



Evaluation of Student Services in the New Normal: A tool for Quality Improvement

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Received: 09 Aug 2023; Received in revised form: 11 Sep 2023; Accepted: 23 Sep 2023; Available online: 04 Oct 2023

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Abstract— Student affairs and services in higher education at present in the new normal is faced with many challenges. It 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 SAS in light of the paradigm suggested in the CMO No. 21, s. 2006. This study aimed to evaluate the student services in the Kalinga State University utilizing a quantitative research design framework as to the extent of priority, level of satisfaction among the three areas, suggestions were asked to support the result of the study. Student welfare and institutional program may be given further strategic planning for students to give equal priority as that of student development. Provision of student centers in every college and office space for the student council may be considered as priority need of students while College of Agriculture may be encouraged to actively participate in activities for development. Clients are moderately satisfied in the student welfare programs but identified. Availment of student emergency loan may be proposed as one of the students' privileges. Further study for College of Criminal Justice Education for getting the lowest mean. On the institutional program, dormitory services and boarding houses services of the owners has to be reviewed, while College of Criminal Justice Education needs to be more motivated to participate in the institutional program of the school.



Keywords— Evaluation, Student Services, Student Development, Quality, New Normal

I. INTRODUCTION

Student affairs and services in higher education at present in the new normal is faced with many challenges. These include criticism of the moral and ethical climate on campuses, online classes, new technology, shifting student demographics, calls for greater accountability, worries about the rising expense of higher education, and demands for greater accountability. Social and political issues like multiculturalism, personal responsibility, and equal opportunity also have an impact on higher education institutions. Our approach to these problems will determine how we play a part in higher education. Student affairs and services educators have a straightforward choice to make: we may take a path that involves us in the core purpose of our institutions, or we can withdraw to the periphery in the hope that we can avoid the inconvenience of change.

Others in the higher education sector have acknowledged these difficulties and have called for a concentration "on the core function of the enterprise, that is, focusing on student learning" (Wingspread Group, 1993). A fundamental shift in viewpoint is when instruction is put aside in favor of learning. If learning is the goal of education, then institutional efficiency should be evaluated in terms of specific educational advantages and results rather than in terms of the quantity of computers, books, teachers, or resources.

Student affairs work has always been focused on creating environments and experiences that help students learn. The Student Learning Imperative (American College Personnel Association, 1994) urged us to seize this chance to reaffirm our dedication to the growth and learning of all students. The Student Learning Imperative stated the necessity for a focus on student learning and the need of

student affairs educators collaborating with students, teachers, academic administrators, and others as a first step in that direction. Finding strategies that will advance our profession's emphasis on learning and direct us in overcoming the obstacles we face is the next stage. To this end, we have created guiding principles for student daily practice.

Every HEI in the Philippines has a distinctive SAS program. They range from school to school, from one hierarchical level of formal education to another, and according to the kinds of values, interests, and social advocacy they hope to foster and promote in their pupils. Higher Education Institutions (HEIs) have greatly improved their SAS programs thanks to the work of the Commission on Higher Education (CHED). The CHED Memorandum Order (CMO) No. 21 s. allowed for this. The Guidelines for Student Affairs and Services Program, or 2006, is another name for this program. This document outlines the policy, the rules, and the requirements for execution. The Student Welfare Programs and Student Development Programs are the two parts of SAS programs.

The Kalinga State University with its aim to give quality services to students through the office of the OSDSPS would want to assess the satisfactory level of our students in which the result would be the basis of improvement which will be considered in the planning of the different activities and programs for the next school year.

II. THEORETICAL AND CONCEPTUAL FRAMEWORK

The CMO-No.8-s.2021 Guidelines for the Implementation of Student Affairs and Services Programs during the COVID-19 Pandemic were supplied by the Commission on Higher Education because they are highly active in monitoring every higher education institution. The SAS program satisfaction survey, which was the instrument utilized in this research, was included in the recommendation. Given the effects of the pandemic on students' mental health and wellbeing as they attempt to adjust and recover, the delivery of SAS programs is now even more important. (Kutat and others, 2021)

Services that support the physical, emotional, and social wellbeing of students and teachers are included in the field of student welfare. The programs promote healthy child growth and development, encourage kind and constructive interactions among members of the school community, and guarantee that everyone has an equal opportunity to study.

<https://www.google.com/search?q=student>

The Student Development Model **connects theories of human growth and development and environmental influences as student's experience them both in and out of classroom.** Each and every experience is intended to give the student both challenge, and support to meet those challenges.

Likewise student development theory provides higher education administrators with invaluable insights about college students and improves their ability to support those struggling to transition into college life, academically and socially.

<https://www.google.com/search?q=student+development&oq>

Mercado, R., Hilario, D., & Nuqui, A. V. (2015). Student affairs and services among selected higher education institutions in Bulacan: A policy study. *Journal of Business & Management Studies*, 1(1), 1-6. R

The International Association of Student Affairs and Services Professionals (IASAS) created the Manual on Student Affairs Services and Programs in Higher Education, which outlines the goal of SAS in Higher Education Institutions, which is to address the fundamental personal needs of students by offering a wide range of extracurricular student services and programs that are commonly referred to as student affairs and services. These initiatives ought to be created with the intention of enabling and empowering students to concentrate more intently on their coursework as well as their own cognitive and emotional development. They should also lead to improved academic outcomes for students.

This study's foundation was Lewin's Theory of Change, particularly in demonstrating how change is crucial for changing a person's personality. This hypothesis sheds insight on the problem that change does not occur suddenly. Before a person or organization learns to accept the change, there are a number of stages that must be passed through. Similar to how a community of academics, in particular faculty and students, adheres to the idea of change only when the aim has been properly explained and accepted. In general, this process of change goes through three stages: driving forces, restraining forces, and equilibrium.

As soon as a person is exposed to a particular stimulus, their behavior changes. According to Skinner, changing overt behavior is a necessary component of learning. Behavior modifications are the result of a person's reaction to environmental events (stimuli). An individual is trained to react when a specific Stimulus-Response (S-R) pattern is reinforced (rewarded) [8]. A stimulus can learn to elicit a response that was initially elicited by another stimulus in a reflexive or automatic sort

of learning, according to Watson's investigation of Pavlov's Classical Conditioning Theory in human beings [9]. In a similar vein, when these ideas are applied to the issue being investigated, student affairs initiatives work as stimuli that cause response or reaction, which leads to change.

