Predictors of the Effectiveness and Efficiency of Student Affairs and Services (SAS) among Higher Education Institutions (HEI's)

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Abstract

Exploring new innovative and learning modalities is an urgent move of higher education as an option in this pandemic. As a result, to flexible delivery of Student Affairs and Services, as stated in CMO 8 s., 2021, Guidelines on the Implementation of Flexible Delivery of student Affairs and Services, (SAS) programs during the Covid-19 epidemic as the continuity of student services is significant to the overall development of students during this trying time. The predictors of student affairs and services (SAS) performance among higher education institutions (HEIs) were determined using a descriptive-correlational research method. The students in the College of Teacher Education and Student Affairs and services (SAS) Unit head and staff were selected as respondents through stratified random sampling. The findings revealed that the majority of the student respondents are from HEI's in the Province of Laguna. There is a significant relationship between the students' affairs services in terms of Information and Orientation Services, Guidance and Counselling Services, Student Training, Student Organizations and Activities, Admission Services, Scholarships and Financial Assistance (SFA) and the effectiveness and efficiency of student affairs services. As recommended, the Guidance and Counselling unit must administer the student assessment tools regularly and periodically to determine the appropriate interventions necessary in the new normal. The promotion of mental health among students through different platforms may intensify more. The HEI's and SAS may consider strengthening downloadable materials and their contents as means of student orientation and information dissemination; online seminars, workshops, and conferences relative to students' program, specialization, and other relevant topics; enhance the system of recognition and accreditation, supervision, monitoring of student organizations and evaluation of its activities.

Keywords: Predictors, Effectiveness, Efficiency, Student Affairs Services

INTRODUCTION

All educational institutions' goal is the continuity of learning but keeping the students safe is the crucial concern. Due to Covid-19, higher education must urgently investigate new learning modalities to ease the transition from traditional to flexible teaching and learning alternatives.

As a result, a move to flexible delivery of all student services stated in the new CMO 08, s.2021, Guidelines on the Implementation of Flexible Delivery of student Affairs and Services (SAS) is critical to the overall development of students during the epidemic.

The students in higher education are effectively satisfied when the information and knowledge they obtain are of the same high quality as what they expected a beneficial impact on their minds (Dominici and Palumbo, 2013).[4] Higher education service quality of student satisfaction, implying a higher degree of perceived higher educational service quality student contentment (Emiliani, M.L, 2005).[5] Student happiness relies on support resources, instructional quality, and learning results. (Duque and Weeks,2010)

The university's image has a significant impact on students' decision-making. University branding is a sophisticated promotion tool to engage students, pique their attention, and put the institution on the

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map. Azoury and his colleagues (2014).[1] The ability to meet student needs, development of trust in the institution's ability to provide better services to students.

In this study, Perry's theory of cognitive growth is used by student affairs services to help students learn outside of the classroom through programs, service learning, and other activities that challenge their views. The activities and programs under evaluation ensure the personality development of the students even in the flexible delivery of services. (Long, 2012)

According to Yilmaz (2017) [2], the cognitive and affective types of satisfaction among students. Student happiness is an indicator of a university's educational website's performance. Satisfaction rating is a critical component for educational institutions to optimize their profits by influencing and retaining students' behavioural attitudes and intentions.

Student affairs (SA) Services is a profession that readily submits periodic review and capability assessments to assure the quality of service provided (UNESCO, 2002). [3] The findings of this research will be beneficial to the Commission on Higher Education (CHED), particularly in the implementation of Flexible Delivery of Students Affairs and Services to different Higher Education Institutions (HEI's) in the country in time of a pandemic. The study will be useful to the administration in the university because it is a powerful tool in integrating the institution's vision, mission, goals, and objectives to the outcomes in the assessment of quality services.

The results of this research study will be advantageous for the continuous improvement of students' services in the institutions after the assessment. This study will also serve as a reference guide for future researchers in the continuity of Higher Education Institutions (HEI's) Students' Services Performance for Sustainability Assessment.

Objectives of the Study
This study aims to ensure the delivery of student services with monitoring and assessments of different activities and programs with the effectiveness and efficiency of the services provided to students.

MATERIALS AND METHODS
To establish the reliability and validity of the survey questionnaire of the study Predictors of Effectiveness and efficiency of the Students Affairs Services (SAS) among HEI's in the Province of Laguna, it was evaluated and validated by five (5) graduates of Doctor of Education major in Educational Management from different public institutions. It was evaluated and validated applying the P.M.Veroy RN, Man (2010) criteria for validation from the following features such as Clarity of and Direction of Items, Presentation and Organization of Items, Suitability of Items, Adequateness of the Content, Attainment of Purpose, Objective, Scale and Evaluation Rating.

The use of research validation provides a relation to interpret scores from the assessment of research results. The accuracy of the evaluation of the survey instrument will ensure the predictors of the effectiveness and efficiency of student affairs services under different aspects. These features will help to ensure the quality of services provided to the students to the colleges and universities. The total respondent population of the selected HEI's is 5,410 students, and 83 for unit heads/staff. A stratified random sampling method to identify the 373 student-respondents and 69-unit heads/staff. There are only 360 students in different selected institutions who answered questionnaires using online survey platforms.

