

# Effectiveness of other institutional student programs and services of the Nueva Vizcaya State University-Bambang Campus: 2016-2019 graduating students' perspicacity

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## **Abstract**

The Nueva Vizcaya State University-Bambang Campus as a higher education institution (HEI) joins the CHED in its quest for quality education by seeking to form individuals who can later become productive citizens of the country and the world. It is understood that the university's responsibility is not only confined to the teaching and development of job skills, but also to the acquisition of life skills and values. The university with the vision of becoming a premier university in a global community must and should provide by all means a set of student-centered activities and services in support of academic instruction intended to facilitate holistic and well-rounded student development for active involvement as future responsible citizens and leaders. Using a descriptive method of research, this research investigation is focused on the evaluation of Other Institutional Student Programs and Services of NVSU-Bambang Campus. A total of 1,333 graduating students from 2016 to 2019 were considered respondents. The survey instrument and unstructured interview were used to gather data. In describing the data gathered, mean was used to describe the level of effectiveness of these programs and services, and to determine the satisfaction level of the respondents. Results show that there is very high effectiveness and satisfaction with the implementation of other institutional programs and services at NVSU-Bambang Campus.

**Keywords:** effectiveness, institutional student services, satisfaction, student affairs, student programs

## **Effectiveness of other institutional student programs and services of the Nueva Vizcaya State University-Bambang Campus: 2016-2019 graduating students' perspicacity**

### **1. Introduction**

The Philippine Constitution declares that the State shall protect and promote the rights of all Filipino citizens to quality education at all levels and shall take appropriate steps to make education accessible to all. Moreover, the government, through its instrumentalities shall establish, maintain and support a complete, adequate, and integrated system of education relevant to the needs of the people and society. One of its instrumentalities is the Commission on Higher Education which is mandated to promote quality education, to take appropriate steps to ensure that education shall be accessible to all, and to ensure and protect academic freedom for continuing intellectual growth, advancement of learning, and research, development of responsible and effective leadership, education of high-level professionals, and enrichment of historical and cultural heritage.

To attain such mandate of the Commission on Higher Education (CHED), and by pertinent provisions of Republic Act No. 7722, otherwise known as the Higher Education Act of 1994, and other existing applicable laws, they adopted and promulgated the Enhanced Policies and Guidelines on Student Affairs and Services which define the scope, procedures, extent of regulations as well as the mechanics of evaluating student welfare and activities for students enrolled in higher education institutions in the country. Hence, the conduct of this research study. With this, the Nueva Vizcaya State University-Bambang Campus as a higher education institution (HEI) joins the CHED in its quest for quality education by seeking to form individuals who can later become productive citizens of the country and the world. It is understood that the university's responsibility is not only confined to the teaching and development of job skills, but also the acquisition of life skills and values.

As stated in CHED Memorandum No.9, series of 2013, the individuals produced by any educational institution like NVSU, should be able to contribute positively to the progress and development of the Philippines, and the upliftment of human conditions. With this, the Office of Student Affairs and Services of Nueva Vizcaya State University-Bambang Campus must systematically and deliberately address this end objective of producing citizens suited to the aims of the country and humanity. The university, with its vision of becoming a premier university in a global community, should provide by all means a set of student-centered activities and services in support of academic instruction intended to facilitate holistic and well-rounded student development for active involvement as future responsible citizens and leaders.

In the Statement of Policies of the above-mentioned Memorandum particularly sections 5 and 6 states that "the student's enjoyment of their rights shall be balanced by the exercise of accountability and social responsibility, that is, for every right enjoyed, there is a corresponding duty and accountability. Moreover, the rights of the student to 'self-management' with the right to self-organize on matters that will advance their welfare and maximize their potential shall be invaluable. According to Moseman (2017), many services affect the quality of a student's experience. These include residence life, academic enrichment, recreational sports and athletics, campus ministries, health services, and counseling. Each of these areas provides well for the needs of the students as they grow spiritually, emotionally, intellectually, and physically in their academic journey.

