

Implementation and Effectiveness of Student Affairs Services Program in One Polytechnic College

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Abstract –*Descriptive survey using questionnaire was employed to determine the extent of implementation and effectiveness of the Student Affairs Services Program of Camarines Sur Polytechnic Colleges in the Philippines for School Year 2012-2013. Generally, administrators, teachers and students articulated that CSPC’s Student Affairs Services Program was effectively implemented. Of the services provided, Guidance and Counselling and Housing Services show lower significant results in terms of effectiveness. T-test shows that there is no significant difference between its implementation and effectiveness. Significant agreements between the three groups of respondents were identified using the Kendall Coefficient of Concordance. Improvement of the delivery of CSPC’s Student Affairs Services Program will be effective upon adopting the researcher’s Comprehensive Development Plan.*

Keywords – *student affairs practices, student services, student welfare, student development program*

INTRODUCTION

The new paradigm in the Philippine educational system is posing a huge challenge to present day student affairs work. The rising cost of higher education is pushing students’ affairs specialists too hard in creating opportunities, especially for the underprivileged families, so that higher education experience could be made available to all. The demand for state of the art technology, which is part of the educative process, is adding pressure to the ever changing landscape of students’ affairs services particularly in state colleges and universities in peripheral areas. Outside of the school community are several influences, like; social and political issues, environment and health concerns, and other problems due to geographical proximity of the learning institution to natural hazards. These are among the reasons that necessitate reassessment of student services, so that, the same could be made responsive to student needs.

An educational institution seeks to form individuals who can later become productive citizens of the country and the world. Its responsibility is the development of essential job and life skills to prepare students for the world of work and future life. The

individuals, produced by the education institution, should be able to contribute positively and productively to the progress of his/her country, and to uplift the human conditions. Student affairs and services, therefore, must systematically and deliberately address this end objective of providing the country with men and women who are not only assets for themselves and their families but also for others and the country as well. On this note, Higher Education Institutions must see to it that the experiences it provides must be student-centered; hence, programs and services in support to academic instruction for holistic development and growth of the students must me assured [1].

An effective student services program is the one which encourages supervisors to focus their primary attention in building effective work groups to facilitate the realization of Student Development Services strategic goals[2]. Student services and activities are, therefore, recognized by educators as highly beneficial to academic performance when properly administered and supervised; hence, educators believed that social growth and interpersonal relationship are fostered by well-planned and well organized co-curricular and extra-curricular activities which are often instrumental

in bringing about positive attitude to the students [3]. The practice of organizational development may involve the projects, programs and activities implemented by different units in the student affairs services. These are anchored on specific objectives intended to capacitate students, increase their level of effectiveness, and imbue them with the tenets of character building, leadership training and productive servicing; an offshoot of the college's vision to uphold quality and excellence by providing varied students services and programs that will help them become a productive citizen in the future. While this focus is essential, the profession must not ignore or underestimate the influence of external pressures on student behavior and institutional policies and practices [4].

The Camarines Sur Polytechnic Colleges, for more than 30 years now, is guided by its philosophy and objectives which are geared towards providing quality instruction, initiating research and development, establishing an effective and efficient management system, and creating a proactive and transparent governance to ensure the realization of CSPC's mission and vision [5]. Assessment on the implementation and effectiveness of the college's student affairs services program is an attempt to identify the strengths and weaknesses of the different services offered by the Student Development Services Office with an end goal of designing a Comprehensive Development Plan for Student Affairs Services Program that will respond to "Quality and Excellence" the college envisions its graduates to be like after their academic journey in one polytechnic college.

OBJECTIVES OF THE STUDY

The study aimed to assess the effectiveness of student affairs services program implementation of Camarines Sur Polytechnic Colleges, Philippines specifically focusing on the following concerns:

1. What is the extent of implementation and effectiveness of student affairs services program?
2. What is the extent of implementation and effectiveness of student development services?
3. Is there a significant agreement in the implementation and effectiveness of the student affairs services as perceived by the respondents?
4. Is there a significant difference between the effectiveness and implementation of student affairs services program of CSPC?

5. What development plan for student affairs services program can be developed to complement "quality and excellence" as envisioned by the college?

MATERIALS AND METHODS

The Descriptive Survey Method (Calderon, 1993) using questionnaire was employed to determine the extent of implementation and effectiveness of the student affairs services programs of the Camarines Sur Polytechnic Colleges, Philippines. The instrument was constructed validated by a set of respondents composed of students and professionals within the school system through dry run technique; just to ensure that instrument is understood in the concept it is written. Weighted mean is used to determine the extent of implementation and effectiveness of both the student affairs services programs and that of the student development services [6]. T-test and Kendal Coefficient of concordance were used to test the hypotheses of the study.

The Respondents

Three groups of respondents were involved in the conduct of the study: the administrators group composed of the College President, two (2) Vice Presidents, five (5) Deans and three (3) Directors, a total of eleven (11) members; the faculty group composed of fifty two (52) regular faculty from the five (5) academic units; and the students group with three hundred fifty-four members (354) members randomly selected from the five academic departments of the college.

