


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

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Abstract

The history of our creation as a university reminds us that good student affairs practice must be considered within the context of issues that influence higher education and its missions. Societal concerns and needs, economic conditions, and external political agendas shape the parameters for student affairs work. These conditions emphasize the need for our SAS Programs to be informed by research and writing not only about teaching and learning but also concerning the most pressing issues confronting our students and their families. Using a descriptive method of research, this research study is focused on the evaluation of Student Development 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, the 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 a very high level of effectiveness and satisfaction in the implementation of student development programs and services at NVSU-Bambang Campus.

Keywords: effectiveness, satisfaction, student affairs, student development programs, student development services

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1. Introduction

Today's context for higher education presents student affairs with many challenges. Among these are new technologies, changing student demographics, demands for greater accountability, concern about the increasing cost of higher education, and criticism of the moral and ethical climate on campuses. Institutions of higher learning are also influenced by social and political issues, including multiculturalism, personal responsibility, and equal opportunity. Our response to these challenges will shape our role in higher education. The choice of student affairs educators is simple: We can pursue a course that engages us in the central mission of our institutions or retreat to the margins in the hope that we will avoid the inconvenience of change.

The history of our creation as a university reminds us that good student affairs practice must be considered within the context of issues that influence higher education and its missions. Societal concerns and needs, economic conditions, and external political agendas shape the parameters for student affairs work. These conditions emphasize the need for our SAS Programs to be informed by research and writing not only about teaching and learning but also concerning the most pressing issues confronting our students and their families.

The SAS program is not an immutable rule, nor do we offer specific instructions for their use at a particular unit or department. There are guidelines on student development that are meant for conducting learning-oriented student affairs work, based on extensive research about the impact of college on educational outcomes. As such, they offer unambiguous, yet adaptable, programs and services for the productive use of resources for learning.

In line with the above, the student development theory suggests that college students' developmental stage affects how students think about and experience the world, can shed light on their needs, and help higher education administrators and student affairs practitioners to improve their ability to support students through their journey to earn a degree in the university.

The student development programs and services were created to be implemented into everyday tasks and interactions with students, faculty, academic administrators, and others. They are intended to shape how we think about our responsibilities, communicate our purposes to others, and engage productively and responsively with students.

The Student Affairs & Services (SAS) office serves as the center of all student services, information, and activities that aim to develop the individual student socially, intellectually, physically, morally, and spiritually. Its thrusts include positive discipline through social empowerment and cooperative living/learning development of student leaders for school and community responsibility.

1.1 Objectives

The main purpose of this research investigation is to evaluate the effectiveness of Student Development Programs and Services (SDPS) 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:

1. What is the perception of the graduating students of 2016-2019 on the effectiveness of student development programs and services (SWPS) of the Nueva Vizcaya State University-Bambang Campus along with student activities, student organization and activities, leadership training, student council, and government, student discipline, and student publication?

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

3. What are the areas needing improvement as far as student development programs and services are concerned?

2. Review of Literature

The university exists not only to train students academically but also to develop them holistically. Effective learning takes place when the students are exposed to quality instruction nurtured in a healthy school environment. The academe is a training ground for future professionals and leaders of the community, organizations, and the country. Hence, it is important that the institution should provide the students with enriching campus life by exposing them to various programs, services, and activities designed to explore, enhance, and deepen their full potential for personal development, leadership skills, and social responsibility. Every university has a major role not only to train students to become cultivated individuals but also to produce human resources which are endowed with knowledge and have potential, capabilities to lead, and social responsibility (Obrero, 2013).

The whole student concept involves the development of a living and learning environment in which student services personnel work with faculty, administrators, students, staff, employers, and the community to integrate academic and student activities outside the classroom in order to prepare students to live in a complex world. Student events, activities, organizations, and departments under the umbrella of student services are designed to not only complement the learning environment, but also to allow students to develop intellectually, spiritually, physically, emotionally, and vocationally—and in their capacity to serve as leaders and bring about change (Castillo, 2021; Wilson and Associates, 2021).

On the other hand, the CHED Memorandum No. 9 series of 2013 clearly states that student activities are to promote successful campus organizations and to foster collaboration between all student organizations and sponsors. The SAS Office is the primary resource for all matters pertaining to student organizations. The student activities coordinator assists with the creation, maintenance, and oversight of student organizations, including assisting with budgets, organizing travel, training, planning, coordinating events, and offering support for organization sponsors and students.

Another service under development programs according to UNESCO (2009) is Leadership Training which is designed to improve the performance of individuals and groups to be able to translate the acquired skills to the immediate real-life situation. It is also a development activity leading to greater levels of leadership complexity, group interaction, civil responsibility, cognitive and effective outcomes. These services thus provide leadership resources, support services, consultation, and advice to practitioners, students, and faculty to assist in creating a culture of excellence and lifelong learning.