In a nutshell, some of the departments or units of the Nueva Vizcaya State University which could contribute to the development of an integrated discipline of the body, mind, and soul are admission services, scholarship and financial assistance, food services, health and wellness services, safety and security services, multi-faith and inter-faith services, culture and arts programs, sports development programs, social and community involvement programs, and student housing and residential services. These basic services are the natural components of any higher education institution in the country that needs to be flexible, innovative, and responsive to changing needs of students, and challenges brought about by the digital world.

### 1.1 Objectives

The main purpose of this research study is to evaluate the effectiveness of Other Institutional Student Programs and Services (ISPS) of the Nueva Vizcaya State University-Bambang Campus from 2016 to 2019 based on the perception of the graduating students. Specifically, it answered the following specific research problems:

- What is the perception of the graduating students of 2016-2019 on the effectiveness of other institutional student programs services (ISPS) of the Nueva Vizcaya State University-Bambang Campus along with admission services, scholarship and financial assistance; food services; health and wellness services; safety and security services; multi-faith and inter-faith services; culture and arts programs; sports development programs; social and community involvement programs; and student housing and residential services?
- What is the level of graduating students' satisfaction with the quality of institutional student programs and services of NVSU-Bambang Campus?
- What are the areas needing improvement as far as institutional student services are concerned?

## 2. Review of Literature

The entire process of college admission is conditioned by historical circumstances that have caused a sharp breaking point to occur at the end of the secondary school years. We now see this break, in one sense, as artificial and arbitrary. Education in the current perspective is coming to be thought of as a seamless web, a continuous cradle-to-grave affair. Even the span of formal education — roughly from nursery school through graduate or professional school — is but a part of the whole (Thresher, 2016).

The same author mentioned that in admission to higher education there is a dual process of affiliation. On one hand, the transactions involved constitute a kind of symbiosis that unites the world of higher education with the larger society that contains and interacts with it. On the other hand, the same transactions serve to connect the partially isolated society of a single nation with the cosmopolitan structure of the world of learning. These are social processes of the utmost complexity. How they work themselves out differs from nation to nation, but the basic social forces remain much the same everywhere.

Scholarships provide an opportunity for many people to earn an education. Without assistance from an outside source, students may have trouble paying for the degree they need to enter the workforce and become contributing members of society (Community Force, 2021). There were cases where students do several jobs over their college years to pay for their classes, books, and lodging. While this is certainly an option, it detracts from the time most students need to study and learn. Academic performance suffers greatly when a student is overworked. In a country where a college degree is beneficial during a job search, scholarships and financial assistance lessen the monetary strain on many students.

School food services can have a major impact on the foods and drinks that students are exposed to and consume. Enjoyment of healthy foods and drinks has a wide range of positive benefits for student health and learning outcomes such as: providing important nutrients that students need to be alert and engaged in the classroom. According to Mikkelsen and associates (2005), good nutrition contributes to the improved well-being of children and their potential learning ability, thus contributing to better school performance and there is evidence that poor nutrition in school children tends to compromise learning capacity. Several literature reviews have found that well-designed and well-implemented school-based programs can improve the physical activity and eating behaviors of young people.

Schools play a critical role in supporting children and adolescents in eating healthy and getting regular physical activity. Schools can provide learning opportunities to reinforce these healthy behaviors by

implementing wellness policies and practices and using an effective health education curriculum. According to Ecole Globale (2019), schools have started to focus on the well-being of their students, especially their mental health. Schools are special when it comes to wellness programs because only a healthy educator would be able to impart sound education to children whereas only a healthy student can grasp the importance of having a good and healthy teacher around him to improve his or her lifestyle simultaneously.

According to Applebury (2021), keeping schools safe allows students to look forward to being in an encouraging environment that promotes social and creative learning. When their basic safety needs are not met, students are at risk of not feeling comfortable at school and may stop showing up, or they may remain on edge throughout the day. Promoting school safety creates an open space for students to explore, learn and grow. The same author argued that a safe learning environment is essential for students of all ages. Without it, they are unable to focus on learning the skills needed for a successful education and future. When violence is part of the educational setting, all students are affected in some way. Even though your child may not be the actual victim of violence in school, there is a very good chance that he or she will witness violent acts throughout the educational years. Research continues to illustrate children who feel unsafe at school perform worse in their academics and are more at risk of getting involved in drugs and delinquency.

