_____

Student Services and their Influence to Student Development

Charlito P. Cadag (PhD)
Central Bicol State University of Agriculture, San Jose, Pili, Camarines Sur, Region V, Philippines
yohcgadac@yahoo.com

Abstract - *The study assessed the effectiveness of student services and their influence on student development in the four campuses of Central Bicol State University of Agriculture (CBSUA), SY 2013-2014. Descriptive, evaluative, comparative and correlational methods of research were employed. Respondents were administrators, faculty members and student leaders. Data were gathered through questionnaire, interview, documentary analysis and ocular inspection and were treated statistically using weighted mean, ranking, one-way ANOVA, Pearson R correlation analysis and DMRT.*
Findings revealed that the four campuses of CBSUA were "very effective" in managing the different student services. The social, cultural, political and intellectual aspects of students in the four campuses of CBSUA were "highly developed" through the various student services provided. Student services such as sports development, library, student organizations, arts and culture development, guidance and counseling, scholarship and financial assistance, campus ministry and health services did not vary among campuses.

Keywords: *student services; student development*

INTRODUCTION

Higher education institutions (HEIs) have always stressed the development of the "whole student" along several dimensions – intellectual, social, civic, physical, moral and spiritual. As students develop cognitively, integrating knowledge in ways that reflect their learning, they also need to grow both interpersonally, by considering themselves as part of the larger whole, and intrapersonally, by establishing a belief system that can influence and guide their choices and experiences[1] .

It is a must that HEIs provide a set of student-centered activities and services in support of academic instruction intended to facilitate holistic student development for active involvement in nation building. It must address social needs, promote solidarity and equity and preserve academic rigors [unesco]. The Commission on 'Higher Education (CHED) required all HEIs to provide and adopt sound policies and standards on student affairs and services (SAS) including guidelines for implementation. It is committed to monitor HEIs in their compliance for the delivery of appropriate, quality, relevant and efficient student services [2].

Student Affairs and Services is an office that caters to the welfare of the students [3]. It implement the program services in any university or college that are concerned with non-academic experiences of students geared toward attaining total human development -- intellectual, psycho-social, emotional, cultural, spiritual and political dimensions. Non-academic services are two-pronged: those that relate to student welfare and those that concern student development. It also aim to enrich student's learning and achievement by providing an ideal campus environment and empowering the students to advocate their needs; and develop and harness their leadership skills.

Nonetheless, the need for a comprehensive support system of academic and student services that should complement each other is imperative. Student services being critical components of educational package must provide students the activities that would balance family and work pressures and socio-civic responsibilities in their lives.

At present, there are many challenges that confront student service providers. Among these are the following: (a) increasing cost of higher education due to inevitable tuition fee hike; (b) student demographics; (c) demands for more accountability; and (d) issues on the ethical environment on campus. All these demand due attention.

In response to these challenging conditions, it is a must that the Student Affairs and Services must exert

deliberately its best efforts to deliver quality services and manage efficiently student activities. This can be made possible by employing quality management, modifying programs and services to meet students' emerging needs. Other strategies and options include seeking new sources of revenues while searching to contain costs, forging partnerships, establishing linkages, and focusing efforts to enhance students' involvement on various campus-wide activities.

Recognizing all the above cited information, the researcher was prompted to conduct this study with the end view of evaluating the student services of Central Bicol State University of Agriculture (CBSUA) system and their influence on students' development. The objectives were to 1) assess the extent of effectiveness of student services provided by the campuses of CBSUA; 2) determine the status of student development as addressed by the different units of the Office of Student Affairs and Services; 3) find out if the status of student development is related to the extent of effectiveness of student services provided by the different campuses of CBSUA; 4) identify OSS administrators' factors that are associated with the extent of effectiveness of student services provided and student development among the campuses of CBSUA; and 5) determine if significant differences exist in the extent of effectiveness of student services and status of student development among the CBSUA campuses.

