



## Thrusts and Programs Implementation of Student Affairs: Bases for Program Enhancement for Student Welfare and Development

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### Abstract

This study aimed to find out the level of efficiency and effectiveness of the implementation of thrusts and programs of student affairs of state universities and colleges in Panay Island, Philippines. This study involved 105 respondents from 14 campuses. Data were gathered using a validated survey questionnaire validated with a Cronbach alpha value of 0.75. Frequency, percentage, mean and standard deviation were used to analyze all descriptive data, and t-Test and Kruskal-Wallis H-Test were used as inferential statistical tools for the independent samples. The findings showed that student welfare and student development programs were "beneficial and available to all students," except for housing which was beneficial and available to most students. When respondents were grouped by the type of campus, type of institution, and SUC level, both the main campuses and the external considered both student welfare and student development programs as beneficial and available to all students. The exception was for the economic venture, food and nutrition, medical/dental, housing, special needs, and development of students' publication which were not beneficial for the external campuses. In terms of the efficiency and effectiveness of program implementation, the level was "very high." No significant difference was observed for the level of efficiency and effectiveness of program implementation between groups. Therefore, it is suggested there should equal disbursement of programs and resource to state universities and colleges since both have the same capacity to implement programs. Attention should be given to the external campuses regarding housing, economic venture, medical/dental, special needs, and publication and sports development for student development.

### Introduction

The Philippine higher education system's recent changes have posed a significant challenge to student affairs offices in state universities (Garcia, & Bay, 2012).

Because of the increasing cost of higher education, the complexity in student needs, the need for modern facilities, and the pressure from the community, the student affairs offices are faced with an immense challenge in creating more opportunities for students

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(Keeling & Associates, 2011; Ibarrientos, 2015).

Student affairs are complex entities that serve as a critical link to student success and the quality of universities and colleges' overall educational experience (Rintala & Kairamo, 2012). Over time, new programs and services have been added to the array of existing programs and services with little attention on how these programs could be designed to effectively meet the institution's mission or address student needs (Brotton & Frank, 2014). It is expected students who graduate from the education institutions should be able to contribute positively to their country's progress and the world as a whole (Seifert & Burrow, 2013).

This means that the student affairs should therefore design programs and systems to facilitate the training of students with high caliber and able to bring their experience in school to the real. To achieve this, higher education institutions must provide a set of student-centered activities and services to support academic instruction. This will provide holistic and well-rounded student development and welfare (CHED Memorandum Order No. 09 Series, 2013). Thus, every institution must ensure the total development of its students. The institution should provide opportunities for academic development, support students' academic growth through purposeful experiences, address their welfare and development needs, and motivate students toward successfully completing their education.

## Objectives

This study aimed to determine the thrusts and programs of the office of student affairs in State Universities and Colleges in Panay Island and the level of efficiency and effectiveness of their implementation during the Academic Year 2018-2019. The outcome would serve as bases for the program enhancement of the Student Welfare and Development. The were specific objectives were:

1. To measure the overall thrusts of student affairs in terms of priority
2. To determine the level of benefit of programs pursued by student affairs of state universities and colleges
3. To investigate the level of benefit of programs pursued by student affairs of state universities in panay according to the type of institution and level
4. To determine the level of priority of programs of student affairs of state universities and colleges by variables

5. To measure the level of priority programs of student affairs of state universities and colleges in panay island in terms of SUC level

6. To find the level of programs implementation in terms of efficiency of student affairs of state universities and colleges in panay.

7. To predict the significant difference in the efficiency level of programs implementation

8. To outline the significant difference in the level of effectiveness of programs implementation of student affairs of state universities and colleges

## Conceptual framework

Student affairs and services units of state universities and colleges are systems made up of various interrelated components such as thrusts and programs, people, and resources. Using the systems approach as the basis for this study, the thrusts and programs are considered as constituents of the SUC system that needs to be properly assessed to ensure that its implementation is effective and efficient. This assessment must focus on the different programs based on the thrusts of the institution and the involvement of school authorities, students, and other stakeholders in the implementation of student affairs. In Brownlie's concept of environment, the objective and the enacted environment could be viewed as how institutions consider inherent structures, while the process of implementation involves its enacted environment (Brownlie, 1989)

