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ASSESSMENT OF STUDENT SERVICES AND PROGRAMS AMID COVID-19 PANDEMIC

Evangeline D. Guiang

Assistant Director

Student Affairs and Services – Research, Accreditation and Records
Tarlac State University, Romulo Blvd. San Vicente, Tarlac City, Philippines

Abstract: Guidelines for flexible delivery of Student Affairs and Services programs during the Coronavirus 2019 pandemic were released in 2021 by the Commission on Higher Education (CHED) in the form of CHED Memo no. 08, series of 2021. Guided by this memorandum, the office of Student Affairs and Services (SAS) of Tarlac State University included online services to enhance the offline services of its programs. It is on this premise that the study was conducted with the purpose of determining the students' level of awareness and satisfaction of the offline and online services offered by the different units of the office of SAS during the pandemic. The level of importance of the two modes of services was also determined. The study employed a descriptive design using an adapted and validated survey questionnaire. The 375 respondents of the study were composed of the second year to fourth year students coming from the different programs at Tarlac State University. The results of the study showed that the students were generally aware of the offline and online services and programs offered by the different units of SAS. The online services and programs that garnered the highest mean of level of awareness were the services provided by the student organization unit and the testing, monitoring and evaluation unit while the least known services were the dental services. Overall, the students were satisfied with the services and programs of SAS with the student organization receiving the highest level of satisfaction and the health services receiving the least level of satisfaction. Seven units whose services were deemed very important during the pandemic were the services offered by the scholarship and finance assistance, medical services, student discipline, services for specific students like students with disabilities and students belonging to indigenous groups, guidance and counseling services, career and job placement services and dental services. All other services were rated as important. The findings revealed that there are SAS programs and services that should be adequately disseminated to students through proper orientation of the type of support services that they can avail to help them adjust and succeed in the new learning environment. The suggestions proposed by the students to enhance the delivery of the programs of SAS may also be adapted. Guided by the results, the outcomes of this study may be used as benchmark for future research undertakings of the office of Student Affairs and Services and as a compliance report for accreditation. The instrument used may also serve as a tool for monitoring the effectiveness of SAS services and programs.

Index Terms – Student Affairs and Services, Level of Awareness, Level of Satisfaction, Level of Importance.

I. INTRODUCTION

The non-academic programs and services that will promote the students' holistic development and help them become engaged citizens in nation building are an important part of the students' higher education experience. It is becoming clear that a full range of extracurricular student activities and programs, sometimes known as student affairs and services, must be provided alongside the delivery of academic programs (Ludeman, Osfield, et.al., 2009). Student affairs and services unit is becoming more and more acknowledged as a vital professional force and partner in higher education across the world in promoting and ensuring this holistic development of students (International Association of Student Affairs and Services, 2002). However, the abrupt onset of the

COVID-19 pandemic caused a widespread disruption of classrooms at all levels, impeding students' chances to learn and develop. The impact of COVID – 19 was so great that all sectors of society was affected most especially the economic aspect of households notwithstanding the psycho – social and mental well-being of everyone (CHED Memorandum Order No. 8, Series of 2021).

With the unexpected COVID-19 pandemic, the education system was greatly disrupted worldwide affecting nearly 1.6 billion learners in more than 190 countries in all continents (Guterres, 2020). The abrupt and profound changes brought by COVID-19 was the worst shock to education systems in decades (Worldbank, 2021). Opening of classes for the academic year 2020 – 2021 were suspended to later schedules. Immediately, universities and colleges opted for online services and classes. The educational system transformed the conventional learning process of human interaction inside a classroom by adapting virtual and online education using technology (Cuaton, 2020). But with the introduction of online classes, surmounting challenges surfaced requiring deep, comprehensive, and thoughtful plans to address the individual needs of the students regardless of the instructional setting. Garcia and Weiss (2020) reported several lessons learned in facing the challenges in the education system brought about by the pandemic. According to the report, students can only benefit from online instruction and learning if they have regular access to computers and the internet (Garcia and Weiss, 2020). Likewise, teachers are only effective in teaching if they have received targeted training and support for online instruction. The unequal access to the internet and computer devices became one of the most critical opportunity gaps to learning online. This led to a decrease in instructional time, which is likely to have hampered both student learning and overall child development.