METHODS

The study employed the descriptive, evaluative, comparative and correlational methods of research. The descriptive method was used to characterize the respondents, describe the organizational structure of the Office of Student Affairs and Services (OSAS), the effectiveness to which student services are provided by the four campuses of CBSUA and the status of student development. Comparative method determined the similarities and differences as well as the effectiveness of implementing the student services in the four campuses of CBSUA. Correlational method was applied to determine the relationship between the extent of effectiveness of student services delivery and the status of student development and in identifying the factors affecting effectiveness of student services.

Respondents

Respondents of the study were the administrators consisting of the director of Student Affairs and Services (SAS), student admission coordinators, guidance counselors, prefect of discipline, advisers of campus supreme student council (SSC) and accredited student organizations (ASOs), coordinators of sports development, medical doctor and nurses, librarians, chief security and safety officers, dormitory managers, advisers of student publication, coordinators of alumni affairs, canteen managers, and all other coordinators of the different units under the OSAS, namely: scholarship and financial assistance, student organizations and activities, campus ministry, career and job placement, and culture and the arts. The student-respondents include the USSC Officers and the Presidents of college/department-based accredited student organizations. Faculty respondents comprise ten (10) percent of the permanent faculty of each campus. There were a total of 385 respondents from the 4 campuses of CBSUA consist of forty eight (48) administrators, one hundred fifty-seven (157) faculty and one hundred eighty (180) students .

Sampling Procedure

Purposive sampling was generally employed particularly in identifying the administrator and student respondents. Fishbowl technique was used in the randomized selection of the faculty respondents.

Data Gathering Procedure

A researcher-made questionnaire was used to gather data on the profile of the respondents, the level of effectiveness of student services provided, status of student development, and the institutional and administrators' factors. The questionnaire was subjected to face validation by experts before using it to ensure its parallelism with the objectives and reliability as well.

In order to elicit all vital information, the researcher strategized several means, i.e. administered questionnaires to the respondents without writing their names on it; conducted brief meeting with the respondents and sought their consent and assured them that their responses will be held with utmost confidentiality.

Documentary analysis was employed in looking at the student services, duties and responsibilities of the different student services administrators as stated in their designation and the organizational structure of the Office of Student Affairs and Services. Only official documents filed at the OSAS were considered as references. Key Informant Interview (KII) was

conducted to substantiate the data gathered from the questionnaires and documents studied.

RESULTS AND DISCUSSION

This section presents discussions which were focused on the 1) extent of effectiveness of student services provided by the campuses of CBSUA; 2) status of student development as addressed by the different units of the Office of Student Affairs and Services; 3) status of student development as it relates to the extent of effectiveness of student services provided by the different campuses of CBSUA; 4) OSS administrators' factors that are associated with the extent of effectiveness of student services provided and student development among the campuses of CBSUA; and 5) significant differences in the extent of effectiveness of student services and status of student development among the CBSUA campuses.

Effectiveness of Student Services

Student services evaluated were library services, student organizations, Arts and Culture Program; Guidance and Counseling; Sports Development; Scholarship and Financial Assistance; Campus Ministry; Health Services; Alumni Relations; Career and Job Placement; Grievance and Discipline; Food and Dining; Dormitories and Student Residencies; Selection and Admission Services; and Safety and Security Services. Table 1 summarizes the respondent evaluation of the services offered by CBSUA.

Data in Table 1 indicated that all the student services of CBSUA in all its campuses were rated very effective by the respondents with a grand mean of 3.53. Specifically, library, student organizations, arts and culture development, guidance and counseling services, sports and development, scholarship and financial assistance, campus ministry, health, alumni relations and career and job placement were very effective. The rest of the indicators were rated effective. It can be noted further that most of the services rated very effective are the basic support services needed by the students [4].

The findings were found consistent with several studies. Student services were found correlated with student performance in school. Library services were correlated with general point average [5]-[7] and noted to influence academic performance [8].

