

## Effectiveness and efficiency of the student affairs services of the camarines sur polytechnic colleges among Students of the bachelor of science In nursing program

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### ABSTRACT

The study examined how effective and efficient the student affairs services of the Camarines Sur Polytechnic Colleges are implemented among students of the Bachelor of Science in Nursing program. This descriptive research utilized 204 BSN students as the key informants of the study. The questionnaire-checklist was used in drawing out the responses which was based on the AACUP's Master Survey Instrument for the Accreditation of Bachelor of Science in Nursing Program specific for Area IV, Support to Students. Percentage technique and weighted mean were used in analyzing the data. The results revealed that majority of the students were 20 years old and below, females, and members of the Philippine Nursing Students Association. Mostly were from the second-year level and very few are scholarship grantees and members of culture and arts. The Bachelor of Science in Nursing students perceived the different programs and services as effective with Multi-Faith, Alumni Relations, and Culture and Arts as the highly rated programs and services implemented. Further, the different programs and services were rated as efficient with Culture and Arts as the topmost program implemented. Thus, a policy recommendation to enhance the effectiveness and efficiency of the student affairs services of the college was made for the students to fully recognize the different programs and services to be very effective and efficient.

**Keywords:** *Effectiveness, Efficiency, Services, Programs, Satisfaction, Policy*

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### 1. INTRODUCTION

The Commission on Higher Education HED Memorandum Order (CMO) No. 09 s. 2013 otherwise known as the Enhanced Policies and Guidelines on Student Affairs and Services define the scope, procedures, the extent of regulations as well as the mechanics of evaluating the student welfare and activities for students enrolled in Higher Education Institutions (HEIs). Higher Education Institutions must provide a set of student-centered activities and services in supports to academic instruction intended to facilitate holistic and well-rounded student development for active involvement as future responsible citizens and leaders. These shall be collectively known as the Student Affairs Services (CMO 09 s. 2013).

Students are the *raison d'être* for the establishment of learning institutions. Thus, the school has the responsibility to support the family and other social institutions in the development of the total personality of the student. Towards this end, a program of student services is designed as an integral part of institutional effectiveness. All activities should be well planned and implemented to assist the student to attain his/her maximum potential and become a worthy contributor in his/her social environment. Student support and services complement the academic program (AACUP, 2019).

The student affairs services are composed of the student welfare services, student development, and institutional student programs and services. The Student Welfare Services are basic services and programs needed to ensure and promote the well-being of students, while the Student Development is composed of programs and activities designed for the enhancement and deepening of leadership skills and responsibility, and the Institutional Student Programs and Services are program and activities that would facilitate the delivery of essential services to the students (Master Survey Instrument for the Accreditation of Programs, AACUP, 2019).

To attain the standards of excellence, the Camarines Sur Polytechnic Colleges has been regularly submitting its different academic programs for accreditation of the AACUP, not just to evaluate its strengths but also to determine the weaknesses

in order for the program to identify what particular aspects must be enhanced or developed. One area that is being evaluated during the visit of the AACUP accreditors is the Support to Students (Area IV) which look into the different services and programs implemented and offered by the Office of the Student Affairs Services. Therefore, to further sustain or enhance the implementation of the different programs and services of the college towards the welfare of the students, this study will be conducted to respond to some of the recommendations of the accrediting body to conduct a research study on the effectiveness and efficiency of the student affairs services of the institution.

The researcher examined how effective and efficient the student affairs services of the Camarines Sur Polytechnic Colleges implemented among students of the Bachelor of Science in Nursing program. Specifically, the researcher sought answers to the following questions, what is the profile of the Bachelor of Science in Nursing students in terms of age, sex, year level, membership in campus organization, culture and arts, and scholarship grants availed; to what extent do the students perceived the effectiveness and efficiency of the student affairs programs and services in terms of Information, Orientation and Awareness Services; Guidance and Counseling Services; Career and Placement Services; Alumni Relations Services; Student Development Services; Admission Services; Scholarships and Financial Assistance; Food Services; Health Services; Safety and Security Services; Housing and Residential Services; Multi-Faith Services; Services for Students with Needs and PWD; Culture and Arts Programs; Sports and Development Services; and Social and Community Involvement Programs, and what policy recommendations can be proposed to sustain or enhance the effectiveness and efficiency of the student affairs services of the college?