Standards and rules for implementing SAS programs are provided by CHED Memorandum Order 21 series of 2006, also known as rules on Student Affairs and Services Program. The aforementioned policy's specifics provide clarity to students and HEIs about the input, process, Journal of Business & Management Studies JBMS 05|Volume 1|Issue 1|2015 3 and output of SAS programs. Because of this, C.M. O. Guidelines on Student Affairs and Services Program, No. 21 Series of 2006, illustrates how specific policies affect each student's life within the academic community.

The initial idea for student affairs and services was inspired by the fundamental function of a teacher in the classroom. The concept that a teacher or instructor stands in loco parentis to his pupils is defined by Evans (1998) in his book as instructing and taking care of students' welfare and development while in his custody during the learning process. In the early days of English common law, this developed. In the seventeenth century, students at the colleges of Oxford and Cambridge were subject to a paternalistic regime that required them to adhere to a comprehensive set of rules. In a similar vein, early American institutions took moral as well as academic responsibility for their students.

However, as time went on, both the sorts and the numbers of students attending higher education increased, many of them were women who were receiving admission for the first time in several centuries. Academics who had previously handled these responsibilities began asking for additional help with carrying out these non-instructional tasks, despite the fact that they knew very little about managing such programs and counseling students.

As a result, the field of student affairs and services was born. These staff members were now in charge of providing students with physical and mental health care, which was now essential on many college campuses in addition to housing and feeding them. According to Tejido (2006), the role of student affairs in the Philippines is very much one of in loco parentis. This role has been codified by law to meet the needs of the country's students, who are much younger than university students in Europe and the United States.

As a result, as of December 2007, the majority of the 2,016 private and public HEIs have student affairs offices, albeit under different names. Villanueva (2009)

presented the status of student affairs and services programs in the Philippines at an international convention hosted by the International Association of Student Affairs and Services (IASAS) in cooperation with UNESCO. She stated that the general goal of student affairs offices is to promote the university's academic and research endeavors. Depending on the organizational structure, there are different numbers of student affairs employees.

Student development programs, counseling and guidance, health services, food service, residence halls, learning assistance, international student services, student publications, testing and placement/career services, student discipline, and supervision of student activities are some of the specific services and programs offered.

In the Philippines, there is no established academic program for administration of student affairs. Depending on the organizational structure of the university, the dean or director of student affairs often serves as the head of the student affairs office and reports to the vice president or chancellor.

In 2006, cognizant to the following conditions of SAS, the Commission on Higher Education issued CMO No. 21 or otherwise known as Guidelines on Student Affairs and Services Program.

The aforementioned regulation requires all HEIs to execute the Student Affairs and Services Program standard inside their institutions. On its part, the CHED established the guidelines with the intention of establishing minimum requirements for student services among higher education institutions (HEIs) in order to enhance the quality of student affairs and services programs among HEIs, promote access to quality, pertinent, efficient, and effective student affairs and services, support student development, and ensure that all HEIs adhere to the minimum requirements. As a result, the output and results of SAS programs can now be evaluated based on the minimum standard established for the SAS program.

In order to achieve comprehensive student development, it defines student affairs and services as the services and initiatives offered by any college or university that focus on students' extracurricular activities. Non-academic services fall into two categories: those that pertain to student development and wellbeing. The way these services are implemented can vary from institution to institution. Basic services and programs are required to ensure and enhance students' wellness, and these are the Student Welfare Programs and Services. These include admission services, research, monitoring, and evaluation of student affairs, information and orientation services, financial aid, scholarships, health services, guidance and counseling services, food services, career and placement services, safety and security services, student discipline,

student housing, services for students with special needs, international students' services, and services for international students.