Table 1: Effectiveness of student services in all campuses of CBSUA, 2013-2014

Student Services	Campuses						
	A	B	C	D	M	EOE	R
Library	3.81**VE**	3.90**VE**	3.79**VE**	3.91**VE**	**3.85**	**VE**	1.5
Student Organizations	3.52**VE**	3.97**VE**	3.95**VE**	3.94**VE**	**3.85**	**VE**	1.5
Arts and Cultural Development	3.79**VE**	3.93**VE**	3.79**VE**	3.84**VE**	**3.84**	**VE**	3
Guidance and Counseling Services	3.78**VE**	3.78**VE**	3.44**VE**	3.81**VE**	**3.81**	**VE**	4
Sports Development	3.41**VE**	3.85**VE**	3.83**VE**	3.90**VE**	**3.75**	**VE**	5
Scholarship and Financial Assistance	3.64**VE**	4.14**VE**	3.34**E**	3.81**VE**	**3.73**	**VE**	6
Campus Ministry	3.80**VE**	3.87**VE**	3.40**VE**	3.69**VE**	**3.69**	**VE**	7
Health	3.23**E**	3.61**VE**	3.36**E**	3.49**VE**	**3.48**	**VE**	8.5
Alumni Relations	3.42**VE**	3.46**VE**	3.55**VE**	3.48**VE**	**3.48**	**VE**	8.5
Career and Job Placement	3.45**VE**	3.78**VE**	3.13**E**	3.45**VE**	**3.45**	**VE**	10
Grievance and Discipline	3.21**E**	3.46**VE**	3.35**E**	3.39**E**	**3.34**	**E**	11
Student Publication	3.28**E**	3.73**VE**	3.10**E**	3.20**E**	**3.33**	**E**	12
Food and Dining	3.34**E**	3.42**VE**	3.06**E**	3.35**E**	**3.29**	**E**	13
Dormitories/Student Residences	-	3.27**E**	-	-	**3.27**	**E**	14
Selection and Admission	3.20**E**	3.48**VE**	3.02**E**	3.25**E**	**3.24**	**E**	15
Security and Safety	3.03**E**	3.29**E**	2.84**E**	3.09**E**	**3.06**	**E**	16
Grand Mean	**3.46**	**3.68**	**3.40**	**3.57**	**3.53**		
Extent of Effectiveness	**VE**	**VE**	**E**	**VE**	**VE**		

Legend: EOE - Extent of Effectiveness
Interpretation: 4.21 – 5.00: Highly Effective (HE); 3.41 – 4.20: Very Effective (VE); 2.61 – 3.40: Effective (E); 1.81 - 2.60:Moderately Effective (ME); 1.00 - 1.80: Not Effective (NE)

Status of Student Development

The different aspects on student development considered in this study were intellectual, social, cultural and political. Chickering and Braskamp [9], constructed a multilevel framework that intersects the campus dimensions of community, curriculum, and co-curriculum with the three dimensions of student development: cognitive development, intrapersonal development, and interpersonal development. Overall status of student development in all campuses of CBSUA is presented in Table 2.

Table 2. Summary table for the status of students' development, 2013-2014

Development Aspects	CAMPUSES				M	S D	R
	A	B	C	D			
Intellectual Development	3.75 H	3.98 H	3.85 H	3.86 H	3.86	**H**	4
Social Development	3.90 H	3.99 H	4.04 H	3.98 H	3.98	**H**	1.5
Cultural Development	3.98 H	3.97 H	3.99 H	3.98 H	3.98	**H**	1.5
Political Development	3.79 H	4.00 H	3.99 H	3.93 H	3.93	**H**	3
Grand Mean Status of Development	**3.86** **H**	**3.99** **H**	**3.97** **H**	**3.94** **H**	**3.94** **H**	**H**	

The grand mean of 3.94 indicated high status of student development for all campuses in all aspects considered. The findings imply that students were highly developed due to the various student services given them. Indicators for intellectual development were more realistic in relation to the students' ambition or goals in life. Thus, these student leaders have learned to accept greater responsibilities and perform duties diligently; were able to think independently; gained greater insights into the realities of life; improved their academic skills through the supplementary and complementary activities provided by the Student Affairs and Services (SAS).