To mitigate the impact of COVID-19 on education, several stakeholders were compelled to innovate and work together more effectively, especially across borders and regions. How to care for students adequately and ensure their return became a primary concern among educational institutions. With the challenges brought about by the pandemic around student wellness and teaching and learning continuity, the Student Affairs and Services (SAS) in higher education institutions (HEIs) is faced with a great challenge on how to make sure students become active agents of social justice, develop a sense of need to be part of others and empowerment to be part of knowledge creation, and eventually develop the kind of qualities that will prepare them to shape the world into a community where fear of the other is replaced by care for each other (Schreiber and Ludeman, 2020). SAS is also challenged on how to strengthen and prioritize medical services among students, especially that of their mental health since it is part of their well-being and is a factor in their academic success (Toquero, 2020). According to reports, there was a decline in wellbeing and a rise in mental health issues during the COVID-19 epidemic. These findings were registered in medical and psychotherapeutic practices, counselling centers and clinics (Hadulla, Klimov, et.al., 2021). Mental health issues of the students involve anxiety disorders and depressive symptoms due to different concerns like fear and worry about health, distractions in concentrations, disrupted sleep patterns, and increased social isolation, among others. Therefore, there is an urgent need to develop intervention programs and preventive strategies to address the college students' mental health (Son, Hegde, et.al., 2020). Additional concern during the pandemic was the financial impact on poor students. Mitigating the impact of COVID-19 financially were done by some universities by providing more directed financial relief to students like transport funds, funds for data and online devices housing costs, meal costs and tuition fees among others (Schreiber, Luescher, et.al.). Student affairs professionals, who have been on the front lines of campus life, were likewise faced with the challenge on how to continually evolve to respond to student needs amid changes in the learning environment brought about by the pandemic, increase opportunities for diversity and inclusion, support vulnerable and disadvantaged students, and promote successful outcomes for all (The Chronicle of Higher Education, n.d.).

With these challenges faced by Student Affairs and Services (SAS) during the COVID – 19 pandemic, the Commission on Higher Education (2020) drafted guidelines on the implementation of flexible delivery of student affairs and services. The guidelines were drafted to prepare SAS in its operations as it plays a crucial role in providing equitable learning opportunities for all students in whatever situation they are in. It was developed as an interim document to supplement the continuous implementation of CMO No. 09, series of 2013. It aims to ensure that with the implementation of flexible learning, student support services will guarantee that no student is left behind during this pandemic.

One institution in higher education responded positively in its goal to achieve effective student services in education amid the on-going COVID-19 pandemic, that is, the Tarlac State University (TSU). TSU was commended by the regional office of the Commission on Higher Education (CHEDRO) for being prepared in handling classes for flexible learning making it the first higher education institution visited by CHEDRO 3 and Department of Information and Computer Technology (DICT 3) for inspection in its capacity to conduct flexible learning (TSU Office of Public Affairs, 2020). Both regional government agencies lauded the university for being on the right track in the “new normal” of education delivery.

Along with the readiness of TSU to embrace the “new normal” in education, the office of Student Affairs and Services (SAS) was also learning how to deliver and scale their services in a virtual manner. Without students on the campuses, the office of SAS was faced with responding to the pandemic crisis by innovating and inventing new avenues to meet student needs and help enhance their learning and development. The office of SAS plays a crucial role in providing equitable learning opportunities for all students wherever they are or whatever their economic situation may be (CHED Memorandum Order No. 8, 2021). This office in higher education institutions (HEIs) provides set of student-centered activities and services in support of academic instruction intended to facilitate holistic and well – rounded student development for active involvement as responsible citizens and leaders (CHED Memorandum Order No. 09, s. 2013). Services under SAS include Student Welfare Services, Student Development Services and Institutional Student Programs and Services. It is through these units that the policies and guidelines to advance students’ welfare and maximize their potential are implemented.