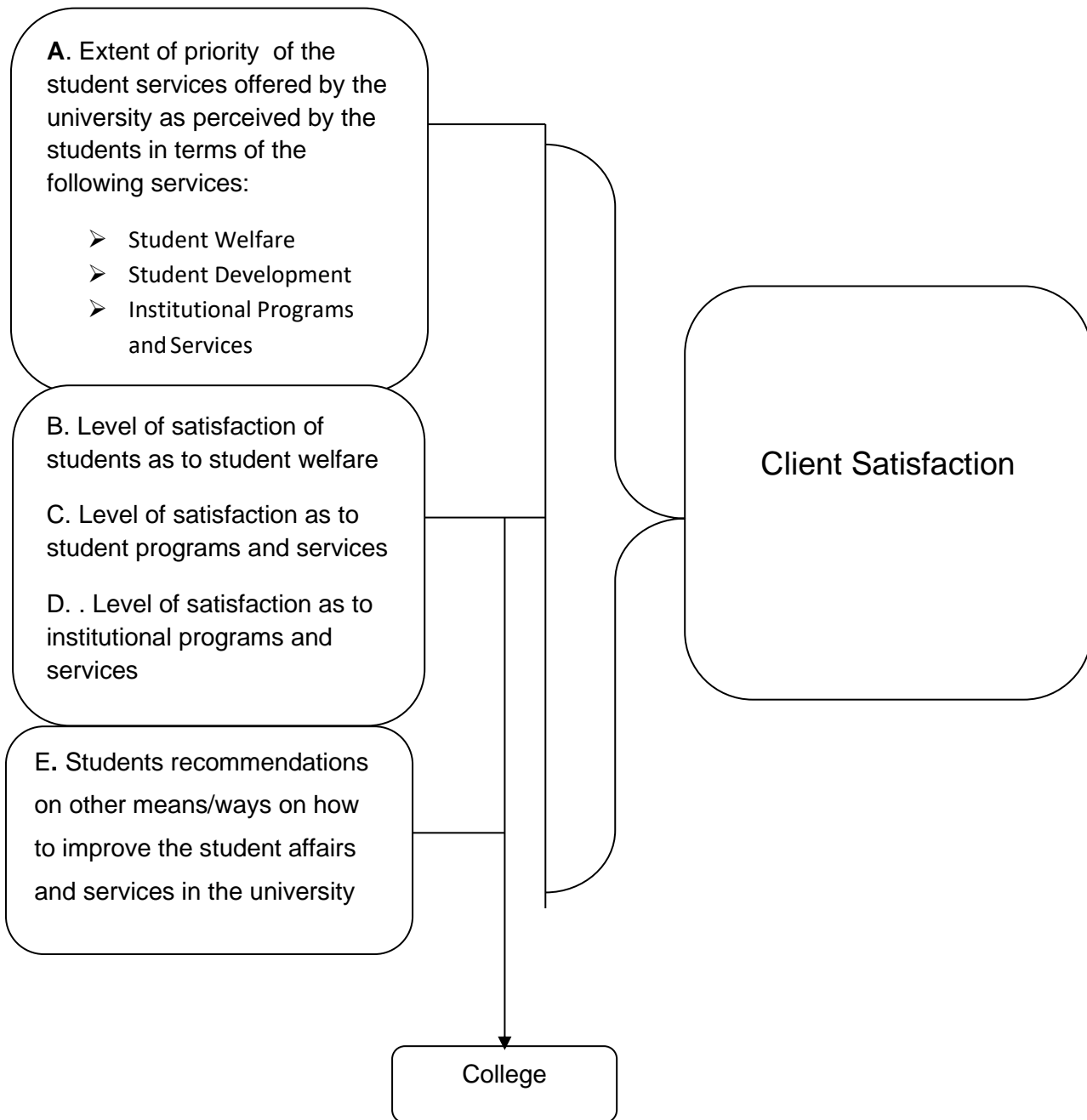


Fig.1. Conceptual Model of the Study

The theoretical framework of the study was primarily adopted from the study of Mercado, Hilario and Nuqui (2013), as cited by Mylah Sison (1019) which employed a similar logic model to their policy study of the previous SA guidelines in CMO No. 21, s. 2006. The independent variables of the study – student welfare, student development, and institutional programs and service – came from the framework provisions of the CMO No. 9 Series of 2013, which

delineated the policies and standards expected within the enhanced guidelines. The dependent variable of the study – client satisfaction – is the target measure of the efficiency of the different SAS programs through the perception of its student clientele. The college is the moderator variable to determine which among the colleges are most satisfied with the university services. The conceptual paradigm assumes that student welfare, student development, and institutional applications and

service collectively have an impact on the satisfaction of students on the SAS programs.

III. STATEMENT OF THE PROBLEM

1. To find the extent of priority of the student services offered by the university as perceived by the students in terms of the following services:
 - a. Student Welfare
 - b. Student Development
 - c. Institutional Programs and Services
 - 1.1 Is there a significant difference of the extent of priority of the services offered by the university in terms of student welfare, student development and institutional programs and services?
 - 1.2 There are no significant differences of the extent of priority of the services offered by the university in terms of student welfare, student development and institutional programs and services.
2. To find the level of satisfaction on the quality of student services in the following areas as perceived by students per college
 - a. Student Welfare
 - b. Student Development
 - c. Institutional Programs and Services
 - 1.1 Is there a significant difference on the level of satisfaction on the quality of student services in terms of student welfare, student development, and institutional programs and services along the variable of colleges?
 - 1.2 there are no significant differences on the level of satisfaction on the quality of student services in terms of student welfare, student development, and institutional programs and services along along the variable of colleges.
3. To determine the recommendations of the respondents on how else the school will improve in the development and services offered.

IV. SIGNIFICANCE OF THE STUDY

Evaluation of the student services through research provides the best basis for quality improvement for the next succeeding years. Students of the university as the end user of the result of the study, will surely benefit the quality of the services and programs offered by the university. This will contribute to the quality of their learning experience and their academic success. The result will help to decrease the university dropout rate and increase the diversity of

students' experience. (Tinto, 1993). Without effective student services, students that do not have an academic, emotional and social connection with the institution at cultural level are more likely to give up their studies. A Ciobanu - *Procedia-Social and Behavioral Sciences*, 2013 – Elsevier.

V. SCOPE AND LIMITATIONS

The study was conducted in the 11 undergraduate colleges of the university. A total of 795 students were involved in the study. High School Laboratory and the graduate studies were not included. The questionnaire floated were on the level of student priority of the student development and services offered by the university, extent of satisfaction on the student development and services as perceived by the students along colleges and to include recommendations of students on how ways and means to improve the programs and services.

VI. DEFINITION OF TERMS

For a common frame of reference and understanding, key terms are defined as follows: **Evaluation.** It is the process of judging or calculating the quality, importance, amount, or value of student services in the university.

Student Services refers to activities which are separate and apart from the regularly scheduled academic functions of the institution and directly involve or benefit students, including textbook rentals, recreational activities, health and hospital services, medical services, intramural and intercollegiate athletics, artists and lecture series, cultural entertainment series, debating and oratorical activities, student publications, student government, the student fee advisory committee, student transportation services, and any other student activities and services specifically authorized and approved by the governing board of the institution of higher education. <https://www.lawinsider.com/dictionary/student-services>

New Normal It refers to previously unfamiliar or atypical situation that has become standard, usual, or expected.

Quality Improvement. It refers to the process of getting into the degree of excellence in the student services.

Student Welfare. This encompasses services that promote the physical, mental and social wellbeing of pupils and students. The services advance the balanced growth and development of the young, foster a culture of caring and positive interaction in the school community, and ensure equal learning opportunities for all.

Student Development. It refers to “the ways that a student grows, progresses, or increases his or her developmental capabilities as a result of enrollment in an institution of higher education.” Rodgers (1990)

Institutional Programs. Refers to the different programs the institution offers for the welfare and development of students.

VII. RESEARCH METHODOLOGY

Locale and Population of the Study

Respondents of the study were 795 students from the 11 colleges of Kalinga State University, Tabuk City, Kalinga Province. The 11 colleges in the undergraduate level are namely: College of Education, College of Agriculture, College of Engineering & Information Technology, College of Health & Natural Sciences, College of Entrepreneurial, Tourism & Hospital Management, College of Criminal Justice Education, College of Forestry, College of Public Administration & Indigenous Governance, College of Liberal Arts & Social Sciences, College of Business Administration & Accountancy, College of Agro-Forestry & Environment. The researcher used simple random sampling. The questionnaire was floated

The study utilized a quantitative research design framework in evaluating the different SAS units, roles and responsibilities for the SY 2021-2022. The study also took on a descriptive research framework to accommodate the purposes of the study. The evaluation was conducted using a survey instrument through google form administered within a considerable number of students per college. The results of the survey instrument were analyzed for further interpretations and implications. The survey instrument used for this study was lifted from the study of Mercado, Hilario and Nuqui (2013) with revision to adopt with the need of the school. The survey consists of 20-item Likert Scale questions consisting of five (5) scales, namely: High Priority (HP), Moderate Priority (MP) Neutral, (N)

Somewhat a Priority (SP,) Low Priority (LP) for objective no. 1 which is on how

Legend:

Scale	Limits	Description	Symbol
5	4.50-5.00	High Priority	HP
4	3.50-4.49	Moderate Priority	MP
3	2.50-3.49	Neutral	N
2	1.50-2.49	Somewhat a Priority	SP
1	1.00-1.49	Not Priority	NP

students perceive the services offered by the University, and objective no. 2

which is on the satisfaction of students in the student development and services

will be using 5 scales too namely: Very Satisfied (VS), Satisfied (S), Neutral (N),

Somewhat Dissatisfied (SD), Very Dissatisfied (VD). The last question is on the

recommendation of the students on the ways/means on how to improve the

programs and services of the OSDSPS.

