Evaluation of the Office of Student Affairs and Services: Basis for Sound Improvement

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Abstract:- This study aimed to assess the overall level of students' satisfaction with the services offered by the OSAS. The study utilized a quantitative research design to investigate the students' perception of the roles and responsibilities of SAS units for the academic year 2022-2023. A descriptive research framework was utilized to align with the study's objectives. The qualitative data were analyzed using thematic analysis. The results reveal that students are generally satisfied with the programs and services of the OAS on student welfare, student development, and institutional student services programs. Among the areas that did require attention, the physical facilities of the school garnered the most significant share of responses (16.34%). The findings also reveal that financial issues are the most prevalent, affecting nearly 44% of respondents, highlighting the widespread challenge of financial instability. However, academic-related difficulties (12.4%), school facilities concern (7.3%), and a diverse "Others" category (2.72%) rounded out the findings. These findings provide a basis for redesigning SAS programs to further improve SAS services and achieve its goal of comprehensive and holistic student development.

I. INTRODUCTION

Student Affairs and Services (SAS) programs cannot be undermined as they play a crucial role in students' lives on campus. Galvez (2018) states that Student Affairs and Services delivers high-quality services and is critical to students' overall development. It does not only focus on academic aspects, but it also prepares the students to become an active member of the society (UNESCO 2002). Having well-organized and evaluated student support services is vital in promoting the social and emotional growth of students, as well as fostering a positive learning environment that facilitates their attainment of academic excellence.

To ensure quality, effective, and efficient delivery of student programs and services, the Office of Student Affairs and Services of Bato Institute of Science and Technology adheres to the provisions of CHED Memorandum Order 9 s.2013 which had been set to regulate the implementation of the varied student affairs and services programs. The CMO emphasizes academic support services for the betterment of students' welfare and development as well as institutional programs and services.

Evaluating SAS programs is a crucial tool for quality improvement in higher education, providing insights into the current situation and serving as a compass for institutions to achieve their goals in student development, retention, and overall success. This is supported by Loren et al. (2023) who posit that understanding students' satisfaction with the units of SAS can be useful for institutions of higher education to help them identify their strengths and pinpoint areas that could be improved. To do that, one must look into students' experiences and other factors that contribute to their satisfaction.

In a recent study, Estacio et al. (2022) stated that assessing student services and programs is in line with the Commission on Higher Education's (CHED) recommendation that these tools for student development be supervised and evaluated to ensure that students receive the necessary assistance throughout their educational journey. Furthermore, Article X of the abovementioned memorandum urges HEIs to conduct various research on the implementation of Student Affairs and Services programs, with the possibility of involving students in the research process. As a result, many educational institutions have conducted numerous research studies to evaluate the efficient delivery of student affairs and services.

A study conducted by Loren et al. (2023) revealed that the students rated the SAS units as having a good degree of implementation. Respondents also expressed high levels of satisfaction with the various initiatives despite encountering some problems with these services. Similarly, Sison (2019) concluded that the delivery of SAS was found to be "Very Satisfactory" by the students. Student Development was highlighted as one of the primary areas of SAS that could benefit from additional strategic planning.

Galvez (2018) also assessed the level of satisfaction with the university's student affairs and services. According to the data, students were generally pleased with the quality of services offered by the Student Affairs and Service Department. Specifically, Admission Services received an "Excellent" rating, whereas Sports Services received the lowest rating of "Satisfactory". All areas evaluated, including Personnel, Facilities, and Quality of Services, were found to be "Very Satisfactory". In addition, Cadag (2017) highlighted the importance of effective student services in promoting students' development in various aspects, such as intellectual, social, cultural, and political. The student services offered by the SAS department were found to be satisfactorily implemented.

Despite its commitment to educational excellence, the Bato Institute of Science and Technology has yet to conduct a comprehensive research initiative focused on evaluating its SAS programs. This research gap underscores the significance of the present study as it endeavors to address this uncharted territory within the institution's academic landscape.

This research therefore aims to evaluate the Bato Institute of Science and Technology's Office of Student Affairs and Services. The study's findings will serve as a guide for redesigning SAS programs to further improve SAS services and achieve its goal of comprehensive and holistic student development.

➢ *Objectives of the Study:*
The study aimed to evaluate the quality of Student Affairs and Services as a basis for sound improvement. Specifically, it seeks answers to the following questions:

- How satisfied are college students with the school's services and programs in terms of the following:
  ✓ Student Welfare Services
  ✓ Student Development
  ✓ Institutional Services and Programs

- Assess the overall level of students' satisfaction with the quality of student services in the following areas:
  ✓ Student Welfare Services
  ✓ Student Development
  ✓ Institutional Services and Programs

- What are the most prevalent problems experienced by students in the school?
- What areas of the OSAS need to be improved?