This study was also anchored on CHED Memorandum Order 09, series of 2013, the "Enhanced Policies and Guidelines on Student Affairs and Services", particularly the management and administration of student affairs and services, Student Welfare, Student Development, and Institutional Student Programs and Services. The framework of SUCs' student affairs and services, the major thrusts, programs, and the guidelines

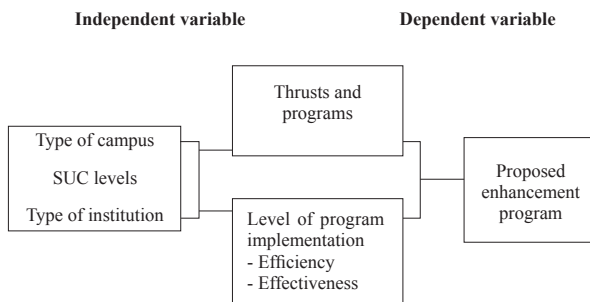


Figure 1 Conceptual framework

for implementation are embodied in this CMO. The paradigm below illustrates the relationship of variables considered in the study.

## **Research methodology**

### **1. Population and samples**

This study was conducted in 14 State Universities and Colleges in Panay Island, Philippines. A total of 105 stakeholders and implementers of student affairs and services (SAS) of state universities and colleges (SUCs) in Panay Island for the academic year 2018-2019 were involved in the study. The respondents included vice-presidents for academic affairs, student council presidents, SAS directors, student council advisers, student organization/club presidents, and their advisers, from the main and external campuses of the state universities and colleges in Panay Island.

### **2. Research instrument**

The descriptive survey method was used in this study. A set survey questionnaire was used as the instrument in gathering data relating to the thrusts, programs, and implementation of the student affairs. The questionnaire was made up of five parts. The first part was on the demographic profile of the respondents. All questionnaire responses were rated on a four-point Likert-type scale. The second part was the thrusts of student affairs for student welfare and development. The responses to every item were categorized as follows: 4 - Very High Priority, 3 - High Priority, 2 - Low Priority, 1 - Very Low Priority. The third part was on the programs of the student affairs in terms of the benefits and availability of services. The responses were categorized as follows: 4 - Beneficial and available to all students, 3 - Beneficial and available to the majority of the students, 2 - Beneficial and available to a limited number of students, and 1 - Beneficial and available to a chosen few. The fourth part was on the efficiency of the program implementation of student affairs for student welfare and development. The responses were categorized as follows: 4 - Very High Efficiency, 3 - High Efficiency, 2 - Low Efficiency, and 1 - Very Low Efficiency. The fifth part was on the effectiveness of the implementation of programs of student affairs for student welfare and development. The responses were categorized as follows: 4 - Very High Effectiveness, 3 - High Effectiveness, 2 - Low Effectiveness, and 1 - Very Low Effectiveness.

The questionnaire was assessed and validated by a jury composed of five experts. Items with an agreement of 80% and above were accepted in the final draft of the

instrument while items with a score below 80% were revised based on the suggestions of the experts. After validation of the questionnaire, reliability testing with 30 non-respondents was conducted. This was done by the use of the Split-Half method, while the Pearson  $r$  was used to find the coefficient of correlation. After the coefficient correlation was obtained, it was treated with the Cronbach alpha to get the reliability value for the whole questionnaire. The Cronbach alpha value was 0.75, and hence, the questionnaire was considered reliable.

### **3. Collection of data**

Simple random sampling was used in the selection of respondents. Permission to conduct the study was sought from the Office of the Vice-President for Academic Affairs of the University of Antique, and the different offices of the State Universities and Colleges (SUCs) Presidents in Panay Island. The questionnaires were administered by the researcher to the respondents in their respective schools, and retrieval after two weeks. The retrieval rate was 100%.

### **4. Data analysis**

Frequency count and percentage were used to determine the distribution of respondents according to the categories of variables. Mean and standard deviation were used to describe the thrusts, programs, and implementation of student affairs and services program based on the ratings of the stakeholders and implementers when the respondents were taken as a whole group and when classified according to categories of variables. To determine the significant difference between the two groups of respondents, t-Test was used. To determine the significant difference in more than three groups, Kruskal-Wallis H-Test was used. All tests were set at 0.05 level of significance. All statistical computations were processed through the Statistical Packages for Social Sciences (SPSS) software, version 22.0 (Keen & Hall, 2009).