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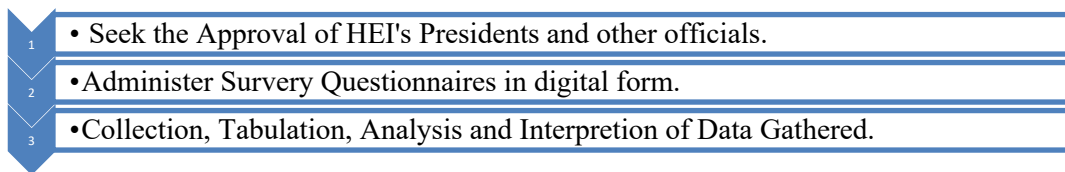|	
1	• Seek the Approval of HEI's Presidents and other officials.
2	•Administer Survery Questionnaires in digital form.
3	•Collection, Tabulation, Analysis and Interpretion of Data Gathered.

Figure1. Data Gathering Process

 To determine the performance of SAS Unit in the Information and Orientation Services, Guidance and Counselling Services, Student Training, Student Organizations and Activities, Admission Services, and Scholarships and Financial Assistance (SFA) on the adopted survey questionnaires in CMO 8, series of 2021, Guidelines in Flexible Delivery of Students Affairs and Services based from CMO 9 s 2013, Area IV –Support to Students of AACCUP Survey Visit in Likert scales measures and interpreted using weighted mean scores. Weighted mean was used to determine the performance of different SAS units. Pearson Chi-Square test was also utilized to test the significant relationships between the independent and dependent variables of the study.

Independent Variable   Dependent Variables

Student-Related Factor

- Age
- Sex
- Year Level
- Course
- No. of Siblings
- Family Income per month

SAS Head/ Staff-Related Factor
- Age
- Sex
- Civil Status
- Designation
- Educational Attainment
- Years in Service

Students' Affairs and Services (SAS)

A.   Information and Orientation Services
B.   Guidance and Counseling Services
C.   Student Training
D.   Student Organizations and Activities
E.   Admission Services
F.   Scholarships and Financial Assistance (SFA)

Effectiveness and Efficiency of the SAS

- Verification and   assessment of applicants
- Issuance of application
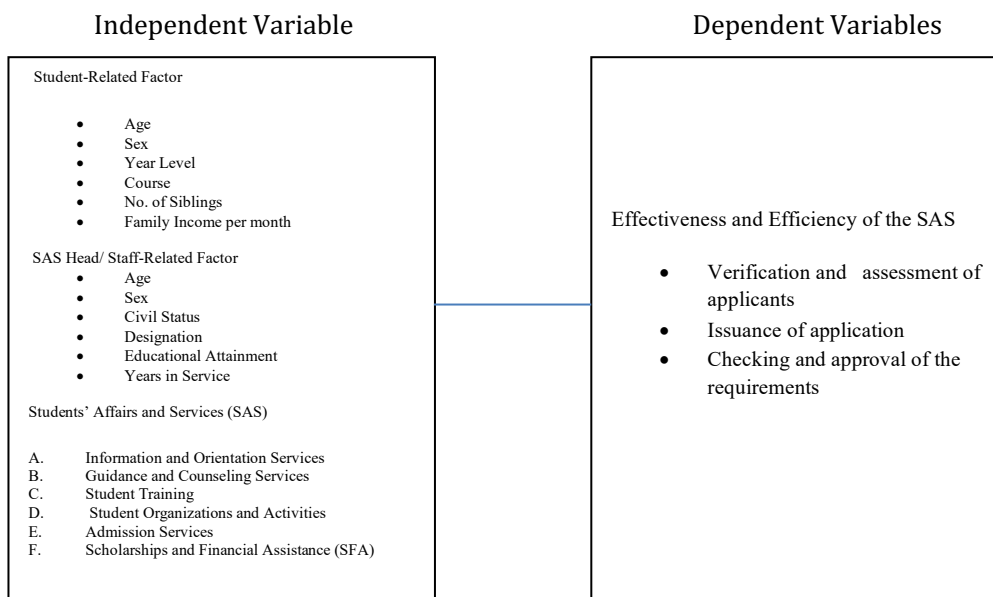- Checking and approval of the requirements

Figure 2. Research Paradigm

The Pearson r and multiple linear regressions were used to calculate and predict the effectiveness of the SAS using indicative statements based on different features of services provided by the student affairs services. It was a tool utilized if there were two quantitative variables and a linear relationship between those variables. The multiple linear regressions equation of $Y = a + bX$, where X is the explanatory variable and Y is the dependent variable.

This tool is for testing relationships between categorical variables. The null hypothesis of the Chi-Square test is that no relationship exists on the variables in the population; they are independent. In this study, it is the relationship of effectiveness and efficiency of SAS. The level of significance was set at .05. R Squared was used to determine the effectiveness and efficiency of the student affairs services (SAS) in the higher education institutions in the province of Laguna. It means that the relationship of variables in this research has 95% accuracy.

