Review Paper

Assessment of Student Affairs and Services (SAS) During the Covid-19 Pandemic: Tool for SAS Crisis Management Model

Rozalle H. Palacol, MBA
rozallepalacol@lspu.edu.ph
Rina J. Arcigal, EdD
Michelle B. Sarmiento, EdD
Caryl Angelica B. Segui

ABSTRACT
The COVID-19 pandemic highlighted many challenges and affects the learning and development in higher education in different parts of the world. The state universities Students' Affairs and Services (SAS) faced provocations related on the student's activities and services conducted online. This study was conducted with an online survey which generated one thousand six hundred students (1,600) from the nine (9) colleges of the Laguna State Polytechnic University-Sta. Cruz Campus. The results show that the level of implementation of Student Affairs and Services in terms of Student Welfare Services, Student Development Services and Institutional Student Programs and Services were highly implemented. The challenges students experienced reveals poor internet connection, study habits, time management, extra-curricular activities and multitasking. The creation of SAS Management Model aims to reduce the risk on the implementation of SAS services during the Covid-19 pandemic and effectively address the requirements needed to become more efficient in order to achieve the services of SAS.
Keywords: Student Affairs and Services, Student Welfare Services, Student Development Services, Institutional Student Programs, Covid-19 pandemic, online services

I.   INTRODUCTION

The Commission on Higher Education (CHED) released CMO No. 08, Series of 2021 regarding the guidelines on the implementation of flexible delivery of Student Affairs and Services (SAS) programs during the Covid-19 pandemic.   The Commission address the current impediments brought about by COVID-19 to the higher education sector through organize massive capacity-building trainings workshops for faculty members, launching the PHL CHED CONNECT website for free access to instructional and learning materials and provision of grants to Higher Educational Institutions (HEI) for their projects that will improve the delivery of flexible learning.

There are three (3) SAS programs to wit: 1. Student Welfare Services to secure and promote the wellbeing of the students; 2. Student Development Services to provide opportunities for student formation and discipline; and 3. Institutional Student Programs and Services to proactively respond to the basic health, food, shelter and safety concerns of all types of students.

Many people's lives have been affected by the COVID-19 outbreak and despite of this, the online classes were actually a silver lining during this difficult time. It was quite difficult to adjust to the situation, however, the fact that we enjoy overcoming challenges help overcome the various struggles and had to face due to the change in our lifestyles. With the lockdown and the occupational problems facing the people, online classes help to study efficiently and further help the family during the crisis by making them not worry about missing classes and safety.

The main purpose of this study is to evaluate the Student Affairs and Services (SAS) during the COVID-19 Pandemic and create a model for SAS Crisis Management.

II. METHODOLOGY

This study utilized the descriptive methods of research. One thousand six hundred (1,600) students from the nine (9) colleges of Laguna State Polytechnic University-Sta. Cruz Campus (LSPU-SCC) were the respondents of the study. Online survey was used thru the used of google form. This study used percentage and mean for the statistical treatment of the data.

III. RESULTS AND DISCUSSION:

Table 1. Respondents Distribution

Colleges of Laguna State Polytechnic University – Sta. Cruz Campus	Number of Respondents	Percentage
College of Arts and Sciences	200 students	12.50%
College of Engineering	200 students	12.50%
College of Computer Studies	200 students	12.50%
College of Hospitality Management and Tourism	200 students	12.50%
College of Information Technology	200 students	12.50%
College of Teachers Education	200 students	12.50%
College of Business Administration and Accountancy	200 students	12.50%
College of Nursing and Allied Health	100 students	6.25%
College of Criminal Justice Education	100 students	6.25%
TOTAL	**1,600**	**100%**

The University has nine (9) colleges namely, College of Arts and Sciences, College of Engineering, College of Computer Studies, College of Hospitality Management and Tourism, College of Information Technology, College of Teachers Education, College of Business Administration and Accountancy with 200 or 12.50% respondents while College of Nursing and Allied Health and College of Criminal Justice Education with 100 or 6.25% respondents as presented in Table 1.

Table 2. Level of implementation of Student Affairs and Services in terms of Student Welfare Services

Indicators	Mean	Verbal Interpretation
Information and orientation	3.47	Highly Implemented
Guidance and counseling	3.40	Highly Implemented
Career and Job placement	3.21	Implemented
Student handbook	3.03	Implemented
Over all Mean	**3.28**	**Highly Implemented**

Table 2 shows the level of implementation of Student Affairs and Services in terms of Student Welfare Services. The indicators, *Information and Orientation* obtained the highest mean of 3.47. Followed by *Guidance and Counseling* with the mean of 3.40. While *Career and Job Placement* obtained a mean of 3.21. And lastly, *Student Handbook* obtained a mean of 3.03.