Table 1. Population of the Study

Name of College	
College of Education	19
College of Agriculture	68
College of Engineering & Information Technology	154
College of Health & Natural Science	110
College of Entrep, Tourism & Hosp Management	50
College of Criminal Justice Education	43
College of Forestry	132
College of Public Ad & Ind. Governance	51
College of Liberal Arts & Social Sciences	120
College of Bus. Admin & Accountancy	27
College of Agro-forestry & Environment	21
Total	795

Treatment of Data

To quantify the extent of priority, the five-point Likert Scale is used to determine the extent of priority of the student services offered by the university as perceived by the students in terms of the following services: Student Welfare, Student Development and Institutional Programs and Services. The arbitrary statistical ranges are the following:

To quantify the level of satisfaction of Students in the Student Welfare Student Development, and Institutional Programs and Services, the arbitrary statistical ranges are the following:

Legend:

<u>Scale</u>	<u>Limits</u>	<u>Description</u>	<u>Symbol</u>
5	4.50-5.00	Very Satisfied	VS
4	3.50-4.49	Moderate Satisfied	MS
3	2.50-3.49	Neutral	N
2	1.50-2.49	Somewhat Satisfied	SS
1	1.00-1.49	Not Satisfied	LS

In making decision if the null hypothesis is accepted or rejected, the table below was used.

Table 2. Basis for Decision on the Hypothesis

Condition	Decision
P. value > 0.05	Accept Ho
P. value < 0.05	Reject Ho

Data Analysis

Simple random sampling was used in the selection of respondents. Weighted Mean was used to give statistical meaning of the data on the extent of priority of the student development and services as perceived by the students. Analysis of Variance was used to determine the significant differences on the extent of priority on the student development and services as perceived by the students and

the level of satisfaction of students along the programs and services offered by KSU.

VIII. RESULTS AND DISCUSSIONS

Extent of priority of the student development and services offered by the university as perceived by the students in terms of the services

Table 2. Perceived priority Student Development and Services Offered by the University by the Students

	mean	SD
1. Student Welfare		
1.1 Information and Orientation Services	3.81	1.21
1.2 Guidance and Counseling Services	3.82	1.21
1.3 Career and Job Placement Services	3.76	1.17
1.4 Economic Enterprise Development	3.69	1.15
1.5 Student Handbook Development	3.76	1.18
1.6 Alumni Relations	3.59	1.22
Sub area mean	3.74	
1.2. Student Development		
2.1 Student Activities	3.86	1.22
2.2. Student Organization and Activities	3.83	1.19
2.3 Leadership Training	3.81	1.19
2.4 Student Council/ Government	3.76	1.19
2.5 Student Discipline	3.83	1.20
2.6 Student Publication	3.75	1.20
Sub area mean	3.81	

1.3 Institutional Programs and Services		
3.1 Admissions Services	3.66	1.20
3.2 Scholarships and Financial Assistance	3.67	1.26
3.3 Food Services	3.58	1.20
3.4 Health Services	3.83	1.20
3.5 Safety and Security Services	3.89	1.20
3.6 Multi-faith Services	3.67	1.18
3.7 Foreign/ International Student Services	3.57	1.20
3.8 Services for Students with Needs and PWD	3.74	1.21
3.9 Cultural and Arts Programs	3.82	1.20
3.10 Sports and Development Programs	3.87	1.20
3.11 Social and Community Involvement Programs	3.84	1.21
Sub area mean	3.74	
TAWM	3.76	

As seen in table 2, the total average weighted mean as to the extent of priority of the services of the university as perceived by the students is 3.76 which means moderately Priority. It implies that all the services offered by the university are important in the growth and development of the students. Student affairs and services are concerned with academic support experiences of students to attain holistic student development. (CMO No. 9 s. 2013)

In the sub area mean it is shown that the student development got the highest among the three services with a mean of 3.86 which means moderately priority although student welfare and Institutional Programs and Services are in the same description as moderately priority with a mean of 3.74 and 3.76. This is attributed to the past pandemic experience of students in which they were confined for a long period of time that they wanted to have more school activities, trainings and the like. It is also evident with their active performance in the different activities of the school and other involvement like seminars and trainings and news writing. Student leaders too of different organizations were very smart in making proposals containing projects, programs and activities. Student leaders were asking on the purpose of crafting their proposals and they spoke. *We have diverse talented students in the university, why not give them the opportunity to develop. At the same time, we the leaders would also want to exercise our leadership skills and potential in leading these activities.* (CSG student leaders)

Student development as defined in CHED Memo. NO. 9 s. 2013 refers to the services and programs designed for the exploration, enhancement and development of the student's full potential for personal development, leadership, and social responsibility through various institutional and/or student-initiated activities.

This result is the same with study of Magbanua and Egualan on the level of priority of student affairs of the state universities studied. Overall, both student welfare and student development were priority thrusts of the student affairs of state universities and colleges in Panay Island (Magbanua, J. N., Alentajan, J. O., & Egualan, E. M. (2021).

As to the indicators, all the means are moderate priority. However, safety and security services under institutional programs and services got the highest priority with a mean of 3.89. In the interview in some of the students on why they prioritize most the said indicator, one causing their fears is the tribal war between tribes. While the Kalinga people are trying to promote the best of their cultures, in some ways like the bodong system, it cannot be totally eradicated in the mind of the people feel afraid whenever there are conflicts between tribes and they belong either of the two tribes. The school is also a passage of a certain community, they are passers thru the gate of the university to their homes.

Findings in the study of J Sprague, S Smith, S Stieber (2002) when they compared the results of the present survey with those found from administering the same survey in 1995. Results indicate that protective factors were rated higher than risk factors in 1995 and 2000. Bullying and harassment, poverty, and transiency were top rated risk factors in 2000 and these were different from results found in 1995. Principals rated response to conflict, suicide prevention, and staff training as top protective factors in 2000 and these also differed from the 1995 ratings.

Sports and Development Programs has the mean of 3.87 and Student activities has the mean of 3.86 which

both means moderate priority. Students as observed were very much engaged in sports and school activities that some teachers complain on the absence of many students in their classes, that means they enjoy more of sports and activities than academic engagement inside the classroom. When students were asked, answers were because they want more physical exercises that they did not enjoy for the two-year pandemic fever. It is also observed during classes that when the teacher focus on content discussion, they become bored but when the teacher lectures less and give more activities, they are more motivated and they enjoy learning. Contrary to the findings of Kuta R. et.al (2021) that Sports got the second lowest with 7%.