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RESULTS AND DISCUSSION

The majority of the student-respondents (147) range from 21-23 years of age or 40.8 %, followed by (113) aged 24-26 years old or 31.4%, 26.4% (95) are 18–20-year-old, and (5) or 1.4%,30 years old and above. The age range between 21-23 yrs old, female, third-year College, 212 of 360 respondents are Bachelor of Secondary Education, and 148 students are Bachelor of Elementary Education; several siblings are 5-6 in the family, and 232 have P5,000 to P10, 000 earnings per month of the SAS head/staff belong to the age bracket of 30-39 years old; the majority are females, 43 and 26 males, 45 were married, and 24 singles. The older students in the class usually outperform their younger

Table 1. Profile of Student-Respondents

Year Level	Frequency	Percent
First Year	74	20.6
Second Year	110	30.6
Third Year	132	36.7
Fourth Year	44	12.2
Total	360	100.0
Course	**Frequency**	**Percent**
Bachelor of Secondary Education	212	58.9
Bachelor of Elementary Education	148	41.1
Total	360	100.0
1 - 2 Siblings	33	9.2
3 - 4 Siblings	132	36.7
5 - 6 Siblings	165	45.8
7 or more	30	8.3
Total	360	100.0
Income	**Frequency**	**Percent**
5000 - 10000	232	64.4
11000 - 15000	84	23.3
16000 - 20000	39	10.8
over 20000	5	1.4
Total	360	100.0

classmates in long-range cognitive and academic outcomes (Bedard and Dhuey, 2006). The majority of the students-respondents age is ideal for students' participation in different activities in the institutions.

The majority of the respondents are females, 223 or 61.9 % compared to a male of 137 or 38.1% Filipino women are enrolled in high school and college at significantly higher rates than men, according to an annual report. According to the Global Gender Gap Report of the World Economic Forum (WEF, 2020).

In terms of students' year level, the majority of the student-respondents were third Year College which accounts for 132 or 36.7%. The frequency and percent distribution of the respondent's siblings most numbered were 5-6, 165 or 45.8%. According to Chen F. et al. (2014), the extended family structure had only a minor impact on individual well-being at earlier stages of life.

In terms of students' family income, the majority of respondents, 232 or 64.4%, have P5,000 to P10,000 earnings per month. Public school education is free and typically caters to low-income children. The respondents were composed of roughly low-income families, and most of the respondents are fairly representative of urban-dwelling Filipino parents (Alampay and Jocson, 2012).

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Most of the SAS head/staff belong to the age bracket of 30-39 years old, with 26 respondents or 7.2%. It is thought that a middle-aged teacher with more experience and expertise is in a better position to guide and enlighten students in the classroom (Marasigan, 2010). The great majority of SAS Head/Staff sex was 43 or 119% female respondents as compared to 26 or 7.2% male. According to the US-China Education Review (2012), more females are promoted into important and influential positions of leadership.

A great majority of respondents were 45 or 12.5% married and 24 or 6.7% single. Married employees have a significantly higher dedication to work compared to those unmarried due to their more mature role and responsibilities over their families (Deligero, 2014). [6]

Among respondents in Student Affairs Services were 38 or 10.6 % from staff and 31- or 8.6 %-Unit Head of different SAS units from OSAS, Admission, Guidance and Counselling, Scholarship and Financial Assistance, Student Organization and Activities. In terms of length of service, the majority of the respondents have rendered 1-5 years in service, which accounts for 31 respondents or 8.6% out of 69. Employee's performance evaluation reveals strengths and weaknesses and the introduction of scientific development and achievement of the University's goals (Bazargan, 2005)

Table 2. Profile of SAS Head/Staff-Respondents

Age	Frequency	Percent
20-29 years old	21	5.8
30-39 years old	26	7.2
40-49 years old	14	3.9
50-59 years old	6	1.7
>= 60 years old	2	0.6
Total	69	19.2
Sex	**Frequency**	**Percent**
Male	26	7.2
Female	43	11.9
Total	69	19.2
Civil Status	**Frequency**	**Percent**
Single	24	6.7
Married	45	12.5
Total	69	19.2
Designation	**Frequency**	**Percent**
Unit Head	31	8.6
Staff	38	10.6
Total	69	19.2
Education	**Frequency**	**Percent**
College Degree	39	10.8
College Degree with MA/MS Units	1	0.3
Master's Degree	9	2.5
MA/MS with Doctorate Units	9	2.5
Doctorate Degree	11	3.1
Total	69	19.2
Service	**Frequency**	**Percent**
1 - 5 years	31	8.6
6 - 10 years	25	6.9
11 - 15 years	9	2.5
16 - 20 years	2	0.6
over 20 years	2	0.6
Total	69	19.2

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Table 3. The information and orientation services