The overall mean of 3.28 indicates that the level of implementation of Student Affairs and Services in terms of Student Welfare Services have a remarked of highly implemented.

Ibarrientos (2015) says that an effective student services program encourages the supervisors to focus their primary attention on developing effective work groups to facilitate the realization of Student Development Services strategic goals.

The result shows that the Student Affairs and Services level in terms of Student Welfare Services was therefore highly implemented resulting in a positive outcome for the students.

Table 3. Level of implementation of Student Affairs and Services in terms of Student Development Services

Indicators	Mean	Verbal Interpretation
Student Organization and student activities	3.41	Highly Implemented
Leadership training	3.36	Highly Implemented
Student Council	3.41	Highly Implemented
Student discipline	3.30	Highly Implemented
Student publication	3.09	Implemented
Over all Mean	**3.31**	**Highly Implemented**

Shown in Table 3 the level of implementation of Student Affairs and Services in terms of Student Development Services. The indicators, *Student Organization and Student Activities* and *Student Council* obtained the highest mean of *3.41; Leadership Training* with the mean of *3.36, Student Discipline* obtained a mean of *3.30;* and lastly, *Student Publication* obtained a mean of *3.09.*

The overall mean of 3.31 indicates that the level of implementation of Student Affairs and Services in terms of Student Development Services was highly implemented.

The effectiveness of student services on campuses was highly related to intellectual, social, cultural, and political development according to Cadag (2017). Administration must provide adequate support to student services practitioners to become more competent and thus improve the effectiveness of service delivery to students.

Table 4. Level of implementation of Student Affairs and Services in terms of Institutional Student Programs and Services

Indicators	Mean	Verbal Interpretation
Admission services	3.42	Highly Implemented
Scholarship and financial assistance	3.27	Implemented
Health services	3.42	Highly Implemented
Safety and security	3.51	Highly Implemented
Multi-faith	3.30	Highly Implemented
Services for students with special needs and Persons with Disabilities	3.30	Highly Implemented
Cultural and arts programs	3.38	Highly Implemented
Sports development programs	3.46	Highly Implemented
Social and community involvement programs	3.39	Highly Implemented
Over all Mean	**3.38**	**Highly Implemented**

Table 4 explains the level of implementation of Student Affairs and Services in terms of Institutional Student Programs and Services. *Safety and Security* obtained the highest mean of 3.51; *Sports Development Programs* with mean of 3.46; *Health Services* obtained a mean of 3.42 as well as *Admission Services*. While *Social and Community Involvement* obtained a mean of 3.39, *Cultural and Arts Programs* got the mean of 3.38; *Services for Student with Special Needs and Persons with Disabilities* obtained a mean of 3.30; *Multi-faith* got 3.30; and last indicator *Scholarship and Financial Assistance* obtained the lowest mean of 3.27.

The overall mean of 3.38 indicates that the level of implementation of Student Affairs and Services in terms of Institutional Student Programs and services were verbally interpreted as highly implemented.

Student programs and services are crucial part to contribute to the learning and experience of the students. Importance of support to their different activities via online can manage their extra-curricular activities even the pandemic. Without effective student services, students that do not have an academic, emotional and social connection with the institution at cultural level are more likely to give up their studies.

As the result of analyzed and interpreted data, it shows that the level of implementation of Student Affairs and Services in terms of Student Welfare Services, Student Development Services and Institutional Student Programs and Services are highly implemented. Institutional Student Services Programs were very beneficial. In line with the results, they should maintain the good performance in implementing the Student Affairs and Services for the benefits of the students and the university.

Challenges encountered by the students during the COVID-19 pandemic

Table 5. Study Habits

Indicators	Mean	Verbal Interpretation
Study-place helps to focus on their studies.	3.62	Strongly Agree
Taking notes helps to organize the lectures and understand the lesson.	3.64	Strongly Agree
Regular sleep helps to condition the mind for the schedule exams and quizzes.	3.61	Strongly Agree
Group study is effective for students who have difficulties in specific subject.	3.67	Strongly Agree
Rewards and recognition encourage the students to be productive.	3.63	Strongly Agree
Over all Mean	**3.63**	**Strongly Agree**

Table 5 shows the level of challenges encountered by LSPU students regarding Study Habits. The statement *Group-study is effective for students who have difficulties in specific subject* obtained the highest mean of 3.67; *Taking notes helps to organize the lectures and understand the lessons* with mean of 3.64; *Rewards and recognition encourages the students to be productive* obtained a mean of 3.63; *Study place helps to focus on their studies* obtained a mean of 3.62 and lastly, *Regular sleeps helps to condition the mind for the schedule exams and*

quizzes obtained a lowest mean of 3.61.