In the selection of samples for the administrators and faculty groups, the study employed pure random sampling, since the number of population is quite manageable. For students group, Slovin's technique was utilized with margin of error fixed at 0.05. After the desired number of student respondents was determined, stratified sampling was used to ensure that there is equal representation from each academic unit. The total number of respondents is 352 out of the total population of two thousand nine hundred forty-five (2,945) students. Since the total number of samples is equivalent to 11.95% of the total population, the researcher has taken the same percentage from each of the departments of the college resulting to 123 samples out of 1024 students of the College of Management and Entrepreneurship, 111 samples out of 922 students of the College of

Engineering, 74 samples out of 617 students of the College of Information and Communication Technology, 36 samples out of 129 College of Health Care Technology students, and 10 out of 83 students from CSPC Buhi Extension Campus. The actual sample size reached 354 because the computed samples were rounded off to the nearest whole number.

In this study the students take the majority share of the samples considering that they are the direct beneficiaries of the services program under survey. In the work of Seifert & Burrow (2013), the roles of the students were clearly identified, "In one role, students are the beneficiaries of the programs and services delivered and provided by Students Affairs Services staff. A second role positions students as co-constructors, actively involved in creating their own learning experiences"[7]. As co-constructors, it is indispensable to give them the best share in the planning, implementing, and evaluating the services program of the Student Development Office.

RESULTS AND DISCUSSION

Table 1. Extent of Implementation of the Student Affairs Services Programs

SASP	Adm	Fac	Stud	AWM	VI
Admission and Retention	3.81	3.96	3.42	3.73	VS
Orientation and Information	3.88	3.72	3.61	3.73	VS
Scholarships	4.07	3.76	3.34	3.72	VS
Financial Aid	3.92	3.75	3.40	3.69	VS
Health and Medical Services	3.33	3.80	3.46	3.53	VS
Guidance and Counselling	2.40	2.37	2.40	2.39	S
Food Services	3.65	3.83	3.45	3.64	VS
Career Placement	3.95	3.50	3.32	3.59	VS
Student Discipline	3.86	3.66	3.33	3.61	VS
Security and Safety	4.20	3.70	3.40	3.76	VS
Housing	3.34	3.11	2.87	3.10	VS
Research Monitoring and Evaluation	3.83	3.50	3.16	3.50	VS
Total Weighted Average	3.69	3.55	3.35	3.50	VS

The following student affairs services programs were evaluated in the study: Admission and Retention, Orientation and Information, Scholarships, Financial Aid, Health and Medical Services, Guidance and Counselling, Food Services, Career Placement,

Student Discipline, Security and Safety, Housing, and Research Monitoring and Evaluation.

On the extent of implementation of the student affairs services programs, the study utilized the five-point satisfactory range. As shown in Table 1.1, almost all the student affairs services programs were rated very satisfactory by the three groups of respondents except for guidance and counselling with a satisfactory rating only. This implies that the Student Development Office is doing well in the fulfillment of its functions in providing student services programs that are relevant and responsive to students needs as evidenced by the results of the study.

On the extent of the effectiveness of the student affairs services programs, a five-point effectiveness scale was used. As shown in Table 2, only two of the programs earned an effectiveness rating within the respondents' standards, the rest was revealed to have exceeded their expectations, as evidenced by the very effective ratings reflected below.

Table 2. Extent of Effectiveness of the Student Affairs Services Programs

SASP	Adm	Fac	Stud	AWM	VI
Admission and Retention	3.87	3.75	3.49	3.70	VE
Orientation and Information	3.77	3.52	3.57	3.62	VE
Scholarships	3.77	3.52	3.57	3.70	VE
Financial Aid	3.94	3.47	3.54	3.65	VE
Health and Medical Services	3.31	3.73	3.51	3.52	VE
Guidance and Counselling	2.45	2.42	2.56	2.48	E
Food Services	3.77	3.78	3.33	3.63	VE
Career Placement	3.72	3.45	3.25	3.47	VE
Student Discipline	4.10	3.43	3.33	3.62	VE
Security and Safety	4.20	3.40	3.50	3.70	VE
Housing	3.41	2.45	2.42	2.76	E
Research Monitoring and Evaluation	3.88	3.43	3.25	3.52	VE
Total Weighted Average	3.68	3.36	3.28	3.44	VE

a. Admission and Retention. All indicators were rated very satisfactory, at 3.73, in the implementation aspect with mean average weights of 3.81, 3.96, and 3.42 with the highest mark noted from the administrators' group. On the effectiveness level, a very effective rating, at 3.70, was generated with

mean averages of 3.87, 3.75, and 3.49 with the highest rating from the faculty's group.