If you want to measure the efficiency of the organization's administration, you have to do things right, you have to see the plans, the procedure manuals, because it is like doing an internal audit. Preparing a questionnaire for efficiency is preparing a questionnaire to know how well the actual processes are been carried out, in comparison to how they should be. On the other hand, ensuring effectiveness of the organization's administration implies knowing how satisfied are the internal customers with their internal suppliers. You need performance indicators, like fulfillment, time and quality (Diaz, 2015).

According to St. Aubyn, Pina, Garcia, and Pais (2008), Efficiency is essentially a comparison between inputs used in a certain activity and produced outputs. When, with a given number of inputs or resources, a decision-making unit be it a company, a government body, or a country – attains that level of output or outputs that is the maximum attainable under the existing technology, that decision making unit is said to be efficient, i.e., it operates on the production possibility frontier. When it produces less than what can possibly be attained, the DMU is considered to be inefficient. While efficiency derives from a relationship between inputs and outputs, and refers essentially to the extent to which outputs are attained while minimising production costs, Effectiveness refers to the connection between inputs, outputs and more. According to this preferred definition, while outputs from tertiary education are graduated students or published papers, outcomes to which these outputs in principle concur may be higher productivity, employability, innovation, or economic growth.

Public tertiary education systems in the EU Member States are studied by comparing used resources with education and research outputs and outcomes. Efficiency in public tertiary education systems across EU countries plus Japan and the US is assessed with semi-parametric methods and stochastic frontier analysis. A core group of efficient countries is identified. A good quality secondary system, output-based funding rules, institutions' independent evaluation, and staff policy autonomy are positively related to efficiency. Moreover, evidence is provided that public spending on tertiary education is more effective in what concerns labour productivity growth and employability when it is coupled with efficiency.

The participants of the study were composed of 204 students from BSN I, BSN 2 and BSN taken from the total population of 238 having a retrieval rate of 86 percent. There were no participants from the BSN 3 considering that no one was enrolled because of the implementation of the K to 12 curriculum and the new Policies, Standards, and Guidelines of the Bachelor of Science in Nursing program (CMO 15 s. 2017). The students were asked to answer the questionnaire which was formulated based on the AACUP's Master Survey Instrument for the Accreditation of Programs specific for Area IV (Support to Students). The questionnaire was distributed to the students and answered by 83 students from BSN 1, 97 from BSN 2, and 24 from BSN 4.

The student affairs and services are the services and programs in higher education institutions that are concerned with academic support experiences of students to attain holistic student development. Academic support services are those that relate to student welfare, student development and those that relate to institutional programs and services.

Student welfare services are basic services and programs needed to ensure and promote the well-being of students. Student Development services 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. Institutional Student Programs and Services refers to the services and programs designed to pro-actively respond to the basic health, food, shelter, and safety concerns of students including students with special needs and disabilities and the school.

The Student Welfare Services are basic services and programs needed to ensure and promote the well-being of students. These include Information, Orientation and Awareness, Guidance and Counseling, Career and Placement, Economic Enterprise Development, and Student Handbook Development. A well-planned and functional Student Welfare Program directed towards the welfare and total personality development of students should be provided by the institution.