Information and Orientation Services / Indicative Statements	Students			Employees			Combine		
	Mean	SD	Interpretation	Mean	SD	Interpretation	Mean	SD	Interpretation
1. The school system offers an orientation program for new students, returnees, and transferees and their families to share college/university vision, mission, policies, procedures, and expectations.	3.86	0.83	Very Satisfactory	4.48	0.55	Very Satisfactory	3.96	0.82	Very Satisfactory
2. A wide dissemination of all information, concern, and activities to students and in the college/university community in different ways are given.	4.17	0.65	Very Satisfactory	4.59	0.55	Excellent	4.24	0.65	Very Satisfactory
3. Printed or digital information and orientation materials (brochures, handouts, orientation and learning packet, manual, etc.) to students are readily available.	3.96	0.63	Very Satisfactory	4.33	0.61	Very Satisfactory	4.02	0.64	Very Satisfactory
4. Different organizations indicating their relationship with other units are introduced to college/university-wide.	4.04	0.60	Very Satisfactory	4.45	0.53	Very Satisfactory	4.11	0.61	Very Satisfactory
5. The accomplishments of the SAS are disseminated to students, faculty, staff, and administrators.	4.16	0.74	Very Satisfactory	4.38	0.59	Very Satisfactory	4.19	0.72	Very Satisfactory
Composite Mean	4.04	0.51	Very Satisfactory	4.45	0.32	Very Satisfactory	4.10	0.51	Very Satisfactory

Legend:1.0-1.49: Needs Improvement;1.5-2.49: Fair;2.5-3.49: Satisfactory;3.5-4.49:Very Satisfactory;4.5-5.0:Excellent

Table 3 depicts that the mean performance of the Information and Orientation Services as evaluated by the respondents was ranging from 3.96 to 4.24 from indicative statements of the following: The school system offers an orientation program for new students, returnees and transferees and their families to share college/university vision, mission, policies, procedures, and expectations.

Printed or digital information and orientation materials (brochures, handouts, orientation and learning packet, manual, etc.) to students are readily available with mean scores of 4.02. Different organizations indicating their relationship with other units are introduced college/university-wide with mean scores of 4.11.

The accomplishments of the SAS were disseminated to students, faculty, staff, and administrators with mean scores of 4.19. And lastly, wide dissemination of all information, concern, and activities to students and in the college/university community in different ways are given with mean scores of 4.24. The overall mean assessed by the respondents of students and SAS Head/Staff in Information and Orientation Services was 4.10, interpreted as Very Satisfactory.

The orientation service is provided to students who are newcomers to the school and those who are starting a new semester or course. It is for students to learn about school courses, rules, regulations, the various facilities provided by the school, and everything else about the school.

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Table 4. The Guidance and Counselling services

Guidance and Counselling Services	Students			Employees			Combine		
Indicative Statements	Mean	SD	Interpretation	Mean	SD	Interpretation	Mean	SD	Interpretation
1. The Guidance and Counselling unit conducted remote psychological first aid, teleconferencing, mental health campaigns through mobile or landline.	3.94	0.63	Very Satisfactory	4.14	0.75	Very Satisfactory	3.97	0.65	Very Satisfactory
2. The Guidance and Counselling Unit has partnerships with organizations where the students are in or living.	3.76	0.85	Very Satisfactory	4.00	1.08	Very Satisfactory	3.80	0.89	Very Satisfactory
3. The unit conducted different intervention programs and services to promote and enhance student welfare and development.	3.77	1.00	Very Satisfactory	4.04	1.08	Very Satisfactory	3.81	1.02	Very Satisfactory
4. There is a webinar series for mental health and wellness for students.	3.81	0.72	Very Satisfactory	4.09	0.81	Very Satisfactory	3.85	0.75	Very Satisfactory
5. Gender-sensitive individual and group counseling is provided through online platforms.	3.85	0.80	Very Satisfactory	4.25	0.77	Very Satisfactory	3.91	0.81	Very Satisfactory
Composite Mean	3.82	0.42	Very Satisfactory	4.10	0.56	Very Satisfactory	3.87	0.46	Very Satisfactory

Legend:1.0-1.49:Needs Improvement;1.5-2.49: Fair;2.5-3.49: Satisfactory;3.5-4.49:Very Satisfactory;4.5-5.0:Excellent

Table 4 shows that the mean performance of the guidance and counseling services ranged from 3.80 to 3.97. The overall mean assessed by the combined respondents of students and SAS Head/Staff in Guidance and Counselling was 3.87, interpreted as Very Satisfactory. Guidance and counseling services assist individuals in knowing and understanding themselves, accepting their superior and limited characteristics and developing themselves, trusting themselves, developing effective interpersonal relationships, and becoming personally and socially balanced and harmonious individuals (Yesilyaprak, 2001).