The Student Welfare Services unit provides the fundamental services required to support students' wellbeing. These include education, awareness and orientation, counseling and guidance, career and placement, economic enterprise development, and the creation of student handbooks (CHED Memorandum Order No. 09, series of 2013). Student organizations and activities, professional organizations or societies, special interests, leadership training programs, student council/government, student discipline, and student publication/media are just a few of the programs and activities that the Student Development Unit offers to help students develop their leadership skills and sense of social responsibility. On the other hand, the institutional student programs and services facilitate the delivery of essential services to the students, such as admission, financial aid and scholarships, food, health, security, and safety, housing and residential services, multi-faith, foreign/international students, services for students with special needs, as well as other programs like culture and the arts, sports, social interaction, and community development (CHED Memorandum Order No. 09, series of 2013).

Therefore, as higher education shifts to flexible learning, there should also be a shift to flexible delivery of student services to ensure the welfare and holistic development of the students. The crisis faced by the education system vis-à-vis the Student Affairs and Services serves as the impetus in pursuing this study on the assessment of student services and programs amid the pandemic. The facts above serve as guides in the pursuit of this study. Specifically, the objectives of the study are to:

1. determine the students’ level of awareness of the online and offline services offered by the following units:
 - 1.1 Student Welfare
 - 1.1.1 Testing, Evaluation and Monitoring Services
 - 1.1.2 Career and Job Placement Services
 - 1.1.3 Guidance and Counselling Services
 - 1.1.4 Economic Enterprise Development
 - 1.2 Student Development
 - 1.2.1 Student Discipline
 - 1.2.2 Student Organization and Activities
 - 1.2.3 Student Publication
 - 1.2.4 Sports and Development
 - 1.2.5 Culture and Arts
 - 1.3 Institutional Student Programs and Services
 - 1.3.1 Scholarship and Financial Assistance
 - 1.3.2 Foreign/International Student Services
 - 1.3.3 Differently Abled Indigenous and Marginalized Student Services

- 1.3.4 Medical Services
- 1.3.5 Dental Services.
2. identify the level of importance of the different units of the office of student affairs and services in meeting the needs of the students amid the pandemic.
3. assess the level of students' satisfaction on the quality of online and offline services rendered.
4. identify the measures that may be proposed to SAS personnels based on students' suggestions to improve the services of the different units of SAS.

II. RESEARCH METHOD

The study employed a descriptive research method. A survey instrument adapted from CHED Memorandum No. 08 series of 2021 was used in the collection of data. Experts from the academe and SAS practitioners established the validity of the survey instrument in terms of sufficiency, clarity, coherence, and relevance of the items. Comments and suggestions by the experts were taken into consideration for the enhancement of the constructs of the instrument. The instrument was further tested for reliability by having it run to 35 students. The Cronbach's Alpha for the three constructs of the questionnaire were as follows: students' level of awareness of online and offline services, 0.96; level of importance of services and programs, 0.95; and level of students' satisfaction of online and offline services, 0.97. The high coefficients indicated excellent internal consistency of the items in the reliability testing of the instrument.

Conducted in 2022, the respondents of the study were composed of the second year to fourth year students at Tarlac State University. They were chosen using stratified sampling where the student population was divided into colleges. Thirty percent of students per college were determined as participants through random sampling which led to 375 participants. Data collection using the survey instrument involved the use of MS Teams where each student has an account through the TSU Management Information System Office. Table 1 presents the distribution of student participants per college.