The results can be attributed to the well-founded system of student recruitment, selection and admission complimented by a system of retention clearly articulated and well-understood by the students, parents, faculty members and administrators of the school. The admission policy is carefully observed specifically following procedures on selection and admission. This is reflected in the quality of graduates the college has produced especially on board courses where the passing percentage of CSPC has always been above the national passing mark. In addition to this, the College has been declared by the Professional Regulation Commission (PRC) as the No. 1 performing midwifery school in the whole Philippines in 2013 and was also commended for producing board top notchers in midwifery and nursing programs. Likewise the engineering programs of the college have been noted producing placers and passers above the national passing percentage particularly in the fields of electronics, electrical, mechanical, and civil engineering. The retention policy of the college is one of the greatest motivations of the students. Its implementation is pushing CSPCees to work harder in maintaining the standards required by each program enrolled. This is why students are more focused and standard driven. Today, student retention is an increasing concern in many institutions of higher education [8]. This is giving every higher education institutions an opportunity to establish and maintain a standard that identifies the academic unit from others.

b. Orientation and Information for Students.

All indicators were rated very satisfactory in the implementation of the program. The highest mean was noted among the administrators' rating with a mean of 3.88 followed by the faculty with 3.72 and the students with 3.61 mean values, with an average weight of 3.73. On the other hand, all the indicators for effectiveness level were rated very effective with an average weight of 3.62. The highest was given by the administrators' group with a weighted mean of 3.77, followed by the students with 3.52 and the faculty members with 3.52.

The results are justified by the regular conduct of information and orientation activities which materials are made available and accessible anytime in concerned frontline offices under the student development office. The collaborative approach

present among frontline services offices are value added factor in the successful implementation of student services programs. The orientation program for freshmen and transferees and re-orientation program for resident students are conducted regularly before the opening of the first semester of the school year. Reinforcement is done during the first day of classes in all courses, as evidenced by teachers' class program reflected in the syllabi. These are closely monitored by the department head and the academic coordinator per program. On the other hand, the college has a comprehensive program for information dissemination radiated in the respective academic units. Other than the well-established area for widest dissemination, each academic unit has its corresponding guidelines on sourcing out, updating, and disseminating trends and updates for students and families. In fact, the college is among the very few higher education institutions with a very active Parents and Teachers' Association (PTA) in the province of Camarines Sur. The college has also established a strong student government, registered in the Securities and Exchange Commission (SEC), to ensure that there is a check and balance in spreading information from different sources of the school community.

c. Scholarship Grants. On the implementation of scholarship program, the administrators' group gave it an excellent rating with an average weighted mean of 4.07. The other groups gave it very satisfactory ratings, 3.84 for the faculty and 3.76 for the students; a total average weight of 3.72. On the effectiveness level, all the indicators were rated very effective with an average weight of 3.62 computed from the three groups of respondents; the administrators with 3.88, the faculty with 3.64, and the students with 3.54 mean averages. On the above data presented, the researcher implies that the scholarships of the college were effectively implemented.

The results are credited to the continuing and functional scholarship program properly staffed with qualified personnel whose are all very accommodating and customer-centric. The program has clear cut policies on selection and retention of grantees including the regular monitoring of performance to ensure that grantees can comply with the academic requirements associated with the scholarship conditions. In fact, of the total population of 2954 students, 456 students are institutional scholarship

grantees while 249 are non institutional grantees distributed along academic, sports, cultural, leadership, publication, employees' dependents and government sponsored scholarships, like; Grant-in-aid Program and Provincial Government and Congressional Scholars.

The academic performance of student grantees are regularly monitored so that students can be assisted in case of difficulty in their subject loads. This is likewise done to ensure that scholarship beneficiaries can enjoy the maximum benefit they can derived out of the program. In the case of sports, athletic and cultural scholarship grantees, a retention policy is implemented to see to it that the curricular activities are not dispensed with in lieu of their involvement in sports, athletic and cultural arts. As a matter of fact, the college has produced lots of graduates and professionals from these academic and non-academic programs who have utilized their expertise in the profession they chose to live as part of other services they provide to the company they are working with.

d. Financial Assistance. All three (3) groups of respondents gave it a very satisfactory rating. The administrators' rating was noted at 3.92, the faculty at 3.75, and the students at 3.40 mean averages; a total average weight of 3.69. On the effectiveness of the financial assistance programs, data reveals that all indicators were rated very effective; the administrators' group having the highest rate of 3.94, followed by the students with 3.54, and the faculty with 3.47 mean averages, a total mean average of 3.65.

These results are complimented by a very compassionate administration which provides sufficient student support through financial assistance to poor but deserving students especially to those who failed to qualify in scholarship programs but are determined to earn a college degree. These students are accommodated under the student assistance program which provides scholarship grants equivalent to the services rendered in the office each of them is assigned to work. The college also accepts student loans for families with intervening difficulty in raising sufficient fund for students' educational needs and extends financial support to students' undertakings, like; leadership seminars, workshops, and trainings, academic, sports and athletic feats, culture and the arts involvement, research and development initiatives and other scholarly works. The accessibility of

government sponsored scholarships which are made available to families with inadequate income especially those marginalized by reason of the distance from the learning institution and accessibility of information and communication is giving the college sufficient impact in the local community. This is CSPC's response to questions like; how does society support the educational achievement of children from low-income families, and how does that compare with the approaches used to support those same students when they reach college? [9]