The Student Development is composed of programs and activities designed for the enhancement and deepening of leadership skills and responsibility. This includes student organizations and activities, professional organization or societies, special interests, Leadership Training Programs, Student Council/Government, Student Discipline, and Student Publication/Media. A well-planned and well implemented Student Development Program and activities would contribute to the development and enhancement of leadership effectiveness of students in the Governance, Discipline and Publication. The Institutional Student Programs and Services are program and activities that would facilitate the delivery of essential services to the students such as Admission, Scholarship and Financial Assistance, Food, Health, Security and Safety, Housing and Residential Services, Multi-Faith, Foreign Students, Services for Students with Special Needs, Culture and Arts, Sports, and social and Community involvement. A well-organized and well-implemented essential services to the students would result to improved admissions, safety and security, housing, health and food, and foreign student services effective scholarship and financial assistance to deserving students an environment conducive to free expression of one's religious orientation and opportunities to develop and enhance talents, abilities for appreciation, promotion and conservation of national culture and multi-cultural heritage, physical fitness and well-being, social awareness, and meaningful contribution to nation building (Master Survey Instrument for the Accreditation of Programs, AACUP, 2019). The student services programs must provide an integral development among students manifested in institutional practices. A descriptive study was undertaken by Pendon (2016) to find out the students' degree of satisfaction of student services programs. A sample of 300 students of West Visayas State University-Janiuay Campus were chosen through stratified-purposive sampling. The results showed that students were very satisfied of all student services. When classified as to sex and year level the respondents were very satisfied; however, when classified as to course only Bachelor of Elementary Education were satisfied and other courses were very satisfied of all student services. No significant difference existed when respondents were classified as to sex and year level however there was a significant difference when respondents were classified as to course.

Ibarrientos (2015) conducted an initial study to assess the effectiveness of student affairs services program implementation of Camarines Sur Polytechnic Colleges, Philippines. Descriptive survey using questionnaire was employed to determine the extent of implementation and effectiveness of the Student Affairs Services Program. Three groups of respondents were involved in the conduct of the study composed of the administrators group, the faculty group, and the students group. In the selection of samples for the administrators and faculty groups, the study employed pure random sampling, while for students' group, Slovin's technique was utilized with margin of error fixed at 0.05.

Generally, administrators, teachers and students articulated that CSPC's Student Affairs Services Program was effectively implemented. Of the services provided, Guidance and Counseling and Housing Services show lower significant results in terms of effectiveness. Student Publication is exemplary performing among the student development services which were rated excellent and very effective. T-test shows that there is no significant difference between the implementation and the effectiveness of the Student Affairs Services Programs of the college. Moreover, there is a significant agreement noted among the appraisals made by the three groups of respondents on Student Development Services' implementation and effectiveness aspects which were identified using the Kendall Coefficient of Concordance.

A study to evaluate the effectiveness of the different Student Services Units in Rizal Technological University, School Year 2013-2014 was conducted in which the descriptive survey method was utilized employing the researcher made instrument for data collection. The participants who were involved in the study included third year technology students, fourth year students and fifth year students of the various colleges of the Rizal Technological University, School Year 2013-2014. The 467 third to fifth year students were described according to their age, sex, college, year level and their classification.

The findings revealed that most of the student respondents were full time, non-scholars and non-athlete students. The services offered by the Medical and Dental clinic, Guidance and Counseling Center and the Department of Student Affairs were effective, while Scholarship office, Library, Cultural Affairs office, Student Record, Dormitory, University Canteen and SDO were perceived to have moderately effective level of service. Further results revealed that there were significant differences in the services offered by the SSUs as perceived by the graduating students when grouped according to sex, year level and student classification (Paragas, Tomas, Miranda, 2016).

An Evaluation of Student Affairs and Services Program; A Tool for Quality Improvement was conducted by Sison (2019). The study utilized a quantitative research design framework in evaluating the different SAS units, roles and responsibilities for the SY 2016-2017. The study also took on a descriptive research framework to accommodate the purposes of the study.

The evaluation was conducted using a locally-made survey instrument survey administered within a considerable number of 128 students. The respondents were chosen by simple random sampling, where everyone has an equal chance of being selected as a sample.

The results on the perception of the services offered by the Student Affairs and Services Department showed that most of the areas of Student Welfare were seen to be rated as “Very Satisfied” by the respondents. The highest rated area was at Guidance and Counseling Services, Information and Orientation Services, and Economic Enterprise and Development. Two areas were rated “Satisfied” by the respondents such as Career and Job Placement Services and Alumni Relations Services. Meanwhile, only one other service was rated “Uncertain” by the students which is the Student Handbook.