Table 1. Number of student participants per college

College	Number of Student Participants	Percentage
College of Business and Accountancy	87	24
College of Engineering and Technology	77	21
College of Teacher Education	64	18
College of Computer Studies	35	10
College of Arts and Social Sciences	34	7
College of Science	26	7
College of Fine Arts and Architecture	24	7
College of Criminal Justice Education	16	4
College of Public Administration and Governance	12	3
Total	375	100

Data were organized and summarized using descriptive statistics. Descriptive statistics was represented in terms of mean scores and standard deviation. A 4-point Likert scale was utilized to identify the students' level of awareness of online and offline services offered by the office of Student Affairs and Services as well as the level of importance of these services in meeting the needs of the students amid the COVID-19 pandemic. The same approach was applied in assessing the students' level of satisfaction with the quality of services rendered. The numeric values used for the interpretation of the three constructs of the survey instrument level are presented in tables 2, 3 and 4.

Table 2. Four-point Likert Scale for Students' Level of Awareness of SAS Services and Programs

Mean Interval	Verbal Description
3.50 – 4.00	Fully Aware
2.50 – 3.49	Aware
1.50 – 2.49	Not Aware
1.00 – 1.49	Fully Not aware

Table 3. Four-point Likert scale for SAS Units' Level of Importance

Mean Interval	Verbal Description
3.50 – 4.00	Very Important
2.50 – 3.49	Important
1.50 – 2.49	Somewhat Important
1.00 – 1.49	Not Important

Table 4. Four-point Likert scale for students' level of satisfaction of SAS services

Mean Interval	Verbal Description
3.50 – 4.00	Very Satisfied
2.50 – 3.49	Satisfied
1.50 – 2.49	Dissatisfied
1.00 – 1.49	Very Dissatisfied

III. RESULTS AND DISCUSSION

This section presents the analyses of data gathered in this study which mainly focused on how the students assessed their level of awareness and satisfaction of the online and offline services provided by SAS units as well as their ratings on the level of importance of the different units in SAS. Three hundred seventy-five students from the nine colleges of the university participated in this study. These students came from the 35 programs offered by the different colleges.

3.1. Profile of Student Participants

Profile of student participants in the study include their bachelor's degree, certified disability, and the indigenous group to which they belong if applicable. Table 5 gives the number of student participants per program who responded to the survey questionnaire. Of these number of students, 325 have no certified physical and learning disability while 13 of them declared themselves with certified physical disability and one with certified learning disability. There is only one student who has both physical and learning disability. The rest of them do not know if they have one or prefer not to say if they have a physical or learning disability. Table 6 summarizes the data on students' certified disability profile.

Table 5. Number of Student Participants per Bachelor's Degree Program who Responded in the Survey Questionnaire

Bachelor Program	Number of Respondents	Percentage
Bachelor of Science in Civil Engineering	39	10
Bachelor of Science in Business Administration	34	9
Bachelor of Secondary Education	30	8
Bachelor of Science in Architecture	21	6
Bachelor of Elementary Education	20	5
Bachelor of Science in Accounting and Information System	17	5
Bachelor of Science in Criminology	16	4
Bachelor of Arts in Psychology	15	4
Bachelor of Science in Hospitality Management	15	4
Bachelor of Science in Chemistry	14	4
Bachelor of Science in Accountancy	13	3
Bachelor of Science in Industrial Engineering	13	3
Bachelor of Science in Information Technology	13	3
Bachelor of Science in Computer Science	12	3
Bachelor of Public Administration	12	3
Bachelor of Science in Information System	10	3
Bachelor of Science in Mechanical Engineering	9	2
Bachelor of Physical Education	8	2
Bachelor of Science in Electrical Engineering	7	2
Bachelor of Science in Nursing	7	2
Bachelor of Arts in Communication	7	2
Bachelor of Science in Environmental Science	5	1
Bachelor of Science in Food Technology	5	1
Bachelor of Science in Electronics Engineering	5	1
Bachelor of Arts in English Language Studies	4	1
Bachelor of Science in Entrepreneurship	4	1
Bachelor of Science in Mathematics	3	1
Bachelor of Technical Vocational Teacher Education	3	1
Bachelor of Technology and Livelihood Education	3	1
Bachelor's in Industrial Technology	3	1
Bachelor of Fine Arts	3	1
Bachelor of Science in Hotel and Restaurant Management	2	1
Bachelor of Science in Accounting Technology	1	0
Bachelor of Science in Business Management and Entrepreneurship	1	0
Bachelor of Engineering Technology	1	0
Total	375	100