The college is very resourceful in looking for funds so that students who are financially challenged could have the opportunity of sustaining their college experiences at the end of compromising their personal leisure in the pursuit of a college diploma. Through the student development office, which is open to anybody who needs help, students can find refuge in seeking for benefactors, private or government, who can provide them avenues to finance their schooling with the belief that having a career that would give them a stable work and income will also help them in changing the plight of their respective families.

e. Medical health Services. On the aspect of implementation relevant to health and medical services, the respondents rated it very satisfactory with an average mean of 3.53; 3.33 from the administrators' rating, 3.80 from the faculty's rating and 3.46 from the students' rating. Along this, the researcher implies that as regard to health and medical services, the college is successfully implementing the program. On the part of the effectiveness of the of Health and Medical services of the college, the data gathered shows that all indicators were rated very effective. The faculty gave the highest rating with 3.73, followed by the students with 3.51, and the administrators with 3.31; a total weighted average of 3.52 from all groups of respondents.

The medical and dental services program of the college is found to be very strong since it is staffed with qualified and experienced personnel. Health programs and services are available to students including up to date information to parents or guardians whenever students have serious health problems. The health and medical services programs of the college, aside from the fact that it is adequately staffed, is reinforced by faculty members from different academic units who are delegated with the representative authority and responsibility especially in the manner each department carries out the medical

and dental programs of each department. In fact, there is a continuing medical and dental programs in the college designed for diagnostic purpose, first aid, and prevention of prophylaxis which can be availed of by the institution's stakeholders.

f. Guidance and Counselling. On the implementation of the guidance and counselling services program, a satisfactory rating is articulated by the three groups of respondents. The administrators rated it with a mean of 2.40, the faculty with 2.37, and the students with 2.40, a total mean average of 2.39. Based from the data tabulated, the researcher found out that the guidance and counselling services must be given an attention since this program is very much necessary in an educational institution, like the Camarines Sur Polytechnic College, and considering that the school is now ISO certified, hence a very satisfactory rating is anticipated.

Likewise, on the extent of the effectiveness of the counselling services, an effective rating is given by the three groups of respondents. Data shows that, a numeric weight of 2.45 from the administrators, 2.42 from the faculty, and 2.56 from the students were noted with a total average mean of 2.48. The researcher infers that the effectiveness of the implementation of guidance and counselling services program is not as high as the other services indicated in the research. Given these data, the guidance and counselling services must be given a priority by the, hence a review of the services program is recommended to see to it that services are attuned to the directions set by the college and the needs identified by the offices concerned. The guidance and counselling is the only program with a satisfactory rating of 2.37. This is due to some services that are found to be falling short of the expectations of the respondents relevant to: the maintenance of student's cumulative records which contain relevant information about students' socio-economic profile, academic profile, test data, etc., which are expected to be appropriate, usable, and updated; Lack of provision for a well-planned assessment program using standardized test administered, scored and interpreted by qualified personnel, which could be used as a potent tool to formulate guidance programs and policies that are relevant and responsive to students needs; and provisions for peer counselling and advocacy programs.

Guidance and counselling, though made functional throughout the school year, has not projected sufficient data for students and faculty. In effect, services programs do not necessarily respond to what the students and faculty need. In addition, counselling programs are dependent only to referrals from other component units of the academic community, one of the reasons why it has earned a satisfactory rating only.

g. Food Services. On the implementation of the Food Services of the college, all the eight (8) indicators were rated by the three (3) groups of respondents very satisfactory with a total average weight of 3.64; the administrators' rating was fixed at 3.65, the faculty's rating at 3.83, and the students' rating at 3.45 mean averages. On effectiveness of the Food Services of the college, the respondents gave a Very Effective (VE) rating for all the indicators presented with a mean average of 3.63. The following are the rating of the three groups of respondents; the administrators gave it 3.77, the faculty gave it 3.78 and the students gave it 3.33 mean averages. Along this, based from the data presented, the researcher infers that the college effectively implements the Food Services as one of the major components in the student services of a certain educational institution like the CSPC

Food services program is guaranteed very effective considering that meals are served in clean and comfortable venue and stall operators are informed of specific guidelines on healthy and balanced meals. Aside from these, there is a set of criteria for safety and sanitary conditions of food outlets inside the campus while that surrounding the school community, coordination with the local government unit is maintained to ensure that canteens and food courts are compliant with the environmental policy of the locality. Finally, periodic inspection sanitation and hygiene is mandated and certificate to operate and of compliance are displayed in a conspicuous place of the outlet.

h. Career Placement. As to career placement program of the college, the implementation of the services was noted to be very satisfactory, since all the indicators have generated a total mean average of 3.59. On the basis of the groups' rating, the administrators gave a mean of 3.95, the faculty gave a mean of 3.50 and the students gave a mean of 3.32. With this, the researcher infers that the career placement program of the college is implemented

beyond expectation. On the effectiveness of the career placement services of the college, all indicators were rated very effective with an average weighted mean of 3.47; 3.72 were noted from the administrators' rating, 3.45 from the faculty's rating, and 3.25 from the students' rating. With the above findings, the researcher hereby infers that the Career Placement of the college is doing very well as an avenue for students and graduates in looking for career and job opportunities.