II. METHODOLOGY

This study utilized a quantitative research design to investigate the students' perception of the roles and responsibilities of SAS units for the academic year 2022-2023. A descriptive research framework was utilized to align with the study's objectives. A researcher developed 22-item Likert Scale questions adapted from Loren et al. (2023) was created with a Cronbach's' Alpha of 0.97. Five distinct scales with description per level: 5- Very Satisfied; 4-Satisfied; 3-Neutral; 2-Dissatisfied; and 1- Very Dissatisfied were used to collect data from a significant number of students. The collected survey responses were subjected to analysis for further interpretation and implications. A simple random sampling method was used to select the respondents who were enrolled in A.Y. 2022-2023 ensuring that every individual had an equal chance of being included in the sample.

The researchers used the following arbitrary scale to evaluate the effectiveness of student services and programs:
4.21 – 5.0 Very Satisfied
3.41 – 4.2 Satisfied
2.61 – 3.4 Neutral
1.81 – 2.6 Dissatisfied
1.00 – 1.8 Very Dissatisfied

For the qualitative data collected, the interview sessions were recorded, transcribed, and analyzed using thematic analysis.

III. RESULTS AND DISCUSSION

Student welfare encompasses programs and resources that aid in the physical, emotional, and social wellness of students. These initiatives foster a nurturing and supportive school environment, promote healthy growth and development, and ensure that all students have access to equal educational opportunities.

Table 1 *Students' Satisfaction in Student Welfare Services*

Area	Average	Interpretation
Information and Orientation Services	4.20	Satisfied
Guidance and Counseling Services	4.17	Satisfied
Career and Job Placement Services	4.13	Satisfied
Economic Enterprise Development	4.06	Satisfied
Student Handbook Development	4.15	Satisfied
Alumni Relations Services	4.00	Satisfied
TOTAL	**4.19**	**Satisfied**

As seen in Table 1, all areas under student welfare services were rated as "Satisfied" by the students. The highest-rated area was Information and Orientation Services at 4.20. This can be attributed to the varied orientation provided at the start of the semester as well as the different seminars and webinars provided by the school through CWTS and school organizations. This was followed by Guidance and Counseling services at 4.17, Student Handbook Development at 4.15, and Career and Job Placement Services at 4.13. Economic Enterprise Development at 4.06 and Alumni Relations Services at 4.00. Student Welfare Services shows an overall mean score of 4.19 which means that most of the students were satisfied with the services under this domain.

Table 2 *Students' Satisfaction with Student Development Services*

Area	Average	Interpretation
Student Activities	4.22	Satisfied
Student Organizations and Activities	4.21	Satisfied
Leadership Trainings	4.14	Satisfied
Student Council	4.10	Satisfied
Student Discipline	4.19	Satisfied
Student Publication	4.15	Satisfied
TOTAL	**4.17**	**Satisfied**

The evaluation of Student Development Services, as presented in Table 2, demonstrates high levels of satisfaction among surveyed individuals, with an overall average score of 4.17, indicating robust contentment. Notably, student activities (4.22), student organizations and activities (4.21), and student discipline (4.19) received particularly high satisfaction ratings, signifying students' appreciation for extracurricular engagement and a well-maintained campus environment.

Leadership training (4.14) and student publication (4.15) also garnered favorable ratings, emphasizing the perceived value of personal development opportunities and transparent communication channels. The student council (4.10) received a positive score, indicating that students acknowledge its role in governance. These percentages highlight the institution's dedication to holistic student growth, fostering a supportive and engaging environment that contributes positively to the overall student experience.

Table 3 *Students' Satisfaction with Institutional Programs and Services*

Area	Average	Interpretation
Admission Services	4.19	Satisfied
Scholarships and Financial Assistance	4.13	Satisfied
Food Services	3.91	Satisfied
Health Services	4.09	Satisfied
Safety and Security Services	4.23	Satisfied
Multi-Faith Services	4.10	Satisfied
Services for PWD	4.05	Satisfied
Cultural and Arts Programs	4.10	Satisfied
Sports Development Programs	4.10	Satisfied
Social and Community Involvement Programs	4.14	Satisfied
TOTAL	**4.10**	**Satisfied**

Table 3 assesses Institutional Programs and Services provided by the Office of Student Affairs and Services (OSAS), revealing high levels of satisfaction among respondents, with an overall average score of 4.10, indicating robust contentment. Notably, safety and security services (4.23) garnered the highest rating, emphasizing students'

profound sense of safety on campus. Similarly, admission services (4.19), scholarships and financial assistance (4.13), health services (4.09), and social and community involvement programs (4.14) received favorable scores, highlighting the institution's commitment to ensuring a supportive and inclusive environment. Although slightly lower, food services (3.91) still reflect overall satisfaction, indicating potential areas for menu diversification and quality enhancement. These percentages underscore the institution's dedication to comprehensive student development and welfare, creating a positive and enriching educational experience.