The students have developed self-efficacy and self-esteem; established and strengthened interpersonal relationship; instilled genuine concerns for others; and learned to live and work cooperatively with others and have manifested growth in both moral and spiritual values in life. Almost any type of student involvement in college positively affects learning and development [10].

The highly developed evaluation of cultural development manifested respondents' awareness of the Filipino culture and are inclined to preserve it for future generations. More so, the highly developed political aspect of students implied that they became role models in the school and their respective communities; developed competences in planning and implementing programs and projects for development. They have also acquired values such as diligence in the performance of duties and obligations as members of their respective organizations and the community and as dutiful citizens of the land because they have better understood their rights and duties as citizens in a democratic society.

Relationship of Status of Student Development to the Extent of Effectiveness of Student Services

Test for correlation using Pearson r indicated that there was a highly significant relationship between the overall status of student development and the extent of effectiveness of the student services provided by SAS ($p < 0.01$) among the campuses. In fact 61.5% of the differences in the student development was due to the extent of effectiveness of the student services provided by SAS ($r2=0.615$).

Specifically, there was significant relationship ($p < 0.05$) in the intellectual, social and political development of the students but highly significant relationship ($p < 0.01$) in the cultural development of the students in the different campuses of CBSUA and the extent of the effectiveness of how these services were provided by SAS.

As to the specific student services related to the different aspects of student development, services on student organization, arts and culture, sports development, scholarship and financial assistance, as well as grievance and discipline which were effectively provided by SAS were significantly related to the intellectual, social, cultural and political development of the students among the different campuses of CBSUA. It was merely the library services provided by SAS which was solely significantly related to the cultural development of the students.

For the guidance and counseling services and alumni relations services, these were significantly related to the intellectual, social and cultural development of the students but not on their political development. Moreover, services on campus ministry, and career and job placement were significantly related to the intellectual and cultural development of the students, yet, not related to their social and cultural development.

On the other hand, the health services provided by SAS were significantly related to the cultural

_____

development and political development of the students in the different campuses. But, with regards to student publication this was only significantly related to the political development of the students. Services on food and dining, dormitories/student residences which were only provided in campus B, selection and admission of students as well as providing security and safety were not at all related to the four aspects of student development.

Factors Related to the Extent of Effectiveness of Student Services

The factors considered were the OSAS administrators' competence. Respondents' evaluation was focused on their leadership, management and interpersonal skills. Leadership, management and interpersonal skills of the OSAS administrators were highly related to the extent of effectiveness of the provided student services by SAS ($p < 0.01$). As revealed by the r^2 values, 84.3% of the variation in the extent of effectiveness of student services provided by OSAS was influenced by the leadership skills; 83.9% by the management skills; and 84.5% by the interpersonal skills of the OSAS administrators.

This great contribution of the different skills of the OSAS administrators on the extent of effectiveness of how the student services were provided by SAS was noted in the effective delivery of the student services because of a competent OSAS administrator as reflected in the leadership (WM=3.95), management (WM=4.04) and

interpersonal (WM=4.01) skills of the said administrators. The findings agreed with the functional leadership approach by Adair (2000) as cited by Yanto [11] which indicated that, to be an effective leader, one must ensure that the distinct areas of need (task, team, and individual needs) are satisfied which was very consistent with this findings. The effective leader has the ability to help all his staff members to recognize the organization's big picture and not just its part.