The overall mean of 3.63 indicates that the level of challenges encountered by LSPU students regarding study habits were verbally interpreted as strongly agree.

Ewell (2022) stated to achieve meaningful learning experiences in online classrooms, students must develop effective study habits and become self-regulated learners. It identifies student barriers to self-regulated learning in online environments and present practical recommendations to assist educators and researchers in applying and advancing evidence-based study habits in online courses.

Table 6. Extra-curricular Activities

Indicators	Mean	Verbal Interpretation
Improve talent and skills	3.56	Strongly Agree
Chance to explore the interest and create a broader perspective	3.60	Strongly Agree
Helps to have a good background for the job application	3.54	Strongly Agree
Make friends and expands social network	3.60	Strongly Agree
Helps to relax their mind and lessen stress	3.51	Strongly Agree
Over all Mean	**3.56**	**Strongly Agree**

Table 6 illustrates the level of challenges encountered by LSPU students regarding Extra-curricular Activities. *Chance to explore the interest and create a broader perspective* and *Make friends and expands social network* obtained a highest mean of 3.60; *Improve talent and skills* with a mean of 3.56; while *Helps to have a good background for the job application* obtained a mean of 3.54; last statement, *Helps to relax their mind and lessen stress* obtained a mean of 3.51.

The overall mean of 3.56, indicates that LSPU students challenges regarding extra-curricular activities are verbally interpreted as strongly agree.

Extra-curricular activities contribute to students' overall development by encouraging the development of various abilities, capacities, and talents. Furthermore, they represent an opportunity to counteract the sedentary lifestyles that young people exhibit at school stated by Soler et. al., (2022).

Table 7. Time Management

Indicators	Mean	Verbal Interpretation
Helps have a better work-life balance	3.60	Strongly Agree
Helps avoid procrastination and manage stress	3.64	Strongly Agree
Clarifies the goal and allows to perform	3.60	Strongly Agree
Perform daily duties and help find right priorities	3.64	Strongly Agree
Spare time for personal activities	3.42	Strongly Agree
Over all Mean	**3.58**	**Strongly Agree**

Table 7 explains the level of challenges LSPU students encountered regarding Time Management. *Helps avoid procrastination and manage stress* and *Perform daily duties and help find right priorities* obtained the highest mean of 3.64; *Helps have a better work-life balance* and *Clarifies the goal and allows to perform* got a mean of 3.60; and lastly, *Spare time for personal activities* obtained a lowest mean of 3.42.

The overall mean of 3.58, indicates that LSPU students' challenges regarding time management are verbally interpreted as strongly agree.

Time Management is a part of student practices wherein students can organize and plan their time to the most priority activity up to the least. Good time management helps the students lessen their stress and procrastination from time to time.

Juneja (2021) stated that time management refers to the judicious use of time for achieving success in life. Time management helps an individual to make the best possible use of time. Individuals need to value time and allocate the right time to the right activities. Maintaining the practices of having a good time management is very important, especially if students were struggling working out with academic activities. This will be a good way to lessen the delay, stress and maintain good mental health.

Table 8. Multitasking

Indicators	Mean	Verbal Interpretation
Balancing household chores and personal responsibilities while studying	4.20	Strongly Agree
Dividing focus between more than one tasks	3.00	Moderately Agree
Limited attention spans and more distractions	2.77	Moderately Agree
Attending a sibling while taking online class.	3.16	Moderately Agree
More time required to complete each task	2.99	Moderately Agree
Over all Mean	**3.22**	**Moderately Agree**

Table 8 shows the level of challenges LSPU students encountered regarding Multitasking. The statement *Balancing household chores and personal responsibilities while studying.*" obtained the highest mean of 4.20; *Attending a sibling while taking online class* with a mean of 3.16; *Dividing focus between more than one tasks* obtained a mean of 3.00; *More time required to complete each task* got a mean of 2.99; and *Limited attention spans and more distractions* obtained a mean of 2.77.

The overall mean of 3.22 indicates that the challenges LSPU students encountered in Multitasking is verbally interpreted as moderately agree.

Noted by Cherry (2021) even though research has proven that multitasking is not as effective as we might believe, it is a terrific method to accomplish a lot at once. In fact, according to several studies, multitasking lowers understanding, attention, and general performance, which can harm productivity. Productivity suffers significantly when multitasking.