On the Perceptions of Services in Student Development, most areas were marked as “Very Satisfied” by the respondents. The highest rated in the Student Development sector was in Student Activities, Leadership Trainings, Student Discipline, and Student Council, while two areas were rated as “Satisfied” by the respondents such as Student Organizations and Activities and Student Publication. Along the Perceptions of Services in Institutional Programs and Services, most of the aspects were rated as “Very Satisfied” by the respondents. The highest rated service was the Cultural and Arts Programs, Scholarships and Financial Assistance, Multi-Faith Services, Admissions Services, Social and Community Involvement Programs. Meanwhile, four areas were rated as “Satisfied” by the respondents which include

Services for PWD, Safety and Security Services, Health Services, Food Services, and Sports Development Programs. The descriptive, evaluative, comparative and correlational methods of research was conducted by Cadag (2017) on the effectiveness of student services and their influence on student development in the four campuses of Central Bicol State University of Agriculture (CBSUA), SY 2013- 2014. A researcher-made questionnaire was used to gather data which were administered to total of 385 respondents from the 4 campuses of CBSUA consist of forty-eight (48) administrators, one hundred fifty-seven (157) faculty and one hundred eighty (180) students. Purposive sampling was generally employed particularly in identifying the administrator and student respondents, while fishbowl technique was used in the randomized selection of the faculty respondents. The results revealed that students’ services, i.e., library, student organization, arts and cultural development, guidance and counseling, sports development, scholarship and financial assistance, campus ministry, health, alumni relations, and career and job placement services which are geared toward total personality development were assessed as “very effective” by the respondents from the four campuses of the university.

The status of students’ development along intellectual, social, cultural and political aspects was highly related to the effectiveness of student services in the four campuses of CBSUA. The services did not also vary among the four campuses because of the practically common services provided for the students. Further findings revealed that, the OSS administrators’ leadership management and interpersonal skills were all related with the extent of effectiveness of student services and status of student development. Other services along grievance and discipline, student publication, food and dining, selection and admission, and security and safety in the school campuses, which were perceived as not very effective by the respondents, need continual improvement in the delivery of services to students.

A study was conducted to examine student satisfaction with the Student Services Department at a local community college. A phenomenological qualitative study was employees to gain insight about the student experience of the Student Services Department. Ten students were chosen to participate in a focus group using a convenience sample. The major findings indicated that while students were overall satisfied with Student Services, areas such as knowledge and demeanor of staff and consistency of services between campuses could use improvement. Recommendations for program improvement are increased and open communication with students and professional development for staff knowledge and Examining Student Satisfaction demeanor, and establishing an Office of Multiculturalism will assist staff in supporting students so that they can ultimately be empowered to achieve their educational goals (Rudge, 2014).

The study of Mercado, Hilario and Nuqui (2015) on the Student Affairs and Services among Selected Higher Educational Institutions in Bulacan: A Policy Study aimed to analyze and determine the extent of implementation and compliance of selected Higher Education Institutions (HEIs) based on the Guidelines on Student Affairs and Services (SAS) and its impact to the students and institutions. The results of the study revealed that the assessment of the student respondents and student personnel services produced similar results. The six selected Higher Education Institutions in Bulacan namely, Bulacan State University, Baliuag University, Meycauayan College, St. Mary’s College Meycauayan, Bulacan Agricultural State College, and La Consolacion University Philippines have existing units of Student Affairs and Services which implement the SAS programs. Their existing SAS units and programs are based on the Guidelines on Student Affairs and Services Program; the HEIs in Bulacan complied with the Guidelines on Student Affairs and Services (CMO 21 s. 2006) at “great extent” or the SAS programs are implemented within the minimum standard; the SAS programs have positive outcomes to the psycho-social development of the students.



Relatively, the institutions are benefitted from the quality of clientele they produced. Prominent outcomes observed among the areas evaluated are those in the Student Activities and Organizations, Student Government/Council, Sports Development, Student Publications, and Cultural programs; the Guidelines on Student Affairs and Services Programs established uniform standards of implementation of Student Affairs and Services among the selected Higher Education Institutions in Bulacan, thus produced similar output and outcomes based on the set objectives of the CMO no. 21 s. 2006 for the students and for the institutions. However, gleaming at the comparative results, some significant findings on the outcomes were identified; and the extent of knowledge, age, interest, experiences, social status, familiarity, and a lot more issues on demographic variables determine the preferences and decisions one makes. All these variables affect the perceptions of an individual in making decisions or choices. Hence, the dichotomy of respondents produces significant results.