The Scientific Management Style of Taylor emphasizes efficiency and effectiveness that increases productivity is applicable in this context. The OSAS administrators seek for the best way of managing student development through professionalization of their functions. On interpersonal skills, findings suggests that the OSAS administrators exercise human relations effectively, based on the 10 indicators. Test for correlation presented in Table 3, of leadership skills, management skills and interpersonal skills of the OSAS administrators with student development in all CBSUA campuses were found all highly significant ($p < 0.01$).

Table 3. Factors related with the status of student development

Factors	r value	r^2 value	p value
Leadership Skill	0.867**	0.752	0.000
Management Skill	0.873**	0.762	0.000
Interpersonal Skill	0.884**	0.782	0.000

**Highly Significant
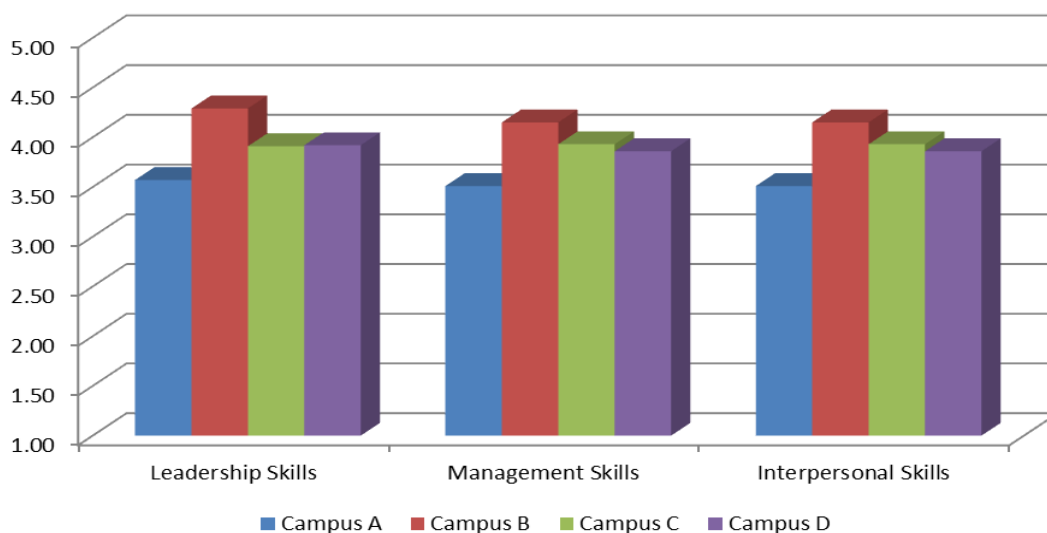
Figure 1. Competencies of OSAS Administrators along leadership, management and interpersonal skills

67

P-ISSN 2350-7756 | E-ISSN 2350-8442 | www.apjmr.com
Asia Pacific Journal of Multidisciplinary Research, Vol. 5, No. 3, August 2017 (Part II)

Table 4. Significant difference in the extent of effectiveness of student services among campuses.

Students Services	Campus				f-value	p-value
	A	B	C	D		
Sports Development	3.41	3.85	3.83	3.90	1.769[ns]	0.171
Library	3.81	3.90	3.79	3.91	0.107[ns]	0.955
Student Organizations	3.52	3.97	3.95	3.94	1.638[ns]	0.198
Arts and Cultural Development	3.79	3.93	3.79	3.84	0.807[ns]	0.501
Guidance and Counseling	3.78	3.78	3.44	3.81	1.212[ns]	0.321
Scholarship and Financial Assistance	3.65	4.14	3.34	3.82	2.970[ns]	0.056
Campus Ministry	3.80	3.87	3.40	3.69	1.001[ns]	0.418
Alumni Relations	3.42	3.46	3.55	3.48	0.059[ns]	0.981
Health	3.23	3.61	3.36	3.49	0.669[ns]	0.578
Career and Job Placement	3.45[ab]	3.78[a]	3.13[b]	3.45[ab]	3.331[*]	0.027
Grievance and Discipline	3.21	3.46	3.35	3.39	0.263[ns]	0.852
Student Publication	3.28[b]	3.73[a]	3.06[b]	3.20[b]	11.642[**]	0.000
Food and Dining	3.34	3.42	3.06	3.35	0.270[ns]	0.847
Dormitories		3.27				
Selection and Admission	3.20	3.48	3.02	3.25	2.234[ns]	0.116
Security and Safety	3.03	3.29	2.84	3.10	1.123[ns]	0.351
Grand Mean	3.46[b]	3.68[a]	3.39[b]	3.58a[b]	3.087*	0.034