## **Results**

### **Overall level of priority of student affairs of state universities**

Table 1 provides the results on the level of priority of student affairs of the state universities studied. Overall, both student welfare and student development were priority thrusts of the student affairs of state universities and colleges in Panay Island. The means and standard deviations were 3.45 (S.D. = 0.46) and 3.53, (S.D. = 0.48) respectively, implying a description of very high.

**Table 1** Overall thrusts of student affairs in terms of priority

Thrust of student affairs	Level of priority		
	Mean	S.D.	Description
Student welfare	3.45	0.46	Very high
Student development	3.53	0.48	Very high
<b>Overall mean</b>	<b>3.48</b>	<b>0.45</b>	<b>Very high</b>

### Level of benefit of programs pursued by student affairs of state universities and colleges

Outlined in Table 2 are the results of the overall level of benefit and availability of programs to students. The overall mean and standard deviations were Mean = 3.48 and S.D. = 0.49 respectively. The individual means and standard deviations for students' welfare and students' development were Mean = 3.42, S.D. = 0.50, and Mean = 3.50, S.D. = 0.50 respectively.

**Table 2** Level of benefit of programs pursued by student affairs of state universities and colleges

Programs pursued of student affairs	Level of priority		
	Mean	S.D.	Description
Student welfare	3.42	0.50	Beneficial to all
Student development	3.50	0.50	Beneficial to all
<b>Overall mean</b>	<b>3.48</b>	<b>0.49</b>	<b>Beneficial to all</b>

### The level of benefit of programs pursued by student affairs of state universities in panay according to the type of institution and level

By type of institution, all student development and welfare programs were rated as "Beneficial and available to all students" as indicated by the means of 3.55 for the main campus and 3.30 for the external campus. Likewise, when grouped according to SUC level, programs for student welfare of state universities and colleges were considered as "Beneficial and available to all students". The mean scores were 3.43 for the main campus and 3.46 for the external campus.

**Table 3** Level of benefits of the programs pursued of student affairs of state universities in panay island by type of campus and type of institution

Variable	Level of Benefits/Availability							
	Main				External			
	Mean	S.D.	Description	Rank	Mean	S.D.	Description	Rank
In terms of type of campus	3.55	0.41	Beneficial to all	1	3.30	0.52	Beneficial to all	2
In terms of level of institution	3.43	0.40	Beneficial to all	2	3.46	0.52	Beneficial to all	1

### The level of priority of programs of student affairs of state universities and colleges by variables

Table 4 provides the level of priority of programs of student affairs by campus type and type of institution. By type of campus, mean values of 3.56 and 3.37 were recorded for the main campus and external campus respectively. However, by type of institution, the respective means were 3.42 and 3.51 for the main campus and the external campus.

**Table 4** The level of priority of programs of student affairs of state universities and colleges by variables

Variable	Level of priority						
	Main				External		
	Mean	S.D.	Description	Rank	Mean	S.D.	Description
The level of priority of programs in terms of type of campus	3.56	0.44	Very high		3.37	0.46	Very high
The level of priority of programs in terms of type of institution	3.42	0.40	Very high		3.51	0.47	Very high

### The level of priority programs of student affairs of state universities and colleges in panay island in terms of SUC level

On the level of priority by SUC level, the mean results for levels 2, 3, and 4 were 3.36, 3.50, and 3.60 respectively. For students' development, the mean scores of levels 2, 3, and 4 were 3.47, 3.57, and 3.61 respectively.

**Table 5** The level of priority programs of student affairs of state universities and colleges in panay island in terms of SUC level

Variable	Level 2				Level of priority				Level 4			
					Level 3							
	Mean	S.D.	Description	Rank	Mean	S.D.	Description	Rank	Mean	S.D.	Description	Rank
Student welfare	3.36	0.45	Very high	2	3.50	0.44	Very high	2	3.60	0.53	Very high	2
Student development	3.47	0.46	Very high	1	3.57	0.46	Very high	1	3.61	0.58	Very high	1
<b>Overall mean</b>	<b>3.40</b>	<b>0.44</b>	<b>Very high</b>	<b>3</b>	<b>3.53</b>	<b>0.43</b>	<b>Very high</b>	<b>2</b>	<b>3.60</b>	<b>0.55</b>	<b>Very high</b>	<b>1</b>

### Level of programs implementation in terms of efficiency of student affairs of state universities and colleges in panay

Revealed in Table 6 is the level of efficiency of program implementation of student affairs of state universities and colleges (SUC) in terms of the type of campus, type of institution. The overall level of implementation was "Very high" with a mean of 3.52 (S.D. = 0.44).