The study of Rozikin, Muttaqin, Pratama, Putra, Kumalasari, Sugiastuti, and Ningsih, (2020) evaluated and obtained information about the quality of student affairs services in higher education institutions in East Java, Indonesia. The method used is a survey method, leveraging a questionnaire with a positivistic paradigm. The results of this research have shown that student services are ranked 'good', but an evaluation is required in terms of their implementation, because the services are not yet reaching a status of 'excellent'. The scholarship was widely recognized as a student affairs service, whereas services relating to the interests of talents and logic or reasoning competence were less known. Requirements for obtaining student services, student service providers' behavior, handling complaints, suggestions, and input, and student affairs service facilities and infrastructure, were all proven to be handled properly.

The systems, mechanisms, and procedures, as well as the certainty of the completion of student affairs services, were found to be sufficient in facilitating students to receive student affairs services. Student affairs services related to the certainty of fees/tariffs in managing and/or obtaining student services were certain, as were clear rules for students in managing and/or obtaining student services. Student affairs services had been received in accordance with the provisions applied. Student affairs service providers had competency in providing services. It is hoped that student services will become more efficient in terms of bureaucracy in order to be effective for all parties involved.

## 2. METHODOLOGY

In this study, the descriptive evaluative research was utilized to determine the needed data of the study. Burns and Grove (2017) stated that descriptive designs help to identify problems in current practice with a view to improve practice outcomes. The general purpose of descriptive research is to explore and describe ideas or phenomena, in real-life situation. The questionnaire-checklist was used in drawing out the personal profile of the BSN students and their perception on the extent of effectiveness and efficiency of the student affairs programs and services of the college in terms of Information, Orientation and Awareness Services; Guidance and Counseling Services; Career and Placement Services; Alumni Relations Services; Student Development Services; Admission Services; Scholarships and Financial Assistance; Food Services; Health Services; Safety and Security Services; Housing and Residential Services; Multi-Faith Services; Services for Students with Needs and PWD; Culture and Arts Programs; Sports and Development Services; and Social and Community Involvement Programs.

The participants of the study were the BSN I, BSN 2 and BSN 4 students which were composed of 204 identified from the total population of 238 with retrieval rate of 86 percent distributed to 83 students from BSN 1, 97 from BSN 2 and 24 from BSN 4. The students were asked to answer the questionnaire which was formulated by the researcher based on the AACUP's Master Survey Instrument for the Accreditation of Bachelor of Science in Nursing Program specific for Area IV (Support to Students). The draft of the research instrument was pretested to five (5) students from the Bachelor of Science in Midwifery for validation purposes. To determine the effectiveness and efficiency of the student affairs services, a 4-point Likert scale was used.

Before the actual data gathering, the researcher asked permission from the dean of the College of Health Sciences to conduct the study and distribute questionnaires to the students. Explaining the purpose of the study and ensuring the confidentiality of the responses, a letter to the respondents was made asking for their cooperation to accomplish the said questionnaire in Google forms which were sent in their email account or in the group messenger account.

The gathered data were analyzed using different statistical tools which include percentage technique and weighted mean. Percentage technique was used in analyzing the data on the profile of the respondents while weighted mean was used in analyzing the data on the extent of students' perceived effectiveness and efficiency of the student affairs programs and services.

### 3. RESULTS AND DISCUSSIONS

The researcher examined how effective and efficient the student affairs services of the Camarines Sur Polytechnic Colleges implemented among the students of the Bachelor of Science in Nursing program.

