue to be implemented. Additionally, other services that did not fall under this category should be reviewed and improved so that students can get the most out of the BASC-OSAS's services.

CONCLUSION

During the 2018-2020 academic year, the majority of BASC students were influenced by student welfare programs and services. They viewed "Information and Orientation" as "very greatly implemented among the areas under the Student Welfare Programs and Services and very greatly satisfied in the areas: under Student Welfare Programs and Services, of information and the Orientation and Career and Placement Service. In addition to providing sound orientations, BASC-OSAS can offer useful career and job placement assistance. Nonetheless, they want the student handbook's development and distribution to be improved.

"Among the areas under Student Development Programs and Services that can develop and hone good students with excellent leadership skills that they may use even after they have graduated from college, Student Organizations and Activities, Leadership Trainings, and Student Council/Government were rated as being "very greatly implemented."

The majority of BASC students were rated "very greatly satisfied" with the execution of ex-

tracurricular activities, particularly prior to the pandemic. Sports and Cultural Development Programs were "very greatly implemented under Institutional Student Programs and Services." From academics to the arts and sports, these activities helped BASC students maintain a healthy balance on campus.

The following were the students' suggestions for areas where the BASC-OSAS could be improved: Scholarship and admission assistance, particularly with regard to the dissemination of information, the requirement for additional guidance and counseling staff, specifically registered guidance counselors, the provision of a male dorm and a room just for counseling, and an active social media page.

RECOMMENDATIONS

The following suggestions are presented here. The first step is to effectively address additional concerns and issues raised by students; Then, make plans for each institute to have a male dorm and a few nearby food stands that students can use for rest periods between classes. They should have a live online help desk available to answer all of their questions about admission, scholarships, and other issues; However, in order to accommodate the growing number of students each semester, it is recommended that a high-quality counseling program be developed and that additional counselors be hired; Lastly, the BASC-OSAS may contemplate developing a solid strategy for publicizing the event.

LIMITATIONS

The study's evaluation of the services provided by BASC-OSAS between 2018 and 2020 has become constrained. This could imply that some of the respondents have received service in person, while others have only received online transactions from the BASC-OSAS. The study only tapped undergraduate students, not graduate school students.

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