Multi-faith services in any school are important for the development of understanding and knowledge about religions in young minds. According to Warren (2019), it provides an individual with insight into different religious practices, faiths, beliefs and helps people know and familiarize themselves with different cultures around the world. It builds tolerance among people with different backgrounds and religious beliefs. Overall, it serves to build a better society, community, and culture of the human being. The same author also amplifies that religious beliefs and norms remain the living force of the moral spirit of society that should be present in every academic society. Thus, it plays a vital role in society, enabling the individual to have special consideration for different people with different needs. It teaches individuals to abide by the law voluntarily and respect others (and their properties). Indeed, preserving religious freedom in society is of great importance and has key advantages. Religious freedom amplifies socio-economic progress in society and reduces violent conflict. Thus, societies are better developed when citizens have the freedom to express their religious beliefs and ideologies because it contributes to a more peaceful, stable, and charitable society.

According to Kisida and Bowen (2019), engaging with arts and cultural activities is essential to the human experience. The arts challenge us with different points of view, compel us to empathize with “others,” and allow us to reflect on the human condition. Empirical evidence supports these claims: Among adults, arts participation is related to behaviors that contribute to the health of civil society, such as increased civic engagement, greater social tolerance, and reductions in other-regarding behavior. On the other hand, Drexel University School of Education (2019) stated that promoting awareness and creating a personal connection with diverse cultures on the campus can prevent students from developing prejudices later in life. It allows them to empathize with people different from themselves since they are more aware of the experiences someone of a different race or cultural group may face. It is important to remind ourselves why diversity and cultural awareness is so crucial in the school and the benefits they can have on students now and in the long term. Cultural programs expose students to various cultural and social groups, preparing students to become better citizens in their communities. These culturally responsive programs will help to promote diversity in the school.

Another program that higher education institutions must provide to students is sports development which has been viewed as a way to stay healthy and fit. But the importance of sports goes much further. Sports help in the overall development of students. Playing sports teaches lessons in life, such as teamwork, accountability, self-confidence, responsibility, and self-discipline. According to Eastwood College of Lebanon (2019), sports in school help prepare students to face the challenges of life. They enhance the physical and mental abilities of students and help them achieve the goals of their life. The training of the students starts right from the school level. Sports help develop values of mutual trust and cooperation. They help develop students’ capacities in taking instant decisions, and they enhance thought processes. The feeling of sportsmanship or sporting spirit,

which develops in the sporting arena, teaches students to accept failures and to respect others.

With the rise in deepening and expanding public engagement globally, the importance of community engagement has become pivotal for well-functioning, twenty-first-century democracies. According to Hussey (2020), constructive relationships between communities and the institutions of government like universities make community engagement not only desirable but necessary and viable as it is likely to lead to more equitable, sustainable public decisions and improve the livability of local communities. Understood through the values of access and inclusivity, where community members are informed and educated on issues at hand, locals can contribute meaningfully to engagement and have the capacity to shape those activities. Building on the ideas of empowerment and participation, people's well-being involves participating meaningfully in all aspects of one's life. Community engagement through extensions and outreach activities, then, ensures that both the academe and their adopted communities have access to valued social settings and activities, feel that they can contribute meaningfully to those activities, and develop functional capabilities that enable them to participate fully (Hussey, 2020; Baring et al., 2020).

Finally, Aranyi (2019) commented that institutions of higher education are challenged by the need to create residential facilities that support the recruitment and retention of high-caliber students, facilitate socialization and engagement, and provide a foundation for academic success. The following trends are influencing student housing on college campuses today and in the future. The residential learning environment is an important vehicle for student learning. It focuses the students' time and energy on college increases informal interaction with other students and offers multiple opportunities for students to explore values, lifestyles, and interests in a supportive environment under the administration of student affairs administrators trained in the experiential education of students. According to Blimling (2020), research has demonstrated that living in a college residence hall during the first year of college adds significantly to a student's likelihood of remaining in college and graduating. Compared to students who live at home, students who live in residence halls have more interaction with faculty, participate in more campus activities, have a higher aspiration for graduate education, are more satisfied in college, and generally move beyond their peers who have not lived in residence halls in a range of psychosocial development areas.