These results are credited to the regular appraisal of students' data for curricular and co-curricular placement with constant follow-up and monitoring. Value added to this is the active networking with school, community, and other relevant agencies for career and job placement of students.

i. Student Discipline. All groups of respondents reflected very a satisfactory rating in all the indicators for student discipline services as far as implementation is concerned. It was noted that the administrators gave it the highest mean average of 3.86; the faculty with 3.66, and the students with 3.33, with a general weighted average of 3.61. On the extent of effectiveness of student discipline services, the researcher found out that all the indicators pointed out in the survey were rated very effective with total average weight of 3.62. The administrators gave an excellent rating of 4.1 mean, while the faculty and the students gave it a very effective rating with 3.43 and 3.33 mean averages. With the above findings, the researcher deduced that the student discipline services of the college is highly effective in providing the students with concrete programs that regulate student conduct and the way they deal with people within the perimeters covered by school authorities. As a matter of fact, the school is very perceptive about equality of rights and opportunities for all and gender sensitive rules and policies that engendered active participation from all actors of CSPC educational system.

In addition, the college also maintains a discipline committee that ensures fair and just management of grievance upon consideration of equality and due process.

j. Security and Safety. As to the respondents' assessment on the implementation of the college' safety and security services, a very satisfactory rating was noted from the computed mean averages of the three groups of respondents which is 3.76. However, on the part of the administrators, this was rated excellent with a mean of 4.20 unlike the faculty and

students who gave it very satisfactory ratings of 3.7 and 3.4 mean averages respectively. On the extent of the effectiveness of the safety and security services, a very effective was projected from the computed mean averages of the three groups. The general weighted mean average is 3.70; 4.20 from the administrators' group, 3.4 from the faculty group, and 3.5 from the students' group.

The consistency in the implementation and effectiveness of the security and safety services are due to the strict implementation of the college security plan which is observed whole year round. This is also attributed to the employment of competent security personnel who make sure that students and personnel, including their belongings, are protected once they are already at the confines of the school area. In fact, every time a personal property is lost, owners are guaranteed outright recovery of the thing lost through the lost and found section which the security personnel would always use as medium for depositing lost items.

At the moment the college is very aggressive in providing an institutional climate that will ensure security and protection to all its students specifically during activities conducted beyond school regular hours and those that are held outside of its vicinity. This is supported by the study of Prebble et.al [10] which states that, "where the institutional climate is accepting and affirming, and where minority students feel they have a presence on the campus and in the curriculum they are more likely to feel safe and, consequently, to achieve".

k. Housing Services. The three groups of respondents gave the housing services a very satisfactory rating in the implementation aspect. The total mean average is 3.10; the highest weight is noted from the administrators' rating with an average weight of 3.34, while the faculty's rating comes second with an average weight of 3.11, and the students' rating in third place with an average weight of 2.87.

The very satisfactory rating was noted among the following indicators; "Provision for assistance by giving list of acceptable student dormitories and housing facilities that are safe, clean, affordable and conducive to learning" and "With a system of accrediting housing facilities which cater to the needs of students". Though a Very Satisfactory rating is reflected by the three groups of assessors, still, it cannot be set aside that a satisfactory rating is mirrored from the students' rating. Given this data, it

can be inferred that some of the indicators need to be given attention by the CSPC administration.

On the effectiveness of the college housing services, the three groups of respondents gave it an effective rating only. The general weighted average is 2.76; 3.41 from the administrators, 2.45 from the faculty, and 2.41 from the students. Though the school provides a mechanism to coordinates with private boarding houses operators and owners for student housing needs and to safeguard the student boarders, till the fact remains that there's more to be done other than coordination. Parents of boarding students would appreciate it more if the school can provide security measures that will ensure the safety and security of their children while staying in boarding houses accredited by the school. Periodic monitoring and consultation with boarding house operators are likewise important and parents must be updated regularly to make sure that welfare of student boarders are safeguarded.

1. Research, Monitoring and evaluation of Student Affairs and Services. The data on the implementation of research, monitoring and evaluation shows a very satisfactory rating in all the indicators identified, as evidenced by the assessment made by the three groups of respondents; the administrators gave it an average weight of 3.83, the faculty gave it an average weight of 3.50, and the students gave it an average weight of 3.16. The average weighted mean was 3.50 with a verbal interpretation of Very Satisfactory. On the part of the extent of effectiveness of the research, monitoring and evaluation of student affairs services, the respondents gave a rating of very effective. Of the three groups of respondents, the administrators gave it the highest mean of 3.88, the faculty in second rank with a mean of 3.43, and the students in third rank with a mean of 3.25. The average weighted mean was 3.52 with a verbal interpretation of very effective.