In addition, Republic Act No. 7079 (1991) declares the policy of the State to uphold and protect the freedom of the press even at the campus level and to promote the development and growth of campus journalism as a means of strengthening ethical values, encouraging critical and creative thinking, and developing moral character and personal discipline of the Filipino youth. In furtherance of this policy, the State shall undertake various programs and projects aimed at improving the journalistic skills of concerned students and promoting responsible and free journalism.

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) descriptive method of research is the exploration of 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 Student Development Programs and Services along with student activities, student organization and activities, leadership training, student council and government, student discipline, and student publication. In order to cross-validate the gathered data, unstructured.

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. Results and Discussion

4.1 What is the perception of the graduating students of 2016-2019 on the student development programs and services (SWPS) of the Nueva Vizcaya State University-Bambang Campus along with student activities, student organization and activities, leadership training, student council and government, student discipline,

and student publication?

In order 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" as far as implementation of student development programs and services on the campus as shown by the 4.40 computed grand mean. The respondents perceived that there is very high effectiveness in the implementation of student activities, student organization and activities, student council and government, and student discipline. On the other hand, the implementation of leadership training and student publication is rated to have a "high effectiveness" by the respondents. The following areas or dimensions of student development programs and services (SDPS) were discussed in detail below.

Student Activities. Data in table 1 show that there is a "very high effectiveness" in the implementation of student activities as shown by the 4.73 computed mean. The above findings could be interpreted to mean that activities conducted on the campus always complement the attainment of the vision and mission of the University; supports the goal and objectives of the programs (baccalaureate, master's, or doctorate); the activities are always an arena where linkages and mutual understanding between stakeholders are strengthened; and students' participation in activities/programs always increases their self-understanding, self-confidence, leadership skills, and administrative capability.

Table 1

Mean and Qualitative Description of the Respondents' Perception of the Student Development Programs and Services of NVSU- Bambang Campus from 2016-2019

SDPS Dimensions	Mean	Qualitative Description
Student Activities	4.73	Very High Effectiveness
Student Organization and Activities	4.85	Very High Effectiveness
Leadership Training	4.12	High Effectiveness
Student Council and Government	4.72	Very High Effectiveness
Student Discipline	4.62	Very High Effectiveness
Student Publication	3.39	Moderate Effectiveness
Grand Mean	4.40	Very High Effectiveness

The same group of respondents perceived that collaboration with faculty and students is often enhanced by activity and it develops civic responsibility, and the activity often complements the holistic development of students as responsible and productive members of society. However, the respondents sometimes perceived that the objectives of the activities conducted are stated as learning outcomes; and sometimes supplement the learning processes in the classroom. **Student Organization and Activities.** It can be gleaned in the same table that there is a "very high effectiveness" in the implementation of student organizations and activities as shown by the 4.85 computed mean.

The above results could be interpreted to mean that the accreditation policies on-campus organizations and co-curricular activities are always implemented; a regular evaluation of co-curricular activities participated by the students in terms of student participation, projects initiated and accomplishment are always done; a system of incentives, recognition, and awards for outstanding achievement in-co-curricular activities exist; and activities of student organizations are always coordinated and evaluated by a designated office. Moreover, the same group of respondents perceived that the Constitution and By-Laws of students' organizations often incorporate participation and advocacy in social action activities; and the administration often encourages more student participation in different school activities. However, the respondents of this research investigation sometimes perceived that qualified and interested faculty/personnel advise different organizations.

Leadership Training. Data in table 1 reveal that there is a "high effectiveness" in the implementation of leadership training as a dimension of student development programs and services as shown by the 4.12 computed mean. The above findings could be interpreted to mean that the respondents of this study always perceived that there is strong coordination between student leaders and management regarding leadership

initiatives by students; financial support is always provided for students for participation in seminar workshops that will enhance their leadership skills, and students in the campus actively participate in extra and co-curricular programs of the university.

The same group of respondents often perceived that programs and opportunities to develop and enhance leadership among students are provided and a system of evaluating and awarding outstanding student leaders is often available; student leaders and members are given the opportunity to initiate leadership activities on the campus, and they are often tapped to lead convocations and programs to enhance their leadership confidence and management capability. However, the respondents also perceived that the administration sometimes encourages students to participate in different leadership activities in the university and in the community.

Student Council and Government. It can be seen in table 1 that there is a “very high effectiveness” in the implementation of the student council and government as dimensions of student development programs and services on the campus as shown by the 4.72 computed mean. The above results could be interpreted to mean that the university always recognizes the right of student councils to be represented in various forums where the students need to be consulted; the student councils are consulted regarding the collaboration and implementation of the student activity fund since the university recognizes the right of student councils to be transparent and accountable to their constituents and recognizes the right of students to govern themselves as student body; and the university through the SAS office often accredits, monitors, and evaluates the different student councils. The same group of respondents often perceived that the university ensures transparency in the development/revision of guidelines and procedures for the student council/government and even provides adequate offices space and student centers to support the college student councils and the SC-SSC; and coordinate between the SAS, SC-SSC and the college student councils is often evident.