### **3. Methodology**

This research study utilized the descriptive method of research particularly employing a structured questionnaire as the main data-gathering tool. This method was adopted by the researchers since the study intends to describe certain research constructs, and it involved information gathering with analytical interpretation. According to Shields and Rangarjan (2013), the descriptive method of research is the exploration of an existing certain phenomena and an approach that emphasizes the present status of such phenomena. It also describes a current situation, determines the nature of prevailing conditions or practices, and seeks an accurate description of activities, objects, persons, and processes.

Best (2011) scholarly characterized descriptive research as one which involves hypothesis formulation and testing; uses the logical methods of randomization so that error may be estimated when referring to population characteristics from observation samples; describes variables and procedures accurately and completely, and is non-experimental for they deal with the relationship between non-manipulated variables in a natural setting. This research study was conducted at the Nueva Vizcaya State University-Bambang Campus involving 1,333 or 50.01 percent of the 2,665 graduating students from 2016 to 2019 from the baccalaureate degrees of the four colleges on the campus which were chosen through stratified random sampling technique.

The main instrument used to obtain the data and information needed in the study was a checklist developed and validated by Vadil (2015). The checklist was prepared in such a way that the researchers can elicit accurate information about the effectiveness of Institutional Student Programs and Services along with admission services, scholarship and financial assistance; food services; health and wellness services; safety and security services;

multi-faith and inter-faith services; culture and arts programs; sports development programs; social and community involvement programs; and student housing and residential services. Five options were offered in all of the dimensions to be used for a response, which include the following:

Scale	Mean Range	Qualitative Description
5	4.20 – 5.00	Always
4	3.40 – 4.19	Often
3	2.60 – 3.39	Sometimes
2	1.80 – 2.59	Seldom
1	1.00 – 1.79	Never

Moreover, the following verbal/qualitative description of each grand mean score of every dimension in terms of the level of effectiveness was followed:

Scale	Qualitative Description
4.20 – 5.00	Very High Effectiveness
3.40 – 4.19	High Effectiveness
2.60 – 3.39	Moderate Effectiveness
1.80 – 2.59	Low Effectiveness
1.00 – 1.79	Very Low Effectiveness

Moreover, the following verbal/qualitative description of each grand mean score of every dimension in terms of the level of satisfaction was followed:

Scale	Qualitative Description
4.20 – 5.00	Very High Satisfaction
3.40 – 4.19	High Satisfaction
2.60 – 3.39	Moderate Satisfaction
1.80 – 2.59	Low Satisfaction
1.00 – 1.79	Very Low Satisfaction

#### 4. Discussion of Results

What is the perception of the graduating students of 2016-2019 on the institutional student programs and services (ISPS) of the Nueva Vizcaya State University-Bambang Campus along with admission services, scholarship and financial assistance; food services; health and wellness services; safety and security services; multi-faith and inter-faith services; culture and arts programs; sports development programs; social and community involvement programs; and student housing and residential services?

To illustrate the respondents' perception of the student welfare programs and services, the mean was computed. Results are reflected in table 1. It can be seen in Table 1 that there is a "very high effectiveness" in the implementation of institutional student programs and services at the Nueva Vizcaya State University-Bambang Campus as evidenced by the 4.23 computed grand mean. The table shows that there is a "very high effectiveness" in the implementation of sports development programs, culture and arts programs, multi-faith and interfaith services, and scholarship and financial assistance. On the other hand, the implementation of admission services, food services, health and wellness services, safety and security services, social and community involvement programs, and student housing and residential services were all rated to have "high effectiveness" by the graduating students of academic years 2016 to 2019. A detailed discussion of every dimension is seen in the preceding pages after table 1.