Though these indicators belong to moderate priority, they have the lowest means as follows: Foreign/International Student Services has a mean of 3.57 followed by Food Services with a mean of 3.58 and Alumni Relations with a mean of 3.59.

The Foreign/International Student Services has the lowest priority since these students just came from the pandemic experience where everyone would just like to be with their families and the effect of the difficulty of going to other countries. One thing is the university had just begun establishing centers like the Campus-based Kalinga Cultural Heritage Studies and Echo-tourism Center where one of its objectives is for KSU students will use the center for lectures on Kalinga Culture and as a learning resource venue, foreign students and students from other HEIs can have a virtual tour of the cultural materials showcased in the center. Another is the Language Center which also aims to give short courses to local, national and international students to learn any language they would wish. By the time that these are well established, students would see its importance and can consider it as priority service.

This goes with the findings of Kutat R. et.al, (2021) when students were surveyed on the most disliked Student Affairs and Services Programs, it came out that the

Table 3. Analysis of Variance (ANOVA) on the Extent of priority of the student services offered by the university as perceived by the students in terms of the services Offered by KSU

	Sum of Squares	df	Mean Square	F	p
COURSE	66.2	10	6.62	6.62	< .001
Residuals	784.6	784	1.00		

P(0.05)= < .001

Decision: Ho Rejected/Significant

As shown on the table, the computed F-ratio of 6.62 is higher than the computed F-ratio of <.001 at 0.05 level of significance.

least preferred programs of the respondents are the Foreign Student Services with only 5.74%.

For food services, it is associated with the financial status of our students where mostly belong to the below average level. Most of our students bring their own pack lunch for they cannot afford to pay. So they don't consider it as a priority. When some students were asked about canteen services, they said *haan kami unay ma'am nga gumatgatang ijay canteen ta haan mi kaya, manu laeng iti balon mi ket iyananay mi ti pamasaha ken gamit mi.* (We don't usually buy buy in the canteen because we cannot afford, we only have little amount to spend for our fare and other school needs. It also encompasses the findings of A Chortatos · 2018, the interviews revealed most students ate a home packed lunch, with the remainder purchasing either at the school canteen or at local shops however with reason of the choice of food that are not in the canteen. Food got one of the least liked with 2.30%. Kutat R. et.al,(2021).

For the alumni relations, there is really a difficulty in connecting with graduated students after graduation. The coordinators of the alumni concerns are having difficulty in tracing their whereabouts. They are creating group chats and face book page for alumni but still cannot get the most number. It is also the same with the findings in the study Relationship Building: The Key to Alumni Engagement which cited that other colleges and universities are struggling to maintain strong relationships with alumni because they're connecting to students after graduation—which is too late. According to the 2020 report from the Voluntary Alumni Engagement in Support of Education (VAESE), 68 percent of higher education institutions have seen an increase or no change in alumni requesting not to be contacted by the institution, with a 15 percent increase in those asking to be added to the "do-not-contact" list since 2015. <https://er.educause.edu/articles/2021/5/relationship-building-the-key-to-alumni-engagement>

This indicates that there are significant differences on the extent of priority of the student services offered by

the university as perceived by the students in terms of the services offered by KSU. Thus, null hypothesis is rejected.

This implies that there is an impact on the services offered by KSU on the extent of priority that students had chosen. This will be the basis of the office of the student development services and placement services to look into how the chosen highest priority be improved.

Student affairs are complex entities that serve as a critical link to student success and the quality of universities and colleges' overall educational experience (Rintala & Kairamo, 2012). Over time, new programs and services have been added to the array of existing programs and services with little attention on how these programs could be designed to effectively meet the institution's mission or address student needs (Broton & Frank, 2014). It is expected students who graduate from the education

institutions should be able to contribute positively to their country's progress and the world as a whole (Seifert & Burrow, 2013).

With the area mean of 3.85, the level of satisfaction of students under student development programs is satisfied. It means that students are given much opportunity to involve and engage in the different implementations of planned programs for their development. This result is similar to the findings of Magbanua, J. N., Alentajan, J. O., & Egualan, E. M. (2021) that student welfare and development programs were rated as "highly prioritized" and the respondents were also "highly satisfied" with the given services.

Extent of Satisfaction of Students as to the Student Development Programs of the School

Table 4. Student Satisfaction in the Student Development Programs of the School

2.1 Student activities that are college and university based.	3.86	1.14
2.2 Student organizations and their activities	3.85	1.16
2.3 Leadership training and other relevant seminars	3.85	1.15
2.4 Performance of the student councils	3.80	1.14
2.5 Student discipline, and peace & order in the campus	3.90	1.14
2.6 Performance of the University Publication	3.88	1.13
2.7 Provision of student centers in every colleges and office space for the student council	3.84	1.12
Area Mean	3.85	

Student discipline, and peace & order in the campus got the highest mean of 3.90 that means satisfied. Students in all campuses are disciplined, so far there are no incident reported of major violations to school policy and other grave misconduct. It is attributed to cultural background of the people in Kalinga where people almost know each other if not a relative, a barrio mate or district mate. Giving respect to the system of bodong is also one aspect to consider since it is always integrated in all the discussions of their topics, students are aware of the *pagta* or the law of bodong that covers discipline and peace and order. The university is guarded with security personnel with the help of the student leaders and the faculty and staff to strictly implement school policy to maintain peace and order in the campuses. In the Manual of the OSDSPS in the university, Part 14 is on Code of Conduct and Disciplinary Sanctions, it is stipulated that, in order to keep up harmony and to

safeguard its instructional functions and processes, the university has the authority to impose penalties or sanctions to any student found to violate its rule, policies and laws.

Performance of the University Publication has the mean of 3.88 which means satisfied. It is evident by the regular reporting of news and updates about activities of students in the university by the staff of the student publication and posting in the official Earthline page (Student University Publication). Students are readily informed of all the activities and programs of before and after. Tabloid printing is released every semester for students to read all that happened for the whole semester, thus they are satisfied. Results revealed that the students are satisfied with their school paper while they prefer the three journalistic styles. (EJE Basa · 2019)

Provision of student centers in every colleges and

office space for the student council has the lowest mean of 3.84 which means satisfied. The low mean though it still satisfied is it is only in Bulanao campus that has student center. Space is really a problem of the student organization per college. According to some student leaders in the colleges, *awan ngay ma'am ti room or place nga pagmimiting mi kuma or pag activitian mi* (Ma'am we don't have room or place to hold our meetings and activities. But there is a proposal in the strategic plan of the OSDSPS to have a one stop shop building for all student clubs and organizations.