Table 9. Poor Internet Connection

Indicators	Mean	Verbal Interpretation
Due to limited data connection, students' productivity is being reduced	4.23	Strongly Agree
Online classes were interrupted for residents of the area who had a slow internet connection	4.32	Strongly Agree
Due to excessive usage, the internet connection has been disconnected.	4.14	Moderately Agree
Using outdated or malfunctioning technology slows down the internet	4.30	Strongly Agree
Feeling frustrated and irritable due to unstable internet connection	4.25	Strongly Agree
Over all Mean	**4.25**	**Strongly Agree**

Table 9 shows the level of challenges LSPU students encountered regarding Poor Internet Connection. The statement, *Online classes were interrupted for residents of the area who had a slow internet connection* obtained the highest mean of 4.32; *Using outdated or malfunctioning technology slows down the internet* with a mean of 4.30. While *Feeling frustrated and irritable due to unstable internet connection* with a mean of 4.25; *Due to limited data connection, students' productivity is being reduced* got a mean of 4.23 and lastly, *Due to excessive usage, the internet connection has been disconnected* obtained a mean of 4.14.

The overall mean of 4.25 indicates that the level of factors affecting the students' online participation in terms of poor internet connection was verbally interpreted as strongly agree.

As cited by Lynch (2017) lack of internet access can affect a student's academic performance. Students without internet cannot communicate with their teachers or peers, conduct independent study, or access online homework assistance. Lack of internet connection might cause students to miss out on information or a direct line of communication with teachers and schools. The inability to finish homework is one of the major issues that students with no internet access at home confront.

5. Create SAS Crisis Management Model in response to critical situations that may affect the services of OSAS.
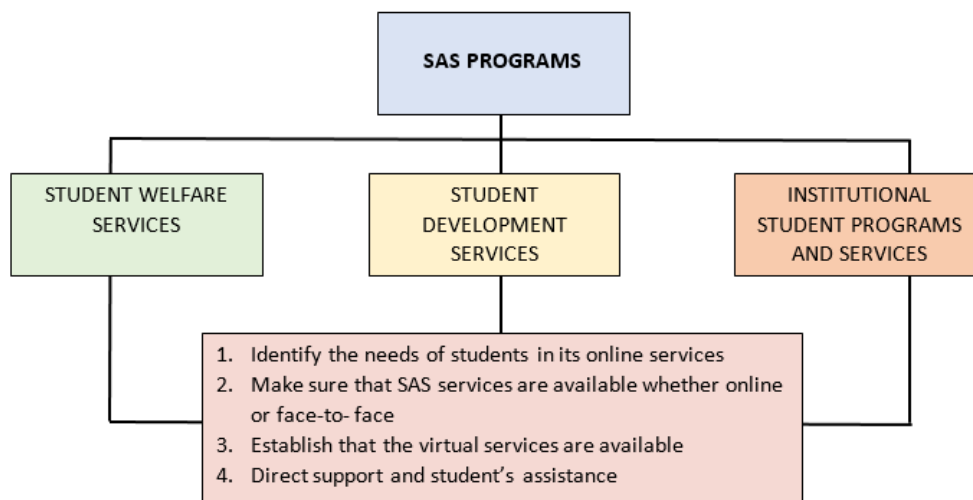
IV. CONCLUSIONS AND RECOMMENDATIONS

Support to students in their academic learning contributes to their academic success. The Office of the Student Affairs and Services in terms of Student Welfare and Services got the lowest score, which means that the indicator, student handbook got the lowest rating. The University conducts general orientation every academic year and students are require to attend. Discuss the different rules and regulations of the university as stated in the Student Handbook. The findings illustrated that the academic challenges encountered by LSPU students in terms poor internet connections got the highest mean score, which means that students have difficulties in participating in online classes due to intermittent connections specifically in remote areas. And also, some school activities have not implemented because of the limited chance to attend because of the new normal protocols that needs to be followed. The importance and functions of the Office of the Students Affairs and Services (SAS) contributes to the quality of learning experience and academic undertakings. According to the study of Hill (2003) the most important factors in education quality assurance are quality of teaching, learning and services systems and supports to students. The importance of support to students with their non-academic activities greatly contributes to their emotional and physical being. The SAS Crisis Management Model helps the unit to implement protocols on the delivery of SAS programs during the COVID-19 pandemic. These assist students on the preparations of the different services held on-line and restore their action plans even during pandemic.

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Prepared by: Noted by:
Rozalle H. Palacol, MBA/ Rina J. Arcigal, EdD   Maryjane D. Fuentes, DPA
Michelle B. Sarmiento, EdD/ Caryl Angelica B. Segui   Dean - CBAA