**Table 1**

*Mean and qualitative description of the respondents' perception of the ISPS*

ISPS Dimensions	Mean	Qualitative Description
Admission Services	3.39	Moderate Effectiveness
Scholarship and Financial Assistance	4.68	Very High Effectiveness
Food Services	4.10	High Effectiveness
Health and Wellness Services	3.87	High Effectiveness
Safety and Security Services	4.18	High Effectiveness
Multi-Faith and Inter-Faith Services	4.79	Very High Effectiveness

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Culture and Arts Programs	4.88	Very High Effectiveness
Sports Development Programs	4.92	Very High Effectiveness
Social and Community Involvement Programs	3.37	Moderate Effectiveness
Student Housing and Residential Services	4.05	High Effectiveness
Grand Mean	4.23	Very High Effectiveness

Admission Services. It can be seen in Table 1 that the respondents evaluated admission services to have a “moderate effectiveness” in terms of implementation as evidenced by the 3.39 computed mean. The above findings could be interpreted to mean that the faculty and students are properly informed of the admission guidelines and retention policies of the university; students are often aware of the admission and retention policies of the university and are advised at the end of the semester, whether or they can be retained; and the admission and retention policies of the university are displayed in conspicuous places and often strictly observed and implemented. The same group of respondents perceived that the admission and retention policies of the university are sometimes publicly known through brochures, orientation programs, and bulletin of information; various tools and devices are sometimes used for admitting and retaining students, and stakeholders are sometimes consulted on any changes or development of admission and retention policies of the university. In an interview conducted, the graduating students made mentioned the very long queue during enrolment and it takes them two to three days before they are enrolled. Some suggested that NVSU should have an online enrolment and even the evaluation of grades.

Scholarship and Financial Assistance. It can be seen in Table 1 that the implementation of scholarships and financial assistance to students on the campus is perceived to have a “very high effectiveness” in terms of implementation as perceived by the respondents as shown by the 4.68 computed mean. The above findings could be interpreted to mean that poor but deserving students are always granted scholarships; privileges/benefits other than free tuition fees are granted to scholars since policies in the selection of scholars are well defined and disseminated to students; the university provides insurance and mutual aid programs to students and even Medical-Financial aid is always available, and an emergency loaning system is also available in the campus through the Student Emergency Loan Program (SELP). The same group of respondents perceived that promissory notes are often issued to students who cannot pay their school fees on time as a form of support, and the University provides opportunities for students to enjoy assistantship/student labor/summer jobs.

Food Services. It can be gleaned in table 1 that the respondents evaluated food services to have a “high effectiveness” in terms of implementation as shown by the 4.10 computed mean. The above results could be interpreted to mean that the school canteens are efficiently managed as evidenced by the schedule and method of servicing customers; there is evidence of prompt, courteous, and efficient service in the business transactions with students; and dining, kitchen, and storage facilities are sufficient and sanitary. On the other hand, the same group of respondents perceived that the institution often coordinates with the local government for the safety and sanitation of food service outside the school premises; criteria for safety, sanitation, and food choices in the school canteen/cafeteria are often enforced; and food outlets/food court inside the university often observe healthy sanitation and hygiene all the time. The respondents also perceived that food items sold in the canteen are nutritious, and sometimes are well balanced and affordable, and the space for the school canteen is sometimes adequate and free from traffic congestion.

Health and Wellness Services. The computed mean of 3.87 along health and wellness services on the campus is perceived to have “high effectiveness: in terms of implementation as perceived by the respondents. The above results could be interpreted to mean that health and medical facilities including medicines and first aid paraphernalia are adequate; the school clinic is accessible to students, teachers, and employees; students who go for consultation and treatment are immediately attended to by the medical staff; students are always encouraged to participate on wellness programs designed by the health personnel of the university, and physical fitness programs and activities are always available for students. The same group of respondents often perceived that the school clinic has adequate personnel and space for privacy during physical/ medical examination; and physical/medical examination is often conducted by medical staff (physician, nurse, and dentist) at the start of

the school year. An interview conducted among graduating students across the academic year reveals that there is a need for management to hire a medical officer to attend to the needs of faculty and students.