*Df=3; Ns -Not significant; * - Significant; ** - Highly significant*

Table 4 reveals the significant differences on the extent of effectiveness of student services among campuses. Extent of effectiveness of student services in general, was significantly different ($p < 0.05$) among the campuses. Particularly, the extent of effectiveness of the student services was differently perceived by the respondents from campus B than what was perceived by campus A, campus C and campus D. The latter campuses had the same perceptions on the extent of effectiveness of the student services with mean values ranging from 3.39 to 3.58.

The extent of effectiveness of sports development, library, student organizations, arts and cultural development, guidance and counseling, scholarship and financial assistance, campus ministry and health services did not vary among campuses ($p > 0.05$). This implies that these student services were delivered effectively in all the campuses.

Career and job placement as well as student publication services were significantly different ($p < 0.05$ and $p < 0.01$) among campuses. Specifically, the extent of effectiveness of the services on career and job placement was not significantly different from campus A, campus B, and campus D. However, the extent of effectiveness on the same services as perceived by campus A and campus D did not also vary from campus C.

With regard to the extent of effectiveness of student publication services, this was significantly perceived different by campus B but was perceived similarly by campus A, campus D and campus C. Grievance and discipline, food and dining, selection and admission as well as security and safety, all these were not significantly different ($p > 0.05$) among campuses. All campuses have the same perception as to the extent of effectiveness of these other services. Meanwhile, dormitories or student residences were not available in campus A, campus C and campus D. It was only in campus B which provided this particular service and was effectively provided to the students as their temporary residence while away from their homes.

Table 5 reveals the significant difference on the status of student development among campuses. The overall status of student development was not significantly different ($p > 0.05$) among campuses. This means that the status of student development was comparable in all campuses.

As to the specific aspect of student development however, the status of intellectual development among the students was significantly different ($p < 0.05$) among campuses. Particularly, the intellectual development in campus C was not significantly different from campus D and campus B. On the other hand, the intellectual development in campus D and campus B did not also vary in campus A (Table 5).

The student services were designed and provided to students to enhance student development.

Table 5. Significant difference in the status of student development among campuses

Student Development	Campus				f-value	df	p-value
	A	B	C	D			
Intellectual	3.74^b	3.86^{ab}	3.98^a	3.86^{ab}	3.937^*	3	0.016
Social	3.90	3.99	4.04	3.98	1.54^{ns}	3	0.220
Cultural	3.98	3.97	3.99	3.98	0.141^{ns}	3	0.935
Political	3.79^b	4.01^a	4.00^a	3.93^a	4.636^{**}	3	0.008
Grand Mean	3.85	3.96	4.00	3.94	3.144^{ns}	3	0.065

Note: *Means with the same letter in a row are not significantly different from each other, DMRT, 5%*

The purpose of which is to provide students with the assistantship to ensure proper learning of students and their holistic development. The OSAS bridges the academic and non-academic areas of the students by providing them experiential and meaningful learning opportunities.

Regarding the statuses of social and cultural development among the students in the different campuses, all these were not significantly different (p > 0.05). This indicates the uniformity in the status of social and cultural development among the students in all campuses.