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Table 5. The mean performance of student training services

| Indicative Statements | Student Training | | | | | | | | |
| | Students | | | Employees | | | Combine | | |
	Mean	SD	Interpretation	Mean	SD	Interpretation	Mean	SD	Interpretation
1. Provide students a list of online webinars-workshops and conferences.	4.15	0.74	Very Satisfactory	4.13	0.95	Very Satisfactory	4.15	0.77	Very Satisfactory
2. The institution provides leadership training to students.	3.86	0.62	Very Satisfactory	4.57	0.60	Excellent	3.97	0.67	Very Satisfactory
3. Give skills training and development programs.	3.66	0.71	Very Satisfactory	4.04	0.75	Very Satisfactory	3.72	0.73	Very Satisfactory
4. Send printed materials on leadership training modules to student leaders.	4.08	0.89	Very Satisfactory	3.93	0.77	Very Satisfactory	4.06	0.87	Very Satisfactory
5. Provides opportunities for promotion and appreciation of culture and arts through varied activities.	3.56	0.88	Very Satisfactory	4.19	1.04	Very Satisfactory	3.66	0.94	Very Satisfactory
Composite Mean	3.86	0.46	Very Satisfactory	4.17	0.62	Very Satisfactory	3.91	0.50	Very Satisfactory

Legend:1.0-1.49: Needs Improvement;1.5-2.49: Fair;2.5-3.49: Satisfactory;3.5-4.49: Very Satisfactory;4.5-5.0: Excellent

Table 5 shows aspects of student training that range from 3.66 to 4.15. The overall mean assessed by the combined students and SAS Head/Staff in student training was 3.91, interpreted as Very Satisfactory.

The students learn as a result of their involvement in student groups aids in evaluating and justifying the efficacy of programs and services provided. It helps to demonstrate the value of a specific program or service provided by student organizations (McCluskey-Titus,2003).

Students with similar mindsets together to engage in career activities, student organizations should as a practical and beneficial means of learning are recognized.

For students, this is a valuable source of personal growth because it offers them valuable leadership, management, and expertise (Hall, 2012). Student organization involvement had a positive impact on teamwork, determination, and citizenship. Student clubs, according to Hall (2012), "often expedite theoretical and societal participation while pursuing a variety of activities."

Working alone does not provide students with as much experience, or understanding of a discipline as participating in student organizations does (Andrews, 2007).

In their study, Dungan and Komives (2007) found that any level of involvement in studies. Students with similar mindsets together to engage in important career activities, student organizations should be recognized as a practical and beneficial means of learning. For them, this is a valuable source of personal growth.

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Table 6. The mean performance of student organizations and activities

Student Organizations and Activities Indicative Statements	Students			Employees			Combine		
	Mean	SD	Interpretation	Mean	SD	Interpretation	Mean	SD	Interpretation
1. Allow submission of recognition/accreditation documents online or at drop-off points in the college/university.	4.44	0.63	Very Satisfactory	4.41	0.60	Very Satisfactory	4.44	0.62	Very Satisfactory
2. Grant other forms of support to accredited student organizations in the college/university.	4.41	0.67	Very Satisfactory	4.68	0.55	Excellent	4.45	0.66	Very Satisfactory
3. The requirements and procedures for recognition/accreditation of student organizations are widely disseminated offline and online.	4.02	0.66	Very Satisfactory	4.57	0.58	Excellent	4.11	0.68	Very Satisfactory
4. Give online platforms or virtual meeting rooms to student organizations for their student activities.	3.54	0.66	Very Satisfactory	4.38	0.54	Very Satisfactory	3.68	0.71	Very Satisfactory
5. Strongly emphasize observance of proper discipline even in online classes	3.82	0.85	Very Satisfactory	4.17	0.45	Very Satisfactory	3.88	0.81	Very Satisfactory
Composite Mean	4.05	0.33	Very Satisfactory	4.44	0.36	Very Satisfactory	4.11	0.36	Very Satisfactory

Legend:1.0-1.49:Needs Improvement;1.5-2.49:Fair;2.5-3.49:Satisfactory;3.5-4.49:Very Satisfactory;4.5-5.0:Excellent

Table 6 depicts the Student Organization and Activities that had to be evaluated, and it was assessed ranging from 3.68 to 4.45 to different concerns such as The overall evaluation by the respondents of students and SAS Head/Staff in student organizations and activities was 3.87 interpreted as Very Satisfactory.

Participation in student organizations and clubs is a significant instrument for personal development in students at colleges and universities (McCluskey-Titus, 2003).

Employing different intervention programs, tie-ups with affiliate organizations and continuous guidance in a flexible digital way will ensure the best services to students. Assessment of the college's student affairs services program's implementation and effectiveness is an attempt to identify the strengths and weaknesses of the various services offered by the Student Development Services Office with the end goal of designing a Comprehensive Development Plan for Student Affairs Services Program that will respond to the college's vision of "Quality and Excellence" (Ibarrientos, 2015).