On the other hand, the student development office should continue being aggressive in implementing an evaluation program to ensure that activities are in line with the thrusts of the college and are geared towards the holistic growth of the CSPCceans. Research data should be used to further improve students' experiences so that they could become the ideal graduates envisioned by CSPC after years of academic journey.

Extent of the Implementation and Effectiveness of Student Development Services

The discussion on the extent of the implementation and effectiveness of the college student development services is shown in the succeeding parts. The areas covered are; student government services, student publication services, sports and athletics services, socio-cultural services, and multi-faith services. These are the services provided by the student development office in support to academic and academic-related trainings the school is providing the students so that the total development of the learners can be made effective, hence, the ideal graduates envisioned by the school can be produced.

Table 3 presents the results on the extent of the services' implementation while Table 4 gives us the summary results on the extent of the services' effectiveness.

Table 3. Extent of Implementation of Student Development Services

SDS	Adm	Fac	Stud	AWM	VI
Student Government Services	4.36	3.76	3.50	3.87	VS
Student Publication Services	4.18	4.24	3.36	3.93	VS
Sports and Athletics Services	4.00	3.64	3.38	3.67	VS
Socio-cultural Services	4.20	3.72	3.42	3.78	VS
Multi-faith Services	4.30	3.50	3.30	3.70	VS
Total Weighted Average	4.20	3.77	3.39	3.79	VS

As shown, all the student development services were rated very satisfactory in its implementation while very effective in the effectiveness of its implementation. The highest rating was noted from the student publication with mean averages of 3.93 for implementation and 3.93 for effectiveness level. The student government services come in second with mean averages of 3.87 for implementation and 3.91 for effectiveness level. The third is socio-cultural services with mean averages of 3.78 for implementation and 3.94 for effectiveness level. The fourth is multi-faith services with mean averages of 3.70 for implementation and 3.78 for effectiveness level. The last in rank is sports and athletics services with mean averages of 3.67 for implementation and 3.51 for effectiveness level.

The student publication is very popular among the CSPC students not only because it is from where they can get information and updates about contemporary events happening around the school community involving CSPC's recent achievements, schools direction for the next few years, the presidents meaningful updates, students activities and opinions and other columns of academic interests. On the other hand, the student government is equally making a productive impact in the lives of the students considering the services and experiences it brings to hopeful leaders. The student government is also the students' training ground for effective leadership and good governance.

Table 4. Extent of Effectiveness of Student Development Services

SDS	Adm	Fac	Stud	AWM	VI
Student Government Services	4.30	3.82	3.60	3.91	VE
Student Publication Services	4.07	3.96	3.77	3.93	VE
Sports and Athletics Services	3.88	3.32	3.34	3.51	VE
Socio-cultural Services	4.88	3.52	3.42	3.94	VE
Multi-faith Services	4.40	3.23	3.70	3.78	VE
Total Weighted Average	4.30	3.57	3.56	3.81	VE

The socio-cultural services are doing well in the promotion of distinct cultures that are symbolic of CSPC as a premiere higher institution for health care, engineering, information and communication, management and entrepreneurship, and education in the 5th district of the province of Camarines Sur, Philippines, the multi-faith services program is the college' response to religious freedom that is accorded to every student as a matter of constitutional right, while the sports and athletics services are provided to students as an avenue to enhance the physical well-being of the students believing that a physically healthy body is essential in the production of a healthy and sound mind.

a. Student Government. As to the implementation of the student government support services, the researcher found out that all the indicators stipulated were rated very satisfactory with a general average weight of 3.87; an excellent rating was noted from the administrators' group with a mean average of 4.36 while very satisfactory ratings from

the faculty with 3.76 and the students with 3.50 mean averages. On the extent of effectiveness of the student government support services, data shows a very effective rating across respondents with a general average weight of 3.91; the administrators gave it an excellent rating of 4.30 mean, while the faculty and students gave it very effective ratings of 3.82 and 3.60 mean averages, respectively.

The result of the study is justified by the right accorded by the administration to students for self-government as evidenced by the recognition accorded to student organizations and the opportunity to represent themselves the planning, organizing, and carrying out strategic plans and actions of the college. The regular conduct of programs and activities, which each organization is required, is also a noteworthy event that makes student government services very visible to studentry. These programs are providing opportunities for students' interaction and collaboration with themselves, the community, the local government units, the industry, other stakeholders of the school and other academic partners.

According to Foubert and Grainger (2006), many students have their first substantive leadership experience through Registered Students' Organizations (RSO). [11] These organizations are the most potent mechanisms of the school to reinforce academic experiences with strong leadership trainings that are reflective of the kind of citizens the country needs

b. Student Publication. Data shows that in the implementation of the student publication services, the highest reputation was earned among the student development services of the college. The administrators and the faculty groups gave it an excellent rating with mean averages of 4.18 and 4.04 respectively while the students gave it a very satisfactory rating with 3.56 mean average. All in all, a very satisfactory remark was noted from the computed mean averages of the three groups of respondents. On the extent of its effectiveness, the student publication services got the highest computed mean average of 3.93; the administrators gave it 4.97, the faculty gave it 3.96, and the students gave it 3.77. The overall verbal interpretation is very effective because of a number of salient features that are made known to all groups of respondents, like; the publication highlights and documents the students' achievements, activities, and performance in both academic and non-academic

endeavours and there are policies and guidelines governing student publications that are conscientiously observed and implemented, and These are two of the strongest points why the student publication is getting a positive turn-out not only from the students but the teaching and non-teaching personnel of the institution. In fact, the student publication is always compliant with existing guidelines in the creation of its services as provided for in the “Journalism Act of 1991, and other existing organizations that have so much influence in the operation of school organs in the Philippines.