Student Discipline. Data in the same table show that there is a “very high effectiveness” in the implementation of student discipline as a dimension of student development programs and services as evidenced by the 4.62 computed mean. The above results could be interpreted to mean that students on the campus are always encouraged all the time to observe self-discipline and respect for others and to observe the core values of the university in their daily school activities, and they are always advised to follow rules and regulations stated in their Code of Conduct and Discipline. The same group of respondents often perceived that student grievance is always addressed through the Student Discipline Unit of the SAS office because the campus has an active Student Disciplinary Tribunal that attends to student’s grievances and cases; the Student Discipline Tribune often ensures due process in dealing with student misconduct, and sanctions are enforced for misconduct committed inside and outside the university. However, the respondents sometimes perceived that parents are informed of the misconducts committed by their children in order to solve problems in a peaceful manner.

Student Publication. It can be gleaned in table 1 that there is a “moderate effectiveness” in the implementation of student publication as a dimension of student development programs and services as reflected by the 3.39 computed mean. The above findings could be interpreted to mean that the student publication (TUG) publishes articles that reflect the core values of the University and features the aspirations and cultural heritage of the country since the institution supports the implementation of RA 7079 otherwise known as Campus Journalism Act of 1991 and other media forms; the student publication (TUG) records important school events and worthwhile student accomplishments and achievements for posterity’s sake and is a ready reference material that complements teaching-learning process. The same respondents perceived that the student publication (TUG) is worthy to be a show window of the University to the community because it makes known the achievements of the school, creates and expresses school opinions, and it complements the attainment of NVSU’s vision and mission. However, the respondents sometimes perceived that the student publication (TUG) provides an outlet for students’ suggestions for the betterment of the school.

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

It can be seen in table 2 that the graduating students of 2016-2019 have a “very high satisfaction” with the student development programs and services of the Nueva Vizcaya State University-Bambang Campus as evidenced by the 4.35 computed mean. The respondents are very highly satisfied with student activities, student organizations and activities, student council government, and student discipline; highly satisfied with leadership training, and moderately satisfied with student publication.

Table 2

Overall Satisfaction of Student Development Programs and Services

SDPS Dimensions	Mean	Qualitative Description
Student Activities	4.57	Very High Satisfaction
Student Organization and Activities	4.78	Very High Satisfaction
Leadership Training	4.10	High Satisfaction
Student Council and Government	4.59	Very High Satisfaction
Student Discipline	4.70	Very High Satisfaction
Student Publication	3.36	Moderate Satisfaction
Grand Mean	4.35	Very High Satisfaction

According to Deal and Yarborough (2020), student development programs and services are an increasingly important part of the higher education experience. When students graduate, they will be expected to be self-aware, skilled collaborators who are effective individual contributors with the potential to lead teams, departments, and eventually the entire organization. Various student development programs and services enhance what students learn in the classroom by giving them powerful tools for personal and professional success and increasing the value of a student’s education. Moreover, the different programs and services help students strengthen their communication and collaboration skills, develop resilience, become more adaptable, and prepare for a world in which they will be expected to be agile and innovative.

4.3 *What are the areas needing improvement (ANI) as far as student development programs and services are concerned?*

Based on the gathered data through the administered questionnaire and interviews conducted, the following are areas needing improvement as far as student development programs and services are concerned.

- a. The objectives of the activities conducted be stated as learning outcomes that supplement the learning processes in the classroom.
- b. The need for qualified and interested faculty/personnel to advise different organizations.
- c. Minimal encouragement of administration for students to participate in different leadership activities in the university and in the community.
- d. A mechanism for parents to be informed of the misconducts committed by their children in order to solve the problem in a peaceful manner.
- e. Provision of student publication (TUG) as an outlet for students’ suggestions for the betterment of the school.

5. Conclusions

Based on the salient findings of this research study, the following conclusions were drawn. There is very high effectiveness in the implementation of the student development programs and services at the Nueva Vizcaya State University-Bambang Campus. Moreover, there is a very high satisfaction level of the graduating students

of 2016 to 2019 with the student development programs and services of the campus. Finally, the areas needing improvements in the implementation of student development programs and services include objectives of student activities, student organization advisorship, participation in different leadership activities, a mechanism to inform parents, and the use of student publication for students' suggestions.

5.1 Recommendations

The following recommendations are offered. There is a need to sustain the student development programs and services with excellent implementation and enhancement of the other areas. Secondly, the level of satisfaction differs from time to time, hence, a continuous improvement of services along with leadership training and student publication may be given utmost attention. Thirdly, the SAS personnel should look into the objectives of different activities be stated as learning outcomes that supplement the learning processes before its approval for implementation or conduct. Moreover, management should encourage the faculty and staff to serve as student organization advisers, and more encouragement to students to participate in different leadership activities in the university and in the community. The SAS through its Guidance Services Department may devise a mechanism to inform parents immediately of the misconducts committed by their children in order to solve the problem in a peaceful manner. Lastly, the editorial staff and advisers of the student publication (The University Gazette) may include more participation from the students to recommend solutions for the betterment of the campus.

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