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Table 7. The mean performance of Admission Services

Admission Services Indicative Statements	Students			Employees			Combine		
	Mean	SD	Interpretation	Mean	SD	Interpretation	Mean	SD	Interpretation
1. Provide online recruitment, selection, admission services.	4.57	0.53	Excellent	4.46	0.60	Excellent	4.55	0.55	Excellent
2. There is a wide and well dissemination of admission services in different ways. (Digital and printed).	4.44	0.53	Very Satisfactory	4.39	0.66	Very Satisfactory	4.44	0.56	Very Satisfactory
3. Policies and procedures on selection, admission, and retention of students are implemented and disseminated to students via Google/zoom meet and other online& offline ways.	4.30	0.60	Very Satisfactory	4.30	0.67	Very Satisfactory	4.30	0.61	Very Satisfactory
4. Admission records are filed in soft and hard copies to make them more available to concerned parties.	4.39	0.56	Very Satisfactory	4.45	0.60	Very Satisfactory	4.40	0.56	Very Satisfactory
5. There is a consultation and approval of retention policies by higher authorities(Academic Council/Board of Trustees/Regents).	4.24	0.51	Very Satisfactory	4.41	0.60	Very Satisfactory	4.27	0.53	Very Satisfactory
Composite Mean	4.39	0.38	Very Satisfactory	4.40	0.43	Very Satisfactory	4.39	0.39	Very Satisfactory

Legend:1.0-1.49:Needs Improvement;1.5-2.49:Fair;2.5-3.49:Satisfactory;3.5-4.49:Very Satisfactory;4.5-5.0:Excellent

Table 7 portrays that the mean performance of the admission services as evaluated by the respondents was ranging from 4.27 to 4.55. The overall mean performance measured from the responders was 4.39, interpreted as Very Satisfactory.

According to Orr (2017), an equitable admissions system prioritizes students' chances of success, regardless of their socioeconomic status. As a result, admissions processes play a critical role in mediating and resolving inequities for students.

Furthermore, an effective admissions system ensures that students' interests and capabilities are matched to the appropriate higher education program. It also enables modifications in study patterns to match society's and the labor market's new and continuously changing demands (Orr, 2017).

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Table 8. The mean performance of Scholarship and Financial Assistance

Mean Performance of Student Affairs and Services

Services	Mean	SD	Interpretation
Information and Orientation	4.10	0.51	Very Satisfactory
Guidance and Counseling	3.87	0.46	Very Satisfactory
Student Training	3.91	0.50	Very Satisfactory
Student Organizations and Activities	4.11	0.36	Very Satisfactory
Admission	4.39	0.39	Very Satisfactory
Scholarship and Financial Assistance	4.41	0.28	Very Satisfactory
Overall Mean	4.13	0.20	Very Satisfactory

1.0-1.49: Needs Improvement; 1.5-2.49: Fair; 2.5-3.49: Satisfactory; 3.5-4.49: Very Satisfactory; 4.5-5.0: Excellent

The table shows the mean performance of Scholarship and Financial Assistance as assessed by the respondents ranging from 4.28 to 4.45. The overall means performance measured by SAS Head/staff and students' respondents was 4.41, interpreted as Very Satisfactory.

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Table 9. The Mean Performance of Student Affairs and Services

Scholarship and Financial Assistance	Students			Employees			Combine		
Indicative Statements	Mean	SD	Interpretation	Mean	SD	Interpretation	Mean	SD	Interpretation
1. Access to different scholarships and financial assistance are available to students via Facebook, Gmail, and other digital forms and allows limited consultation in the college/university.	4.45	0.59	Very Satisfactory	4.36	0.66	Very Satisfactory	4.43	0.60	Very Satisfactory
2. There is an online application and submission of documents for Scholarship and Assistance applicants.	4.48	0.52	Very Satisfactory	4.35	0.66	Very Satisfactory	4.45	0.55	Very Satisfactory
3. Updates, Guidelines on scholarship, and financial assistance are posted in different digital forms.	4.43	0.52	Very Satisfactory	4.42	0.65	Very Satisfactory	4.43	0.54	Very Satisfactory
4. There are financial assistance programs designed for a merit scholarship.	4.24	0.43	Very Satisfactory	4.49	0.53	Very Satisfactory	4.28	0.45	Very Satisfactory
5. There is continuous monitoring and assessment of grantees/scholars in their academic status.	4.41	0.49	Very Satisfactory	4.57	0.50	Excellent	4.44	0.50	Very Satisfactory
Composite Mean	4.40	0.27	Very Satisfactory	4.44	0.33	Very Satisfactory	4.41	0.28	Very Satisfactory

Legend:1.0-1.49: Needs Improvement;1.5-2.49: Fair;2.5-3.49: Satisfactory;3.5-4.49: Very Satisfactory;4.5-5.0: Excellent

Table 9 shows that the mean performance of the student affairs and services as assessed by the respondents was ranging from 3.87 to 4.41. The overall mean assessed by the respondents of students and SAS Head/Staff was 4.13, interpreted as Very Satisfactory.

Student services play a vital role in preparing students for active participation in society. They contribute to enhanced learning opportunities and community involvement by organizing or promoting internships, experiential units, or short-term experiences that are integrated into the curricula in collaboration with instructors and non-governmental groups (UNESCO, 2002).