As to achievements, the student publication staff has brought laurels to the college in terms of their involvement in various events that brought significant milestones in the history of Camarines Sur, Bicol Region, and the Philippines. They also won several awards in prestigious competitions held locally and nationally.

c. Sports and Athletics. Data presents the respondents rate relevant to the conduct of the college on sports and athletics services. Five (5) indicators were rated by the respondents very satisfactory with a mean average of 3.67 as far as the extent on implementation is concerned. The administrators gave a weighted mean 4.0 which is Excellent while the faculty and students gave a weighted mean of 3.64 and 3.38 with a verbal interpretation of Very Satisfactory respectively. On the part of the effectiveness of the program, all the indicators were rated very effective. The administrators gave it a mean of 3.88, the faculty gave it 3.32, while the students gave it 3.38; all with very satisfactory interpretation. Based from the findings, the researcher infer that the sports and athletics services of the college are effectively implemented as evidenced by the prevailing sports and athletic programs the college is providing not only to varsity players but also to students of the physical education department and those who, during their leisure periods, engaged in sports activities like basketball, volleyball, table tennis, and badminton, among others. The sports and athletics office is also equipped with facilities and equipment to aid students in their desire to maximize their idle time enhancing physical characteristics; these are made available anytime during regular working days.

One of the best features of the sports and athletics services is the availability of venues for holding activities with amenities that are compliant to safety

and sanitary requirements provided for by local authorities. In addition, the college has also periodic monitoring and evaluation of sports and athletic activities conducted as part of the students’ experiences along with academic activities.

d. Socio-cultural Services. Generally, this program was rated very satisfactory as far as the implementation is concerned with a general weighted mean of 3.78; the administrators with an excellent rating of 4.20 mean average, while the faculty and students with very satisfactory ratings of 3.72 and 3.42 mean averages. On the basis of the findings, the researcher hereby concludes that socio-cultural services are very satisfactorily implemented. On the other hand, the extent of effectiveness is rated very effective with an average weighted mean of 3.94. The administrators gave a rating of 4.18 weighted mean with a verbal description of excellent while the faculty and students gave very effective ratings with mean averages of 3.52 and 3.42 correspondingly.

The findings revealed that the socio and cultural activities are very much effective for students’ development. This is supported by numerous programs and activities across disciplines, enhancing students’ knowledge, skills, values, and attitudes. These programs are multi-cultural friendly and are considered the college medium of cultural exchange so that students can probably learn to understand patterns of behaviors that are instrumental in understanding diversity in school community. As universities become more multicultural, they also become more effective, highly productive institutions where all members are affirmed and fulfilled [12]. Since Higher Education Institutions are understood to be one of the best venues for cultural exchange, schools are expected to provide multicultural experiences that would help students understand the value of diversity and how it helps them to become well rounded individuals and professionals in the future. And Student affairs educators have the capacity to profoundly influence the initiation and fulfillment of multiculturalism within their areas of responsibility as well as throughout the campus [13].

The college is conscious about balance between academic development and co-curricular activities of the students. In fact, the effectiveness of co-curricular activities and campus organizations is regularly evaluated and students take an active involvement in assessing its contribution to their holistic growth and development.

e. Multi-Faith Services. Based on the findings, the researcher found out that of the three (3) indicators presented, all were rated very satisfactory implemented with a general average weighted mean of 3.70. On the part of the administrators, these services were excellently implemented with a weighted mean of 4.30. On the part of the faculty it had a mean weight of 3.50 while on the part of the students, a mean weight of 3.30 was noted; both with very satisfactory ratings. On the basis of effectiveness, all the indicators available had generated a mean average of 3.78 with a verbal description of very effective computed from the three groups of respondents; the administrators' rating with a mean of 4.40, the faculty's rating with a mean of 3.32, and the students' rating with a mean of 3.72. Along this, the researcher deduced that the multi-faith services of the college were all effectively implemented through the support of the program coordinator, the students and the college personnel, teaching and non-teaching.

In reality, there are a number of religious organizations that are encouraged to exercise their rights without fear of curtailment because the college believed that religious formations are essentials in the development of life-long characters which can shape the values and attitudes of the students towards work and life. The college is also extra sensitive providing variety of religiously acceptable activities that are contributory to student development and supportive of the school's educational objectives.