**Safety and Security Services.** It can be gleaned in table 1 that the safety and security services of the campus are perceived by the respondents to have a “high effectiveness” in terms of implementation as shown by the 4.18 computed mean. The above results could be interpreted to mean that buildings and facilities of the university conform to government standards (fire escape) and are accessible and safe for students; visitors, strangers, and outsiders are inspected strictly by the security guards on duty before they are allowed to enter the university; security guards implement strict rules and regulation to promote the safety of students and licensed and competent security personnel ensure the safety and security of students. The same group of respondents perceived that earthquake and fire drills involving students, faculty and staff are conducted regularly; classrooms and laboratories/shops have proper ventilation and lighting, and the students are covered with Life and Accident Group Insurance.

**Multi-Faith and Inter-Faith Services.** Data in table 1 show that the multi-faith and inter-faith services of the campus are perceived by the respondents to have a “very high effectiveness” in terms of implementation as evidenced by 4.79 as the computed mean. The above results could be interpreted to mean that religious tolerance is always observed by students inside the campus; masses and similar religious services are regularly sponsored by the school, the university ensures that the students’ right to practice his/her religion is always respected; and the university provides rooms and other facilities for the conduct of prayer meetings of students. Moreover, the respondents also perceived that religious activities like bible study, fellowship are often participated in by students; membership in religious groups is encouraged by the school and allows other religious sect to hold religious services, and spiritual services such as prayer services for the dead/sick are often extended in the community.

**Culture and Arts Programs.** It can be seen in Table 1 that the culture and arts program of the campus is evaluated by the respondents to have a “very high effectiveness” in terms of implementation as shown by the 4.88 computed mean. The above results could be interpreted to mean that programs/convocations showcasing cultural activities are well planned and coordinated; the University always provides opportunities for the promotion and appreciation of culture are among students; culture and art month is always celebrated on the campus and or integrated into several school convocations; culminating activity for culture is always undertaken, and outstanding achievement along cultural affairs is always recognized through awards/incentives. The respondents also perceived that cultural affairs in the school often include dramatics, musical activities, variety shows, literary activities, and others; student participation in the cultural activity is often encouraged, and a system of recruitment of members in cultural activities is outlined and publicized.

**Sports Development Programs.** It can be gleaned in table 1 that sports development programs of the campus yielded the highest evaluation by the respondents with a 4.92 computed mean which means that there is a “very high satisfaction” in its implementation as perceived by the respondents. The above findings could be interpreted to mean that the University always provides opportunities for the promotion and appreciation of sports and the development of sportsmanship as evidenced by student’s participation in athletic competition and recreational activities; policies and procedures in the selection of the student-athletes and performers are always implemented, and interest and support of administration toward sports and recreation are evident. Moreover, the respondents also perceived that athletic grounds and space for recreational activities are provided adequately; athletic and recreational facilities and equipment are often sufficient, and activities in this area promote sportsmanship and self-discipline.

**Social and Community Involvement Programs.** Data in Table 1 reveal that there is a “moderate effectiveness” in terms of implementation of social and community involvement programs on the campus as shown by the 3.37 computed mean. The above findings could be interpreted to mean that students are actively involved in the waste management program of the school and community and are encouraged to participate in



the Clean and Green program of their communities; they are actively participating in their community and town fiestas and other related socio-cultural activities; their involvement in anti-drug abuse campaign is commendable, and they actively participate in environmental protection activities like tree planting and cleanliness. Moreover, the respondents also perceived that students' participation in community extension programs of their department is often encouraged like serving as blood donors to the needy members of the community and donating financial and material aid to the victims of natural calamities.