Student Centre is a building or facility dedicated to students' activities at a college or university (Vocabulary.com Dictionaries). Student centers (or Student Unions as called in the United States of America) have always been a vital part of campus environments as they cater for all kinds of socio-cultural activities of students. They are devoted to students' recreation and socialization but equally serve faculty, other campus staff, Alumni and

even visitors alike. These Centres in some cases also augment learning activities and learning environments. The Rivers State University being a higher institution thus requires a functional and responsive students' Centre to serve as a hub for students' activities on campus. Although there is an existing students' Centre at the Rivers State University, it has presented itself to be inadequate both in programming and operation. It was built when the University was much smaller and has since become inadequate to meet the needs of modern Students' Centres.

The campus hub for social and recreational activities at the Rivers State University has since left the current location of the existing student centre, thus contributing to its inefficiency. This clearly highlights and strengthens the need to properly remodel and create a functional student hub. www.globalscientificjournal.com

Level of Satisfaction of Students in the Student Development Programs of KSU according to College

Table 5. Student Satisfaction in the Student Development Programs of KSU according to college

Descriptive				
PSTOT	Course	N	Mean	SD
	College of Agro-forestry & Environment	19	4.83	0.303
	College of Criminal Justice Education	68	3.45	1.093
	College of Liberal Arts & Social Sciences	154	3.72	1.133
	College of Entrep, Tourism & Hosp Management	110	3.89	0.993
	College of Health & Natural Science	50	4.05	0.772
	College of Public Ad & Ind. Governance	43	3.67	1.336
	College of Engineering & Information Technology	132	4.10	0.889
	College of Education	51	4.27	0.862
	College of Agriculture	120	3.59	1.143
	College of Forestry	27	3.93	0.758
	College of Bus. Admin & Accountancy	21	3.85	1.294
		795		

The College of Agro-forestry & Environment has the highest mean of 4.83 in the Student Development Programs of KSU which means very satisfied. This is attributed with the small number of students in Rizal campus where all programs and activities are enjoined by all students. Everybody is given the chance to participate since there are only less than 200 students. Unlike in the two campuses, with the number of students chances are, not all of them are given the opportunity to perform or participate. More activities and programs are easily implemented since they are only few to manage.

Second highest with the mean of 4.27 is the College of Education which means moderately satisfied. The students in the College of Education are the future teachers in which they are molded with the orientation that they have to be actively involved and engage in the different programs and activities of the university as a way of training them in the near future. It is also attributed to the screening and retention policy of the college in which active and smart students as manifested thru interview and written examination before they are accepted. Followed by College of Health and Natural Sciences with a mean of 4.05.

College of Criminal Justice Education got the lowest in mean with 3.45 but still moderately satisfied. Most of the students in the college of Criminal Justice are males that most of the time they are not as active as the females when it comes to activities and programs.

The College of Agriculture got the second lowest with a mean of 3.59 and followed by the College of Public Ad & Ind. Governance with a mean of 3.67 but still both are moderately satisfied.

Table 6. Analysis of Variance (ANOVA) on the level of satisfaction of student in the Student Development Programs of KSU according to college

ANOVA – PSTOT					
	Sum of Squares	df	Mean Square	F	p
COURSE	61.4	10	6.14	5.77	<.001
Residuals	834.1	784	1.06		

P(0.05)= <.001

Decision: Ho Rejected/Significant

As shown on the table, the computed F-ratio of 5.77 is higher than the computed F-ratio of <.001 at 0.05 level of significance, thus, hypothesis is rejected which means that there is a significant difference on the level of satisfaction of the students on the student development program offered by KSU.

This indicates that there are significant differences on the level of satisfaction of the student services offered by the university as perceived by the students along colleges.

This implies that there is a need to look into how students in the different colleges be able to participate equally in the different programs and activities of the university. The different colleges should come up with their strategic plan on the different activities and programs where multiple intelligences of students be exposed. Like wise in the office of the student development services will design activities that caters all talents and skills of students.

Table 7. Level of Satisfaction of Students in the Student Welfare Program of the School

3.1 Information and orientation programs	3.78	1.13
3.2 Guidance and counseling services to students	3.81	1.13
3.3 Career guidance and job placement assistance	3.76	1.14
3.4 Student insurance and medical aid program	3.79	1.15
3.5 Availment of student emergency loan	3.64	1.16
3.6 Assistance for income generating projects/ savings/ and entrepreneurial activities	3.71	1.15
3.7 Dissemination of the Student Code of Conduct and Discipline	3.82	1.14
	3.76	

As shown in the table, the area mean on the satisfaction of students in the student welfare program of KSU is 3.76 which means moderately satisfied. The guidance office caters most of the services, almost all of these are being conducted yearly and as needed.

Dissemination of the Student Code of Conduct and Discipline has the highest mean of 3.82 among the indicators which means moderately satisfied. The code of conduct and discipline is usually disseminated from the start during regular semestral orientation program which is

followed up in the orientation per college. It is also elaborated during classes as a part of valuing. Thus, students are satisfied. Guidance and counseling services to students has the second highest with a mean of 3.81 which is also described as moderately satisfied. This function of the guidance counselor is regularly conducted not only on scheduled dates but as needed even during weekends or vacation.

Availment of student emergency loan among the indicators has the lowest mean of 3.64 which still means

moderately satisfied. This is because the school has not yet established this kind of service since SUCs are recipient of the UNIFAST. There are also scholarship grants initiated by CHED like the Tertiary Education Subsidy (TES) and Tulong-Dunong Program (TPD) and other private and local scholarship grants. This also related to the non-availability of assistance for income generating projects/ savings/ and entrepreneurial activities assistance for income generating projects/ savings/ and entrepreneurial activities has the

second lowest with a mean of 3.71 but still on the description of moderately satisfied.

In the study of Mariden V. Cauilan (2022) Along Student Welfare Services, 1,069 or 50.88% of the respondents are fully aware of Guidance and Counseling Services, It can be gleaned from the results that most of the students are moderately aware of the services along Student Welfare.