**Table 6** The level of programs implementation in terms of efficiency of student affairs of state universities and colleges in panay island

Variables	Level of efficiency		
	Mean	S.D.	Description
<b>Type of Campus</b>			
Main	3.58	0.40	Very high
External	3.43	0.48	Very high
<b>Type of Institution</b>			Very high
College	3.43	0.35	Very high
University	3.56	0.47	Very high
<b>SUC Level</b>			
Level 2	3.44	0.44	Very high
Level 3	3.57	0.44	Very high
Level 4	3.63	0.41	Very high
<b>Overall mean</b>	<b>3.52</b>	<b>0.44</b>	<b>Very high</b>

### Significant difference in the efficiency level of programs implementation

**Type of campus.** The results of the significant difference in the efficiency level of program implementation are outlined in Table 7. No significant difference was revealed ( $t = 1.79$ ,  $p = 0.08$ ) in the level of program implementation by both the main campus and the external campus. Thus, the null hypothesis at alpha level 0.05 was accepted.

**Table 7** Results of significance of difference on the efficiency level of programs implementation of student affairs in terms of type of campus

Type of campus	Mean	t-test	df	Significance
Main	3.58	1.79	103	0.08
External	3.42			

**Type of SUC level.** No significant difference was noted in the level of program implementation ( $H = 1.623$ ,  $p = 0.20$ ). The details are provided in Table 8. The null hypothesis was therefore accepted at alpha level 0.05 level.

**Table 8** Significant of difference in the efficiency level of programs implementation by SUC level

Source of variance	Sum of squares	df	Mean square	H	Sig.
Between Groups	0.613	2		0.307	0.20
Within Groups	19.267	102	0.189	1.623	
<b>Total</b>	<b>19.880</b>	<b>104</b>			

### Significant difference in the level of effectiveness of programs implementation of student affairs of state universities and colleges

**Type of campus.** No significant difference was found in the level of effectiveness of program implementation ( $t = 5.81$ ,  $p = 0.56$ ), and therefore the null hypothesis at alpha level 0.05 was accepted. The results are provided in Table 9.

**Table 9** Significant difference in the level of effectiveness of programs implementation

Type of campus	Mean	t-test	df	Significance
Main	3.54	0.581	103	0.56
External	3.49			

**Type of Institution.** Depicted in Table 9 is the result of the significant difference in the level of effectiveness of program implementation. The t-Test showed no significant difference ( $t = 0.415$ ,  $p = 0.68$ ) in the level of effectiveness in the program implementation. Hence, the null hypothesis at alpha level 0.05 was accepted.

**Table 10** Significant difference in the level of effectiveness of programs implementation

Type of campus	Mean	t-test	df	Significance
Main	3.49	0.415	103	0.68
External	3.53			

**SUC Level.** The t-test revealed no significant difference ( $H = 1.220$ ,  $p = 0.30$ ) in the level of effectiveness of program implementation as shown in Table 10. Thus, the null hypothesis at alpha level 0.05 was accepted.

**Table 11** Significant difference in the level of effectiveness of program implementation

Source of variance	Sum of squares	df	Mean square	H	Sig.
Between Groups	0.444	2		0.222	0.30
Within Groups	19.267	102	0.189	1.220	
<b>Total</b>	<b>19.880</b>	<b>104</b>			

### Discussion

A scrutiny of the means found in Table 2 reveals that the level of priority of the thrusts of student development was pursued throughout all its programs as the means indicated a description of "very high" priority. This result implies that key officials of the state universities and colleges strongly prioritize and support the students' needs for student welfare and student



development. This result is consistent with the findings of that student welfare and development programs were rated as "highly prioritized" and the respondents were also "highly satisfied" with the given services.

On the level of benefit of programs pursued by student affairs of state universities and colleges, the overall mean and standard deviation were Mean = 3.48 and S.D. = 0.49 respectively. This indicates a level of very beneficial. Though both the means for students' welfare and students' development were very beneficial, student development seemed to have a higher mean (3.50) than students' welfare (3.42). It could be inferred that the SUC placed more importance on students' development; this was evident in the responses for the students.