Student Housing and Residential Services. Data in the same table show that there is a "high effectiveness" in terms of implementation of student housing and residential services as shown by the 4.05 computed mean. The above results could be interpreted to mean that rules and policies on the use of the dormitory are properly and strictly implemented since a dorm manager is available to guide and supervise student residents; cleanliness and orderliness of rooms are regularly evaluated; and buildings are reasonably safe against earthquake, typhoon, and fire. The same group of respondents perceived that dormitories/housing facilities for students from other municipalities/provinces exist, and are properly constructed with proper ventilation and lighting, and boarding houses within the vicinity of the university were following local ordinances in their daily operations. However, the respondents also perceived that boarding houses operating outside the university are sometimes inspected by the SAS personnel.

What is the level of graduating students' satisfaction with the quality of institutional student programs and services of NVSU-Bambang Campus?

It can be seen in Table 2 that the graduating students of academic years 2016 to 2019 are "very highly satisfied" with the institutional students' programs and services of the Nueva Vizcaya State University -Bambang Campus as evidenced by the 4.21 computed grand mean. The respondents are "very highly satisfied" with sports development programs (4.95), multi-faith and interfaith services (4.85), culture and arts programs (4.82), and scholarship and financial assistance (4.62); "highly satisfied" along with food services (4.12), health and wellness services (3.85), safety and security services (4.15), and student housing and residential services (3.98); and moderately satisfied along with admission services (3.38), and social and community involvement programs (3.91).

**Table 2**

*Overall Satisfaction of Other Institutional Student Programs and Services*

ISPS Dimensions	Mean	Qualitative Description
Admission Services	3.38	Moderate Satisfaction
Scholarship and Financial Assistance	4.62	Very Highly Satisfaction
Food Services	4.12	High Satisfaction
Health and Wellness Services	3.85	High Satisfaction
Safety and Security Services	4.15	High Satisfaction
Multi-Faith and Inter-Faith Services	4.85	Very Highly Satisfaction
Culture and Arts Programs	4.82	Very Highly Satisfaction
Sports Development Programs	4.95	Very Highly Satisfaction
Social and Community Involvement Programs	3.39	Moderate Satisfaction
Student Housing and Residential Services	3.98	High Satisfaction
Grand Mean	4.21	Very High Satisfaction

What are the areas needing improvement as far as institutional student programs and services are concerned?

Based on the data gathered and interviews conducted among graduating students of 2016 to 2019 serving as respondents of this study, the following areas needing improvement as institutional student programs and services are concerned are the following:

- Long queue and too much time spent during enrolment period in both the registrar and cashier's office.

- Provision of a spacious school canteen or food court which is free from traffic congestion.
- Need for management to hire a medical officer to attend to the needs of faculty and students.
- Conduct of earthquake and fire drills involving students, faculty, and staff regularly.
- Participation of students in community extension programs of their department.
- Inspection of boarding houses operating outside the university by the SAS personnel.

## 5. Conclusions

With the foregoing findings, the following conclusions were derived:

- There is a very high level of effectiveness in the implementation of institutional student programs and services at NVSU-Bambang Campus.
- The respondents are very highly satisfied with the implementation of institutional student programs and services
- There are areas of institutional student programs and services that need improvement including the enrolment process, provision of a spacious food court, hiring of a medical officer, the conduct of earthquake and fire drills, students' participation in community extension programs, and inspection of boarding houses by SAS personnel.

### 5.1 Recommendations

The following recommendations hence are offered:

- There is a need to sustain the institutional student program and services with excellent implementation and enhancement of the other areas.
- The level of satisfaction differs from time to time, hence, a continuous improvement of services along with admission, food services, health and wellness services, safety and security services, social and community involvement programs, and student housing and residential services.
- Management may consider the implementation of online enrolment, payment, and evaluation of credentials/grades.
- Provision of canteens/ food outlets in the different colleges be considered by the administration to cater to the majority of students.
- The hiring of a medical officer is highly recommended.
- The Office of Student Affairs and Services in coordination with line agencies may conduct earthquake and fire drills involving students, faculty, and staff every semester.
- The College Extension Office may design an extension program that will involve students and faculty in line with their course offerings.
- Inspection of boarding houses within the vicinity of the University be included as a regular activity of the Office of Student Affairs and Services in coordination with the local government units.

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