Table 8. Level of Satisfaction of Students in the Student Welfare Program of the School according to college

Descriptive				
	Course	N	Mean	SD
	College of Agro-forestry & Environment	19	4.57	0.658
	College of Criminal Justice Education	68	3.46	1.063
	College of Liberal Arts & Social Sciences	154	3.65	1.156
	College of Entrep, Tourism & Hosp Management	110	3.73	1.044
	College of Health & Natural Science	50	3.93	0.830
	College of Public Ad & Ind. Governance	43	3.60	1.174
	College of Engineering & Information Technology	132	4.00	0.957
	College of Education	51	4.03	0.963
	College of Agriculture	120	3.54	1.113
	College of Forestry	27	3.98	0.673
	College of Bus. Admin & Accountancy	21	3.68	1.139
		795		

As shown in the table, College of Agro-forestry & Environment has the highest mean of 4.57 which means very satisfied. This implies that the students in the college of Agro-forestry & Environment are very satisfied in terms of Student Welfare Program of KSU. This is attributed with the very few number of students in Rizal campus compared to the two campuses where all the students are given the chance to avail of all the student welfare program. It is easier to manage the few students so the guidance office personnel together with other concern faculty and staff can just easily make schedule and conduct these programs.

On the other hand, College of Criminal Justice Education has the lowest mean with 3.46 that still mean moderately satisfied. This implies that the students taking Bachelor of Criminal Justice Education are moderately satisfied with the student welfare program that the university is offering however, they have the lowest mean.

The course has the greatest number of male than the female. Programs like these are usually dominated by female.

College of Agriculture has the second lowest mean with 3.54 but still moderately satisfied. As per observation, this college in most of the student welfare program usually has the least attendees. This has something to do with the notion that the course they have taken is just a second choice that they also lose interest in attending these programs. Two students when asked said, *masadsadot kami ma'am ta kasla haan kami agtuloy ta haan met nga isu ti kayat mi nga course* (we lose interest ma'am because we feel we don't pursue with our studies since this is not our priority course). Some students when asked if they are attending student welfare programs like orientation and the like just moved their shoulder up and say *wala lang ma'am (just nothing ma'am)*.

Table 9. Analysis of Variance (ANOVA) on the level of satisfaction of student in the Student Welfare Programs of KSU according to college

ANOVA – PSTOT					
	Sum of Squares	df	Mean Square	F	p
COURSE	42.1	10	4.21	3.89	< .001
Residuals	850.1	784	1.08		

P(0.05)= < .001

Decision: Ho Rejected/Significant

As shown on the table, the computed F-ratio of 3.89 is higher than the computed F-ratio of <.001 at 0.05 level of significance, thus, hypothesis is rejected which means that there is a significant difference on the level of satisfaction of the student's welfare program offered by KSU.

This indicates that there is a significant difference on the level of satisfaction of the student welfare program

offered by the university as perceived by the students along colleges.

It implies that the school has to look into how these student welfare programs be conducted in such a way that all students in the different colleges be catered. Strategies in the conduct of these program may be employed to get the full attention of students and internalize the importance of the programs.

Table 10. Level of Satisfaction of Students in the Institutional Program of the School

4.1 Admission services (enrolment procedure)	3.79	1.16
4.2 Scholarship grants offered by the university	3.75	1.18
4.3 Financial assistance to students in case of emergency	3.75	1.14
4.4 Services of school cafeteria and food stalls in the campus	3.73	1.16
4.5 Medical services and assistance given to students	3.82	1.14
4.6 Dental services offered to students	3.77	1.16
4.7 Safety and security services	3.92	1.15
4.8 Dormitory services and boarding houses	3.63	1.16
4.9 Observance of religious freedom and multi-faith services offered in the campus	3.85	1.13
4.10 Treatment to students with special needs and person with disabilities	3.85	1.13
4.11 Culture and arts programs and activities	3.85	1.13
TAWM	3.79	

It is shown in table 9 that the total weighted average mean is 3.79 that means students are moderately satisfied to the institutional Program of KSU. The school provides all the necessary needs of the students, personnel and staff too of the different units under student services are doing their best to cater to the needs of the students.

Safety and security services has the highest mean of 3.92 that means moderately satisfied. The school is giving more emphasis on the safety and security services by hiring trusted personnel to man the service. They are also well oriented and strict in implementing policies of the school.

Observance of religious freedom and multi-faith services offered in the campus, treatment to students with special needs and person with disabilities, culture and arts programs and activities have the same mean of 3.85 with the description of moderately satisfied. The guidance unit has the regular monthly activity of celebrating a mass by the different religious sect. Special programs are also planned and started to implement by the guidance personnel for the students with disabilities. For the culture and the arts, the university is actually have different activities and programs to preserve culture not only for Kalingas but other places too. The school celebrates Indigenous People's month to

bring out the richness of the Kalinga culture with different kinds of activities like dances, songs, paintings, stage play, booth competition to display Kalinga products, trainings for faculty and students to teach proper ways of dancing and the like.

Findings in the study of Mariden V. Cauilan (2022) for Multifaith services, 1,158 or 55.12% of the respondents are moderately aware which corroborate this finding.

The lowest with the mean of 3.63 but still on the description of moderately satisfied is dormitory services and boarding houses. This is attributed to the fact that the men's dormitory needs more repair according to inspection. Three students when asked said "*maflofload kami ta nadadail ti kaaduan nga ruwangan ti C.R., nu agbuyat kami ket rumwar jay danum.*" We experience flooding specially when taking a bath because the doors of our our C.Rs are destroyed. The lady's dorm is under repair so it is not yet open for occupants.

In the study of B. Malaga (2022) respondents and focused group discussion among selected groups of student-boarders/dormers, reveal that a student's stay in a boarding house and dormitory has significant contributions to his/her personal, social, academic and emotional growth. But this has nothing to do with the development of his/her

spirituality. Results demonstrate further, that respondents have recognized their boarding houses and dormitories possessing good basic housing facilities. However, they felt the deficiency in the provisions of safety and security facilities especially on fire escapes or exits and fire extinguishers. This manifests that most operators have violated some requirements set under the Building Code of the Philippines.

College of Agro-forestry & Environment as shown in the table has the highest mean of 4.73 that means very satisfied. This implies that the said college are very satisfied with the institutional programs of KSU. It is always an advantage to colleges with few students in the availment of services of the school because they can accommodate every individual with ample time.

College of Criminal Justice Education with a mean of 3.46 got the lowest in mean but still moderately satisfied. In the questionnaire answered by students, it came out that answers coming from the college of CCJE are: "*As a student of Kalinga State University Bulanao Campus, why does some security na pinapasok ang ibang studente na naka motor and some are hindi pwede. Be more approachable.*" These are the experiences of students that had affected their satisfaction of the institutional program of the school.