#### 1. Profile of the Bachelor of Science in Nursing Students

Reflected in Table 1 is the profile of the Bachelor of Science in Nursing students. It revealed that majority of the respondents were 20 years old and above with 159 or 78 percent; comprised of female students with 183 or 89.71 percent; members of the Philippine Nursing Students Association as one of the accredited campus organizations of the college; most were second year students with 97 or 47.55 percent; and very few availed the scholarship grants and engaged in membership of culture and arts with 3.33 and 1.47 percent, respectively.

Notably, mostly of the students participated in the survey were second year level because of higher number enrolled in the particular level. There were no third year respondents because of the initial implementation of the K-12 curriculum where there is a gap in the enrolment of freshmen students. The first and second year level were the first batches of the graduates of K-12 curriculum, while the fourth year level was the last batch of the old BSN curriculum and they were the one responded in the questionnaire on the career and job placement and alumni relation services.

**Table 1. Profile of the Bachelor of Science in Nursing Students**

Profile	Frequency	Percentage	Rank
<b>Age</b>			
20 years old and below	159	78.00	1
21-25 years old	35	17.00	2
26-30 years old	8	4.00	3
36 years old and above	2	1.00	4
<b>Sex</b>			
Male	21	10.29	2
Female	183	89.71	1
<b>Year Level</b>			
First	83	40.69	2
Second	97	47.55	1
Fourth	24	11.76	3
<b>Membership to Campus Org.</b>			
CSC	2	1.00	3
PNSA	129	63.24	1
RCYC	98	48.04	2
<b>Scholarship Grants</b>			
GSIS Educ. Subsidy	4	2.00	2
Tertiary Educ. Subsidy	7	3.43	1
Youth for Christ	1	0.50	3
<b>Culture and Arts</b>			
Band Member	3	1.47	1
Majorette	2	1.00	2
<b>Total</b>	<b>204</b>		

It can be noted that majority of the students are no longer interested in joining culture and arts and other non-academic scholarship grants of the college because of the implementation of the Universal Access to Quality Tertiary Education Act (RA 10931) which strengthen the Unified Student Financial Assistance System for Tertiary Education Act (UniFAST) (RA 10687) where the students are being provided with free tuition and other school fees. Prior to the implementation of this Act, the college offers several academic and non-academic scholarships where the students can avail of the free tuition fees in return of being an active member of the colleges' culture and arts, band and majorettes and others. The result is congruent to the findings of Paragas, et al (2016) where most of their students were non-scholars and non-athletes.

It is mandated by the AACCUP (2019) that an institution must have a student services program and that there must be an implemented policies and procedures in the selection of student athletes, performers, writers and others. Further, guidelines on scholarship and financial assistance must be widely and promptly disseminated.

## 2. Perceived Extent of Effectiveness of the Student Affairs Programs and Services of the Camarines Sur Polytechnic Colleges

Table 2 shows the perceived extent of effectiveness of the Student Affairs Programs and Services of the Camarines Sur Polytechnic Colleges. It revealed that the Multi-Faith Services, Alumni Relations Services, and Culture and Arts Programs were rated by the BSN students as “Very Effective” with the weighted mean of 3.96, 3.30, and 3.28, respectively. The institution ensures that the students’ right to practice his/her religion is respected was rated by the students as very effective alongside with alumni relations services; and culture and arts programs. The alumni relations services were answered only by the graduating students and they believed that the SASO maintains liaison with its alumni to follow up graduates’ job performance, vis-à-vis awards received; and key positions in private and/or government agencies. This is evidenced by the newly created office on alumni affairs which is responsible for the follow up of graduates not only with regards to their employment status but also their performance in their respective employment as rated by their employers.

The other programs and services of the Student Affairs such as career and placement services; safety and security services; social and community involvement programs; sports and development services; guidance and counseling services; health services; admission services; information, orientation and awareness services, student development services, food services; housing and residential services; scholarships and financial assistance, and services for students with needs and PWD were rated and perceived by the BSN students as effective with weighted mean of 3.24, 3.23, 3.19, 3.17, 3.15, 3.15, 3.14, 3.12, 3.12, 3.11, 3.10, 3.08, and 3.06, respectively.