Moreover, the status of political development among the students in the different campuses was highly significant (p < 0.01). In particular, the status of political development in campus A varies from campus B, campus C and campus D. All three campuses had the same status of political development of their students

CONCLUSION AND RECOMMENDATION

Students services, i.e., library, student organization, arts and cultural development, guidance and counseling, sports development, scholarship and financial assistance, campus ministry, health, alumni relations, and career and job placement services which are geared toward total personality development were assessed as "*very effective*" by the respondents from the four campuses of the university. The aforementioned services have significantly contributed to the intellectual and political development of the students.

The status of students' development along intellectual, social, cultural and political aspects was highly related to the effectiveness of student services in the four campuses of CBSUA. The services did not also vary among the four campuses because of the practically common services provided for the students. Findings revealed that, the OSS administrators' leadership management and interpersonal skills were all related with the extent of effectiveness of student services and status of student development. It was strongly recommended that the student services

practitioners be provided with adequate support by the administration for them to become more competent, and thus, enhance effectiveness of the delivery of services to the students. Along this context, the Scaffolding Theory aptly supports this study which emphasizes that student services administrators must be competent enough so that they could ably create a favorable atmosphere for growth and development of the students. Being the conduit of the school, the student services personnel and administrators have to perform also the role as "*loco parentis*", or second parents. Once the students are officially enrolled, it follows that they are entrusted to the school by their parents; hence, the student affairs and services administrators perform the role of the parents; and they must also exercise leadership, management and human relation.

Other services along grievance and discipline, student publication, food and dining, selection and admission, and security and safety in the school campuses, which were perceived as not very effective by the respondents, need continual improvement in the delivery of services to students. The various student services practitioners should never stop from striving for excellence in delivering the basic needs and other services to students. They must continue to innovate in their efforts to come up with best practices that are more efficient, effective, relevant, appropriate and attuned to the needs of the times. This finding is related to the Scientific Management of Taylor which underscores efficiency and effectiveness to increase productivity on the part of the administrators, the students, and of the institution as a whole. It is, therefore, imperative that the administrators designated to the various student services must have insights to seek for the best way of managing student development through professionalization of their functions.

Further research on the problems encountered and job satisfaction of the student services practitioners may be considered for future investigation. Student leadership within and outside the campus should be looked into as a result of political development in the

four campuses of the university. Moreover, a research should be conducted on the relationship of student services   with academic achievement and other aspects of students' personality development.

REFERENCES

[1] Braskamp, L. & Engberg, M. (2014). Guidelines for Judging the Effectiveness of Assessing Student Learning. Loyola University Chicago: Chicago IL. Email:lbraska@luc.edu and mengber@luc.edu

[2] Republic Act No.7722 and CMO 20, series of 2006

[3] Student Handbook (2015). Central Bicol State University of Agriculture, Pili, Camarines Sur, Philippines

[4] University Code, Central Bicol State University of Agriculture, Pili, Camarines Sur, Philippines

[5] Harrell, C. B. (1989)**.** The Use of an Academic Library by University Students. Ph.D. Dissertation. University of North Texas.

[6] Hiscock, J. E. (1986). "Does library usage affect academic performance? A study of the relationship between academic performance and usage of libraries at the Underdale site of the South Australian College of Advanced Education". Australian Academic and Research Libraries, 17(4), 207-214.

[7] Harper, S. R., & Quaye, S. J. (2007).   Student Organizations as Venues for Black Identity Expression and Development among African American Male Student Leaders. Journal of College Student Development, 482), 127-144.

[8] Ludeman, R. B. (2001)**.** The Role of Student Affairs and Services in Higher Education: A Practical Manual for Developing, Implementing, and Assessing Student Affairs Programs and

[9] Chickering & Braskamp. (2009).   Three Dimensions of Student Development

[10] Astin, A. W. (1984).   Student Involvement: A Developmental Theory for Higher Education. Journal of College Student Personnel, 25, 297-308.

[11] Yanto, V.A. Student   Services   and   Student Development in State Universities and Colleges, Region V. Unpublished doctorate dissertation. Central Bicol State University of Agriculture, Pili, Camarines Sur.

Services. Paper Prese