Table 5. Results on the Agreement between Implementation and Effectiveness of Student Affairs Services Programs

Student Services and Programs	Computed Value W	Computed Value X^2	Decision on H_0	Inference
Implementation	0.571	27.41	Rejected	Significant
Effectiveness	0.55	26.4	Rejected	Significant

Tabular Value of X^2 @ 0.05 = 26.296

To test the agreement between the implementation and effectiveness of the student development services, the value of the mean (w) must be identified. After which, the chi-square value is computed so as to get the tabular value.

Testing the significance of w can be replaced by chi-square (X^2) where $N-1 = 17.1 = 16$ as the degree of freedom. As computed (please refer to Appendix, $w = 0.571$ which being exceeded by $X^2 = 29.41$. The computed X^2 value was greater than the tabular value of $X^2 = 26.296$. This value rejected the null hypothesis

which means that the implementation of student affairs services and programs as perceived by the different respondents had made them agreed significantly. As also computed for effectiveness, $W = 0.55$ this value is being converted to X^2 as equal to 26.4. The computed $X^2 = 26.4$ was greater than the tabular value of $X^2 = 26.296$ rejected the null hypothesis. This further implies that the effectiveness of the Student Affairs Services and Programs had agreed significantly at 0.05 level of significance.

The Difference between the Implementation and Effectiveness of Student Affairs Services Programs of CSPC

To test the significant agreement as perceived by the respondents regarding the implementation and effectiveness of the Student Affairs Services and programs, Kendall Coefficient of Concordance (W) was used for the three groups of respondents such as the Administrators, Faculty and Students. Table for w cannot be used to determine the significance of the observed w because the number of items is larger in range.

The study employed a null hypothesis that no significant difference was observed in the result between implementation and effectiveness of student development programs and services of the college. Using the T-test, it was noted that the computed t-value of 0.479 was less than the tabular value of 1.6944 at 0.05 significance level, hence, the hypothesis was rejected.

Table 6. Results on the Difference between Implementation and Effectiveness of Student Development Services

Independent Variables	Implementation	Effectiveness
Mean	$X_1 = 3.60$	$X_2 = 3.54$
No. of Samples	$N_1 = 17$	$N_2 = 17$
Standard Deviation	$S_1 = 0.364$	$S_2 = 0.366$
Computed t-test value	$t = 0.479$	
Tabular t= test value	$t = 1.6944$ @ $df = n_1 + n_2 - 2 = 17 = 17.2$ 0.05 level of significance = 32	
Decision in H_0	Null Hypothesis Accepted	
Inference	No Significant Difference	

Comprehensive Student Affairs Services Programs of Camarines Sur Polytechnic Colleges, Nabua, Camarines Sur, Philippines

The Student Development Services Office is CSPC's frontline office for student personnel services.

It is also a hub for co-curricular and extra-curricular activities that links the college to its stakeholders especially on matters concerning student welfare and development. Since its inception, the office acts as one of the implementing unit of CSPC's rules and regulations particularly on student behaviour and discipline. With its current position considering the rapid changes seen in the school environment, the Student Development Services Office is expected to be more meticulous in the planning, organizing, implementing and evaluating of its programs so that it can truly respond to what the students need in their respective career choices, hence, the total development of the well-being of an ideal CSPC graduates can be achieved.

Hence, a Comprehensive Development Plan for Student Affairs Services Programs is indispensable for Camarines Sur Polytechnic Colleges, Philippines. This could be of great help to fully enhance the implementation of the student affairs services and student development services programs of the college. McInnis (2001) suggested universities need to change the way they manage the undergraduate experience [14]. In fact he even suggested for a tighter, more coherent yet relevant curriculum, small-subject focused and organized learning communities including the support structures that enable students to stay connected with their outside worlds.

CONCLUSIONS AND RECOMMENDATIONS

Most of the CSPC Student Affairs Services Programs were very satisfactorily implemented. Most of the CSPC Student Affairs Services Programs were very effectively delivered to the proper beneficiaries. Student Publication is exemplary performing among the student development services since a number of indicators were rated excellent and very effective. Guidance Counselling and Housing Services were both rated Satisfactory in terms of their implementation and only Effective in terms of the effectiveness of its delivery to students. There is no significant difference between the implementation and the effectiveness of the Student Affairs Services Programs of the college. There is a significant agreement noted among the appraisals made by the three groups of respondents on Student Development Services' implementation and effectiveness aspects.

It is recommended that the Guidance and Counselling Services must be taken a priority consideration since it was only rated satisfactory both

in the implementation and effectiveness aspects of the study.

Housing Services must also be given attention by the college since some of the indicators were only rated satisfactory and effective.

Although some of the services and programs were very satisfactory in its implementation, there is still a need to come up with comprehensive details to at least make it highly effective or excellent in the delivery of its services.

The college must adopt a "Comprehensive Development Plan for Student Affairs Services Programs" for the Camarines Sur Polytechnic Colleges so as to ensure that all services programs including those intended for student development are aligned with the college goals and objectives and that the same are truly responsive to the present needs of the students and the school community.

More comprehensive study in the delivery of its services and programs based on its monitoring and evaluation results.

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