**Table 2. Perceived Effectiveness of the Student Affairs Programs and Services**

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Information, Orientation and Awareness Services	3.12	Effective	11.5
2. Guidance and Counseling Services	3.15	Effective	8.5
3. Career and Job Placement Services	3.24	Effective	4
4. Alumni Relations Services	3.30	Very Effective	2
5. Student Development Services	3.12	Effective	11.5
6. Admissions Services	3.14	Effective	10
7. Scholarships and Financial Assistance	3.08	Effective	15
8. Food Services	3.11	Effective	13
9. Health Services	3.15	Effective	9.5
10. Safety and Security Services	3.23	Effective	5
11. Housing and Residential Services	3.10	Effective	14
12. Multi-Faith Services	3.96	Very Effective	1
13. Services for Students with Needs and PWD	3.06	Effective	16
14. Culture and Arts Programs	3.28	Very Effective	3
15. Sports and Development Programs	3.17	Effective	7
16. Social and Community Involvement Programs	3.19	Effective	6
<b>Average Weighted Mean</b>	<b>3.21</b>	<b>Effective</b>	

In general, the Student Affairs programs and Services were rated by the BSN students as effective with an average weighted mean of 3.21. It can be noted that although there were programs and services which were highly rated as very effective, there are still services rated the least which the students considered only as effective. Thus, maybe the students are not very satisfied with these services being provided by the student affairs services office. It can be inferred that the SASO must exert further efforts for the other programs and services be known and be availed by the students to the fullest.

The finding is in consonance with the study of Paragas, et. al. (2016) where the students perceived that the services offered by the Medical and Dental clinic, Guidance and Counseling Center and the Department of Student Affair were effective, while Scholarship office, Library, Cultural Affairs office, Student Record, Dormitory, University Canteen and SDO were perceived to have moderately effective level of service.

Further, it is in contrast with Sison’s (2019) result in which the perception of the services offered by the Student Affairs Services Department showed that most of the areas of Student Welfare were seen to be rated as “Very Satisfied” by the

respondents. The highest rated area was at Guidance and Counseling Services, Information and Orientation Services, and Economic Enterprise and Development. Two areas were rated “Satisfied” by the respondents such as Career and Job Placement Services and Alumni Relations Services. Meanwhile, only one other service was rated “Uncertain” by the students which is the Student Handbook.

On the Perceptions of Services in Student Development, most areas were marked as “Very Satisfied” by the respondents. The highest rated in the Student Development sector was in Student Activities, Leadership Trainings, Student Discipline, and Student Council, while two areas were rated as “Satisfied” by the respondents such as Student Organizations and Activities and Student Publication. Along the Perceptions of Services in Institutional Programs and Services, most of the aspects were rated as “Very Satisfied” by the respondents. The highest rated service was the Cultural and Arts Programs, Scholarships and Financial Assistance, Multi-Faith Services, Admissions Services, Social and Community Involvement Programs. Meanwhile, four areas were rated as “Satisfied” by the respondents which include Services for PWD, Safety and Security Services, Health Services, Food Services, and Sports Development Programs.

### 3. Perceived Extent of Efficiency of the Student Affairs Programs and Services of the Camarines Sur Polytechnic Colleges

Presented in Table 3 is the findings on the perceived extent of efficiency of the Student Affairs Programs and Services of the Camarines Sur Polytechnic Colleges which the students rated as efficient with an average weighted mean of 3.09. According to Diaz (2015), in measuring the efficiency of the organization’s administration, it is important to know how well the actual processes are been carried out in comparison to how they should be. You have to do the things right; you have to see the plans and the procedure manuals because it is like doing an internal audit.