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Table 10. The Mean Performance on Efficiency

Mean Performance on Efficiency

Efficiency	Mean	SD	Interpretation
Verification and Assessment	4.43	0.32	Very Satisfactory
Issuance and Application	4.37	0.38	Very Satisfactory
Checking and Approval	4.35	0.40	Very Satisfactory
Overall Mean	4.38	0.26	Very Satisfactory

1.0-1.49: Needs Improvement; 1.5-2.49: Fair; 2.5-3.49: Satisfactory; 3.5-4.49: Very Satisfactory; 4.5-5.0: Excellent

Table 10 shows that the mean performance of the student affairs and services in terms of efficiency as assessed by the respondents was ranging from 4.35 to 4.43 from Verification and Assessment, Issuance and Application and Checking of Approval from different SAS units that provide the following criteria: promptness of the service, courtesy of the provider and quality of the service. Overall mean performance on efficiency by the respondents of students and SAS Head/Staff was 4.38, interpreted as Very Satisfactory.

Based on college impact theories, student affairs professionals should purposefully provide opportunities and resources for students (Pascarella & Terenzini, 2005).

Student Affairs and Services must continuously and purposefully approach the end aim of providing worthy students with someone to be proud of their desire to achieve their life goals (Ibarrientos, 2015).

The effectiveness of Student Affairs divisions is responsible for meeting the developmental requirements of the student population (Coomes & Gerda, 2016) and for educating the entire student population (Martin & McGee, 2014).

Student affairs professionals are responsible for expanding the purpose of a college education by supplementing classroom instruction. Student Affairs professionals strive to improve student learning by providing experiences with a holistic development lens in mind (Martin & McGee, 2014).

The survey discovered that SAS programs were present and applied to a "great level" in selected HEIs in Bulacan. According to the research of policy study of SAS among higher education institutions in Bulacan. (Mercado, Hilario, and Nuqui, 2015).
Another survey, similar to the one given by Galvez (2018), evaluated the satisfaction rating of student affairs and services at the same university. The majority of students were delighted with the quality of services of the student services unit.

Table 11. Student's Profile and the Efficiency of SAS

Student's Profile VS Efficiency Chi-Square Test

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Profile	Effectiveness and Efficiency	X2 (Chi-Square)	Df (Degrees of freedom)
Age	Verification and Assessment	82.34 **	9
	Issuance and Application	52.97 **	9
	Checking and Approval	67.26 **	9
	Composite Mean	220.71 **	24
Sex	Verification and Assessment	2.52	3
	Issuance and Application	56.32 **	3
	Checking and Approval	45.56 **	3
	Composite Mean	89.14 **	8
Year Level	Verification and Assessment	93.65 **	9
	Issuance and Application	121.91 **	9
	Checking and Approval	89.15 **	9
	Composite Mean	215.82 **	24
Course	Verification and Assessment	86.38 **	3
	Issuance and Application	50.89 **	3
	Checking and Approval	12.37 **	3
	Composite Mean	154.22 **	8
Siblings	Verification and Assessment	69.15 **	9
	Issuance and Application	64.14 **	9
	Checking and Approval	36.95 **	9
	Composite Mean	111.53 **	24
Family Income	Verification and Assessment	39.86 **	9
	Issuance and Application	25.19 **	9

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Checking and Approval	54.25 **	9	
Composite Mean	85.25 **	24	

** - Significant @ p-value < .01

Pearson Chi-Square test was calculated to compare the relationship between the student's profile efficiency of student affairs and services. A significant relationship between profile efficiency was found in all except only between the profile sex and verification and assessment (X2(3)=252, p-value>.05).

The Chi-Square statistic used testing relationships between categorical data of respondents profiles found in independent variables such as age, sex, year level, course siblings, and family to measure the frequency and percentage and compare to other variables to test their significant relationship.

Table 12. Profile of unit heads/ staff and the SAS efficiency
Employee's Profile VS Efficiency Chi-Square Test

Profile	Efficiency	X2(Chi-Square)	Df (Degrees of freedom)
Age	Verification and Assessment	10.32	12
	Issuance and Application	8.40	12
	Checking and Approval	22.54 *	12
	Composite Mean	30.79	32
Sex	Verification and Assessment	0.89	3
	Issuance and Application	3.04	3
	Checking and Approval	3.93	3
	Composite Mean	6.04	8
Civil Status	Verification and Assessment	3.50	3
	Issuance and Application	3.93	3
	Checking and Approval	1.74	3
	Composite Mean	12.42	8
Designation	Verification and Assessment	1.03	3

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	Issuance and Application	0.14	3
	Checking and Approval	2.39	3
	Composite Mean	6.46	8
Education	Verification and Assessment	5.32	12
	Issuance and Application	16.45	12
	Checking and Approval	12.58	12
	Composite Mean	33.62	32
Years in Service	Verification and Assessment	12.28	12
	Issuance and Application	12.00	12
	Checking and Approval	27.80 **	12
	Composite Mean	35.80	32

** - Significant @ p-value < .01; * - Significant @ p-value < .05

Table 10 shows that the Pearson Chi-Square test was calculated to compare the relationship between the SAS Head/Staff profile and efficiency of student affairs and services. A significant relationship between a profile in terms of age efficiency in terms of checking and approval (X2(12)=22.54, p-value<.05) and profile in terms of years in service efficiency of student affairs and services in terms of checking and approval (X2(12)=27.80, p-value<.01).