When respondents were grouped based on the type of institution and level, however, the result could be attributed to the well-founded system of recruitment, selection, and admission complemented by a system of retention clearly articulated and well-understood by the students, parents, faculty members, and administrator of the school.

Meanwhile, the least beneficial and available student development programs were publication (Mean = 3.36, S.D. = 0.59) and sports development (Mean = 3.46, S.D. = 0.60). This may be because student involvement in campus journalism is limited by the technical and high level of writing skills involved in publication. Likewise, support of the administration for the development of students' communication skills might not have been maximized since the use of budget for publication is left to the students who may not have skills in budgeting and procurement. Student publication units had an inadequate provision of office equipment and facilities. Schuh & Gansemer-Topf (2010) affirm that most students usually have disbelief about the talents and shy to perform in extra-curricular activities in college.

By the type of institution, the level of benefit of programs pursued by student affairs of state universities was rated as "beneficial and available to all students" as indicated by the means of 3.55 for the main campus and 3.30 for the external campus. It could be deduced that the programs on the main campus were more beneficial than those of the external campus as portrayed by the variations in the means.

When grouped according to the SUC level, programs for student welfare were considered as "Beneficial and available to all students". The mean scores were 3.43 for the main campus and 3.46 for the external campus. The main campus, as reported by the

respondents had more beneficial programs compared to the external campus. This could imply that more funding and more quality human resource is made available to the main campus. This finding is consistent with the finding of Lewin (2012). The research reported that 'for most SUCs, the main campus usually has better programs than the external or daughter campuses.'

On the level of program implementation in terms of efficiency, the result implies that the services of student affairs for student welfare and development were efficiently implemented and delivered to the proper beneficiaries. This means that regardless of the type of campus, type of institution, and SUC level, all programs for student welfare and development were implemented very well by state universities and colleges in Panay Island.

Generally, the level of effectiveness of program implementation of student affairs in terms of the type of campus, type of institution, and SUC level was "very high" as indicated by the mean of 3.52 (S.D. = 0.43). This implies that the programs for student welfare and student development were properly and effectively implemented, and its impact was appreciated by both implementors and stakeholders. These findings are confirmed by the study of Seifert, Arnold, which stated that student-clients were satisfied with the delivery of student services when the program was effectively implemented.

No significant difference was observed in the efficiency level of program implementation ( $t = 1.79$ ,  $p = 0.08$ ), and therefore the hypothesis was accepted. Henceforth, it's obvious that both the main and external campuses do not differ in terms of the effectiveness of program implementation. The results show that the overall status of student development was not significantly different among campuses. This means that the status of student development was comparable to all campuses. By type of institution, no significant difference was observed for the efficiency level of program implementation ( $t = 0.415$ ,  $p = 0.68$ ). Consequently, the null hypothesis at alpha level 0.05 was accepted. It could be asserted that the efficiency level of program implementation does not differ significantly concerning the type of institution whether college or university. In the study of Cox & Strange (2010), the researchers assert that there was no significant difference found in the status of student development among both mother and daughter campuses when they studied state universities.

Likewise, with the SUC level, no significant

difference was documented on the efficiency level of program implementation ( $H = 1.623$ ,  $p = 0.20$ ), as a result, the null hypothesis at alpha level 0.05 was accepted. It could be mentioned that the efficiency level of program implementation is not significantly influenced by the type of SUC level.

It could be concluded that the student affairs of state universities and colleges in Panay highly prioritize the two-fold thrusts of student welfare and student development as very important because they contribute to the total development of the students. This asserts that the SUC officials are supportive, caring to students, with the involvement of faculty, staff, and the general public. Overall, it is emphasized that in terms of efficiency and effectiveness of program implementation of student affairs in state colleges and universities, there is no significant difference when they are categorized according to the type of campus, SUC level, and type of institutions.

It is recommended that the government and stakeholders pay equal attention to both the main campuses and the external campuses in the distribution of programs, funds, and resources as the institutions have equal capability implementing programs. It is suggested that the researchers share this study's findings with both the main and external campuses to help raise external campuses' image. This will prevent students in external from transferring to the main campuses to cause brain drain. Students in both the main campuses and the external campuses should be given access to the same privileges and resources to ensure uniform training in all campuses.

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