**Table 3. Perceived Efficiency of the Student Affairs Programs and Services**

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Information, Orientation and Awareness Services	3.01	Efficient	13
2. Guidance and Counseling Services	3.10	Efficient	8
3. Career and Job Placement Services	3.07	Efficient	9
4. Alumni Relations Services	3.14	Efficient	6
5. Student Development Services	3.05	Efficient	10.5
6. Admissions Services	2.98	Efficient	16
7. Scholarships and Financial Assistance	2.99	Efficient	14.5
8. Food Services	2.99	Efficient	14.5
9. Health Services	3.12	Efficient	7
10. Safety and Security Services	3.20	Efficient	2
11. Housing and Residential Services	3.05	Efficient	10.5
12. Multi-Faith Services	3.17	Efficient	4.5
13. Services for Students with Needs and PWD	3.03	Efficient	12
14. Culture and Arts Programs	3.26	Very Efficient	1
15. Sports and Development Programs	3.17	Efficient	4.5
16. Social and Community Involvement Programs	3.18	Efficient	3
<b>Average Weighted Mean</b>	<b>3.09</b>	<b>Efficient</b>	

The program which was rated by the students as the highest and was considered as very efficient is the Culture and Arts Program with a weighted mean of 3.26. All the remaining programs and services of the student affairs were considered by the BSN students as efficient such as the safety and security services; social and community involvement programs; multi-faith services; sports and development services; alumni relations services; health services; guidance and counseling services; career and placement services; student development services; housing and residential services; services for students with needs and PWD; information, orientation and awareness services; scholarships and financial assistance; food services; and admission services.

Meanwhile that the students believed that the institution provides opportunities for promotion and appreciation of culture and arts being the one rated as the first in the rank, they are not properly informed of the admission guidelines and retention



policies, and that the system of student recruitment, selection, admission and retention is not that very efficient which was rated as the last in the rank.

The findings of the study that the student programs and services were rated as efficient is similar to the results of Rozikin, et. al (2020) which shown that student services are ranked 'good', but an evaluation is required in terms of their implementation, because the services are not yet reaching a status of 'excellent'. The scholarship was widely recognized as a student affairs service, whereas services relating to the interests of talents and logic or reasoning competence were less known. Accordingly, it is hoped that student services will become more efficient in terms of bureaucracy in order to be effective for all parties involved.

According to St. Aubyn, Pina, Garcia, and Pais (2008), a decision-making unit is said to be efficient if a company or government body attains that level of output or outputs that is the maximum attainable under the existing technology. Efficiency is essentially a comparison between the inputs used in a certain activity and produced outputs.

#### **4. Policy Recommendations to Sustain or Enhance the Effectiveness and Efficiency of the Student Affairs Services of the College**

Based on the data gathered on the effectiveness and efficiency of the Student Affairs Services of the College, the following policy recommendations were made.

- a. The study was limited only to the Bachelor of Science in Nursing students, thus it would be necessary to evaluate the effectiveness and efficiency of the Student Affairs Services whom the teaching and non-teaching personnel staff and the college administrators can also provide their perceptions on the implementation of the different student programs and services of the college.
- b. A regular evaluation of the activities provided by the Student Affairs Services Office maybe done to measure the students understanding.
- c. For the students to fully understand the functions of the different programs and services of the Student Affairs Services Office of the college, a departmentalized orientation program may be conducted.
- d. A more effective and efficient admission services must be developed and provided especially to freshmen and incoming freshmen students.
- e. An extensive orientation on the different scholarship and other financial assistance program be provided to the students for them to be aware where to avail and apply on the said scholarship program of the college.
- f. Being an important part of any educational institution, the food services must be enhanced such that variety of delicious and nutritious foods must be served to provide the students the basic needs for foods.

#### **4. CONCLUSION**

The findings reflect that majority of the respondents are 20 years old and below, females, and members of the Philippine Nursing Students Association. Mostly are from the second-year level and very few are scholarship grantees and members of culture and arts. The Bachelor of Science in Nursing students perceived the different programs and services of the Student Affairs Services Office as effective and efficient. Thus, a policy recommendation to enhance the effectiveness and efficiency of the student affairs services of the college was made which was focused on improving the admission and food services, and services for students with needs and PWD and also on the scholarship and financial assistance program.

#### **RECOMMENDATION**

The Student Affairs Services of the college may be improved focused primarily on the admission and food services, and services for students with needs and PWD and also on the scholarship and financial assistance program; and a conduct of a more extensive orientation program of the different services of the Student Affairs Services Office must be done per program for the students to be fully aware and understand the said services.

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