Table 13. Pearson Correlation - Services and Effectiveness and Efficiency

Student Affairs and Services		Verification and Assessment	Issuance and Application	Checking and Approval	Overall
Information and Orientation	R-value	.325**	.133**	-.192**	.102*
Guidance and Counseling	R-value	0.092	0.072	.135**	.144**
Student Training	R-value	-.123*	.237**	.099*	.118*
Student Organizations and Activities	R-value	0.021	.225**	.133**	.189**
Admission	R-value	.187**	.145**	.195**	.251**

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Scholarship and Financial Assistance	R-value	.309**	.550**	.139**	.473**
Overall	R-value	.266**	.434**	.151**	.404**

** - Correlation is significant at p-value < .01; * - Correlation is significant at p-value < .05

Table 13 shows, information, and orientation were significantly related to effectiveness and efficiency of student affairs and services in terms of verification and assessment (R-value=.325, p-value<.01), issuance and application (R-value=.133, p-value<.01, checking and approval (R-value=-.192, p-value<.01) and overall mean of effectiveness and efficiency [R-value=.102, p-value<.05]; guidance and counseling were significantly related to effectiveness and efficiency of student affairs and services in terms of checking and approval (R-value=.135, p-value<.01) and overall mean of effectiveness and efficiency (R-value=.144, p-value<.01)

This Pearson's correlation is a measure of association between two continuous variables. Pearson's correlation in this table measures the relationship of SAS unit effectiveness and efficiency of their services using Citizen Charter Rating in terms of verification and assessment, Issuance and Application, Checking and approval to evaluate the performance.

Table 14. Effectiveness and Efficiency of SAS

Result of Multiple Linear Regression

Predictors	Beta	t-value	R Square	Df (degrees of freedom)	F
(Constant)	1.72	7.71	0.27	3	52.75 **
Scholarship and Financial Assistance	0.43	11.45			
Student Organizations and Activities	0.14	4.73		425	
Information and Orientation	0.05	2.34			

Dependent: Effectiveness and Efficiency; ** - Significant at p-value < .01

Table 12 depicts a multiple linear regression was calculated to predict the effectiveness of student affairs and services based on information and orientation, guidance and counseling, student training, student organizations and activities, admission, and scholarship and financial assistance.

A significant regression was found out (F (3, 425)=52.75, p-value<.01), with an R square of 0.27. Participants' predicted effectiveness of student affairs and services are equal to 1.72 + 0.43 (scholarship and financial assistance) + 0.14 (student organizations and activities + 0.05 (information and orientation), where scholarship and financial assistance, student organizations and activities, and information and orientation between 1 and 5.

An increase of 1.72 units for effectiveness and efficiency of student affairs and services for every 0.43 scholarships and financial assistance, 0.14 student organizations and activities, and 0.05 information and orientation. Scholarship and financial assistance, student organizations and activities, and

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information and orientation were predictors of the effectiveness and efficiency of student affairs and services.

Respondents predicted effectiveness and efficiency of student affairs and services are equal to scholarship and financial assistance, student organizations and activities, information, and orientation. Thus, other student services affairs units may consider enhancing their plan of activities and programs services. This study revealed that there are things to be considered to meet the standard quality in the flexible delivery of services. Lastly, according to UNESCO (2002), Student Affairs (SA) is a profession that automatically undergoes periodic evaluation and capability assessment to ensure the quality of service delivered to students.

CONCLUSION AND RECOMMENDATION

There is no significant relationship between the profile of students and the effectiveness and efficiency of student affairs services. There is a relationship between the students and the effectiveness and efficiency of student affairs services.

There is no significant relationship between the profile of unit heads, staff profile, the effectiveness, and efficiency of student affairs services was partly upheld. There is a relationship between the unit heads and staff profile and the effectiveness and efficiency of student affairs services.

There is no significant relationship between the students' affairs services Information and Orientation Services, Guidance and Counseling Services, Student Training, Student Organizations and Activities, Admission Services, Scholarships and Financial Assistance (SFA) effectiveness and efficiency of student affairs services.

The hypothesis has partly upheld the relationship between the students' affairs services Information and Orientation Services, Guidance and Counseling Services, Student Training, Student Organizations and Activities, Admission Services, Scholarships and Financial Assistance (SFA), effectiveness and efficiency of student affairs services.

Based on the summary of findings and conclusions:
- The Guidance and Counselling unit may administer the student assessment tools regularly and periodically to determine the appropriate interventions for the students.

- The student affairs and services and the registered guidance counselors may conduct promotional campaigns of mental health among students through mobile or landline telecommunication and limited face-to-face conferences following the minimum health standards prescribed by the government.

- The HEI's and SAS may consider strengthening downloadable materials and their contents as means of student orientation and information dissemination.

- The SAS with different units and colleges in HEI's may conduct an increasing number of online seminars, workshops, and conferences relative to the program, specialization, and other relevant topics for the student welfare.

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- The SAS, colleges, and the Unit of Student Organizations and activities may enhance the system of recognition and accreditation, supervision and monitoring of student organizations, and evaluation of its activities. It is also recommended for further comprehensive study in the delivery of services and programs.

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