Table 4 *Prevalent Problems Experienced by Students in the School*

Problems Encountered	Frequency	Percentage
Financial	258	43.80
Self-Related	103	17.49
No Problem	96	16.30
Academic-Related	73	12.39
School Facilities	43	7.30
Others	16	2.72
TOTAL	589	100%

Table 4 shows six distinct problem categories among a diverse population. The findings reveal that financial issues are the most prevalent, affecting nearly 44% of respondents, highlighting the widespread challenge of financial instability. This can be attributed to the two-year delay of the Tertiary Education Subsidy where most of the students are grantees.

Self-related problems followed closely at 17.5%, encompassing personal and mental health concerns. The self-related challenges faced by students include time management, mental stress, lack of motivation, concentration, and communication skills. Time management is a central concern, as students often struggle to balance coursework, extracurricular activities, and personal life commitments. This struggle can contribute to mental stress, rendering students susceptible to anxiety and burnout. Low motivation and concentration further compound the issue, as students find it challenging to remain engaged and focused on their studies. Consequently, this hampers their ability to understand lessons effectively, leading to an academic performance lag. Furthermore, the intertwined issue of communication skills is exacerbated as students' mental stress and lack of motivation impede their confidence and ability to express themselves, hindering both academic and personal growth.

Surprisingly, 16.3% of participants reported having no problems, revealing a significant subgroup with relatively low reported issues. Academic-related difficulties (12.4%), school facilities concern (7.3%), and a diverse "Others" category (2.72%) rounded out the findings.

The proliferation of loaded school activities and assignments often leads to overwhelming stress and time management issues, leaving students feeling stretched thin. In addition, long time gaps between subjects can disrupt the continuity of learning, making it challenging for students to retain and apply knowledge effectively. Instructors perceived as unapproachable exacerbate these issues, inhibiting students' ability to seek clarification and guidance. Moreover, the imposition of high academic standards and discussions that are hard to understand demotivate students and affect their self-confidence. To address these challenges, it is imperative to foster a more supportive learning environment that promotes effective communication with instructors, balanced workloads, and strategies to bridge gaps in subject comprehension, ultimately empowering students to navigate their academic journeys more successfully.

Table 5 *Areas of OSAS that Needs Improvement*

Areas for Improvement	Frequency	Percentage	Focal Person/Office
None	300	49.01	N/A
School's Physical Facilities	100	16.34	School Administration
OSAS Office	67	10.95	OSAS Coordinator
School Rules and Regulations	41	6.70	OSAS Coordinator
School Services	36	5.88	OSAS Coordinator and School Administration
Academic-Related	34	5.56	Academic Council
Student Activities	20	3.27	OSAS Coordinator and Supreme Student Council
Others	14	2.28	School Organizations
TOTAL	612	100%	

In addition, Table 5 sheds light on areas for improvement within the educational institution, as reported by the respondents. Notably, a significant portion of respondents (49.01%) expressed satisfaction with the OSAS, reporting no specific areas for improvement. While this is encouraging, it underscores the importance of maintaining high standards and continuously engaging with the students to monitor their evolving needs and concerns.

Among the areas that did require attention, the physical facilities of the school garnered the most significant share of responses (16.34%). This suggests a need for investment in infrastructure maintenance and upgrades, primarily overseen by the School Administration. Most of the students feel that there is a need to enhance the ventilation of the classrooms by installing additional electric fans. This is quite understandable as the country is still experiencing high heat indexes. The students also emphasized the importance of adding study sheds, adequate chairs in the classrooms, and dressing rooms for their PE classes.

Additionally, the Office of Student Affairs and Services (OSAS), student services, and school rules received notable mentions. For the OSAS, students asked for timely updates, immediate responses to queries in Messenger, and more extra-curricular activities for them to enjoy. On the other hand, students said that the canteen should offer different kinds of menu every day and sell healthier yet affordable foods. They also expressed their desire to have a wash day or at least let them wear civilian clothes during their Saturday classes.

For the areas identified as needing improvement, collaboration among relevant offices and stakeholders is essential. The delineation of responsibilities among the School Administration, OSAS Coordinator, Academic Council, and student organizations provides a clear framework for addressing concerns effectively. Regular feedback mechanisms and continuous assessment should be integrated to track progress and ensure that the institution remains responsive to the evolving needs of its students. By addressing these areas for improvement, the institution can foster an

environment that not only meets but exceeds the expectations of its student body, ultimately contributing to a more enriching educational experience.

IV. CONCLUSION

The study concludes that students are satisfied with the programs and services of the Office of Student Affairs and Services (OSAS) on student welfare, student development, and institutional student services programs. The primary problems of the students regarding their studies are financial, self-related, academic, school facilities, and others. The areas that need to be improved by the OSAS include the physical facilities of the school, delivery of some programs of the OSAS, and school rules and regulations.

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