Table 11. Level of Satisfaction of Students in the Institutional Program of the School according to college

Descriptive				
PSTOT	Course	N	Mean	SD
	College of Agro-forestry & Environment	19	4.73	0.429
	College of Criminal Justice Education	68	3.46	1.096
	College of Liberal Arts & Social Sciences	154	3.66	1.134
	College of Entrep, Tourism & Hosp Management	110	3.79	1.036
	College of Health & Natural Science	50	4.00	0.762
	College of Public Ad & Ind. Governance	43	3.74	1.120
	College of Engineering & Information Technology	132	4.02	0.904
	College of Education	51	4.05	0.938
	College of Agriculture	120	3.57	1.071
	College of Forestry	27	3.86	0.726
	College of Bus. Admin & Accountancy	21	3.87	1.052
		795		

College of Agriculture with the mean of 3.57 got the second lowest in mean though still moderately satisfied. Five students answered the questionnaire with this statement "*Give consideration for late students in passing their*

requirements because there are times, we are lack of financial assistance in buying load and sometime there is a poor connection of signal." Most of the students in the College of Agriculture are coming from far flung areas

where there is no signal. They can only avail of the signal in some particular areas in their places that's why sometimes they are late in submitting requirements during enrollment and other uploaded requirements. Most of these

students in this course belong to the financially poor families that they cannot afford buying load for their school gadgets.

Table 12. Analysis of Variance (ANOVA) on the level of satisfaction of student in the Student Welfare Programs of KSU according to college

	Sum of Squares	df	Mean Square	F	p
COURSE	45.3	10	4.53	4.43	<.001
Residuals	802.0	784	1.02		

P (0.05) = < .001

Decision: Ho Rejected/Significant

As shown in the analysis of variance, the computed F-ratio of 4.43 is higher than the computed F-ratio of <.001 at 0.05 level of significance, thus, hypothesis is rejected which means that there is a significant difference on the level of satisfaction of the institutional program of KSU.

This result of the ANOVA implies that there is a significant difference in the institutional program of KSU as perceived by the students per college. It further implies that there is a need for these colleges with lower mean to strengthen the programs of the institution.

Table 13. Students' recommendations on other means/ways on how to improve the student affairs and services in the university

As a student of kalinga state university Bulanao campus, why does some security na pinapasok ang ibang studente na naka motor and some are hindi pwede.	1	0.1 %	97.5 %
Be more approachable	1	0.1 %	97.6 %
Disseminate information on time	1	0.1 %	97.7 %
Engage with students	1	0.1 %	97.9 %
Give consideration for late students in passing their requirements because there are times we are lack of financial assistance in buying load and sometime there is a poor connection of signal	1	0.1 %	98.0 %
Good practice in student affairs uses systematic inquiry to improve student and institutional performance.	1	0.1 %	98.1 %
I have nothing to recommend all is well	1	0.1 %	98.2 %
N	1	0.1 %	98.4 %
N/A	2	0.3 %	98.6 %
None	4	0.5 %	99.1 %
None, because for me is very okay.	1	0.1 %	99.2 %
Nothing	2	0.3 %	99.5 %
Wala na po akong marecommend na iba	1	0.1 %	99.6 %
none	3	0.4 %	100.0 %

IX. FINDINGS AND CONCLUSIONS

The findings showed that student development is given the first priority with the highest mean of 3.81 with

the description of moderate priority according to the respondents followed by the student welfare and institutional program with the same mean of 3.74 still on

moderate priority. The AVOVA shows a significant difference with the computed F-ratio of 6.62 which is higher than the computed F-ratio of $<.001$ at 0.05 level of significance.

On the level of satisfaction of the students in the student development were moderately satisfied with a mean of 3.85. Among the indicators, student discipline, and peace & order in the campus has the highest mean of 3.90 that means students are moderately satisfied. Followed by Performance of the University Publication with a mean of 3.88 as moderately satisfied. Provision of student centers in every college and office space for the student council has the lowest mean with 3.84 but still students are moderately satisfied. The College of Agro-forestry & Environment has the highest mean of 4.83 in the Student Development Programs of KSU which means very satisfied. Second highest with the mean of 4.27 is the College of Education which means moderately satisfied. Followed by College of Health and Natural Sciences with a mean of 4.05. College of Criminal Justice Education got the lowest in mean with 3.45 but still moderately satisfied. The College of Agriculture got the second lowest with a mean of 3.59 and followed by the College of Public Ad & Ind. Governance with a mean of 3.67 but still both are moderately satisfied. The AVOVA shows a significant difference with the computed F-ratio of 5.77 which is higher than the computed F-ratio of $<.001$ at 0.05 level of significance.

The area mean on the satisfaction of students in the student welfare program of KSU is 3.76 which means moderately satisfied. Dissemination of the Student Code of Conduct and Discipline has the highest mean of 3.82 among the indicators which means moderately satisfied. Availment of student emergency loan among the indicators has the lowest mean of 3.64 which still means moderately satisfied. College of Agro-forestry & Environment has the highest mean of 4.57 which means very satisfied. College of Criminal Justice Education has the lowest mean with 3.46 that still mean moderately satisfied. College of Agriculture has the second lowest mean with 3.54 but still moderately satisfied. The AVOVA shows a significant difference with the computed F-ratio of 3.89 which is higher than the computed F-ratio of $<.001$ at 0.05 level of significance.

The total weighted average mean is 3.79 that means students are moderately satisfied to the institutional Program of KSU. Safety and security services has the highest mean of 3.92 that means moderately satisfied. Observance of religious freedom and multi-faith services offered in the campus, treatment to students with special needs and person with disabilities, culture and arts programs and activities have the same mean of 3.85 with the description of moderately satisfied. The lowest with the

mean of 3.63 but still on the description of moderately satisfied is dormitory services and boarding houses. College of Agro-forestry & Environment has the highest mean of 4.73 that means very satisfied. College of Criminal Justice Education, with a mean of 3.46 got the lowest in mean but still moderately satisfied. College of Agriculture, with the mean of 3.57 got the second lowest in mean though still moderately satisfied. The AVOVA shows a significant difference with the computed F-ratio of 4.43 which is higher than the computed F-ratio of $<.001$ at 0.05 level of significance.

X. RECOMMENDATIONS

There is a need to strengthen the implementation of policies on the institutional programs of the school particularly on the safety and security services for students to feel comfortable and safe.

There is a need to have a student center in every college and office space for the student council which the OSDSPS has included in the strategic plan.

The dormitory and boarding houses of students should be given priority as to monitoring and repair of damaged parts by the school for the dormitorians and by the land lady of the boarding houses.

The college of Criminal Justice Education and College of Agriculture should be studied further to gauge the reasons of not being satisfied on the programs for development and services of the school as a basis for designing differentiated activities to cater to their intelligences.

Recommendations of students shall be considered in conducting programs and services of the university.

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