Table 6. Certified Disability Profile of Students

Student Disability Profile	Number of Respondents	Percentage
I do not have a certified disability	325	87
I have a certified learning disability	1	0
I have a certified physical disability	13	4
I have both	1	0
Don't know	19	5
Prefer not to say	16	4
Total	375	100

Of the 375 student participants, only six of them belong to an indigenous group. Three of them are from the Abelling Tribe, an indigenous group from San Jose, Tarlac. The affiliation with an indigenous group was not stated by the other three students.

3.2. Students' Level of Awareness of the Offline and Online Services of the Student Affairs and Services (SAS) Units

3.2.1. Offline Services of Guidance and Counselling Unit

The Guidance and Counseling Unit offers services with an integrated approach to fully develop student's potential to become useful individuals and to provide interventions that would enable positive changes in students' well-being. Guided by these basic services, the unit ensured students' welfare during the pandemic through their online and offline services and programs. Students' level of awareness of these services and programs is reflected in Tables 7 and 8.

Table 7 shows that the students were generally aware of the offline services rendered by the Guidance and Counselling Unit. With an overall mean score of 2.73, all indicators were rated within the mean interval of 2.5 to 3.49. The posting of printed materials of events and announcements through bulletin boards and walls gained the highest mean score of 2.75. The least known offline service was the conduct of limited face-to-face seminar workshops for mental health awareness and other related psychoeducational seminar workshops with a mean score of 2.70. Data implies that the Guidance and Counselling Unit should conduct more orientation programs for students to be fully aware of their offline services. This may be done online through the university website.

Table 7. Offline Services of the Guidance and Counselling Unit

Offline Services	Mean	SD	Verbal Description
Posts printed materials of events and announcement through bulletin boards and walls	2.75	0.63	Aware
Conducts culminating activities and competitions related to mental health awareness and issues	2.74	0.59	Aware
Conducts limited face-to-face seminar-workshops for mental health awareness and other related psychoeducational seminar-workshops	2.70	0.64	Aware
Overall Mean	2.73		Aware

3.2.2 Online Services of the Guidance and Counselling Unit

As indicated in Table 8, the highest mean score of 3.18 is an indication that a greater number of students were aware of the availability of information through digital platforms like Facebook page and the like. Similarly, students were aware of the webinars conducted through MS Teams, Zoom, Google Meet, and Facebook live like mental health and wellness, psychoeducational, relationship and study habits (mean = 3.13). A smaller number of students were aware that the unit creates materials that can be downloaded to orient them of the synchronous and asynchronous services of the unit (mean = 2.77). The least known online service was the remote psychological first-aid tele-counselling, and/or tele-mental health through online platforms are services provided by the unit with a mean of 2.65. With an overall mean of 2.93, all students surveyed were aware of the online services provided by the unit.

The results of the survey showed that digital platforms like Facebook page, MS Teams, Zoom and the like were the effective means of informing students of the programs and services of SAS during the pandemic.

Table 8. Online Services of the Guidance and Counselling Unit

Online Services	Mean	SD	Verbal Description
Makes information available through digital platforms (Facebook Page, website etc.)	3.18	0.43	Aware
Conducts series of webinars for mental health and wellness, psychoeducational, relationship, and study habits using secured digital platforms (e.g., MS Teams, Zoom, Google Meet, Facebook Live)	3.13	0.54	Aware
Creates contents and materials that can be downloaded, develop other platforms for orientation, conduct synchronous and asynchronous sessions and/or live broadcast using different media platforms	2.77	0.55	Aware
Conducts remote psychological first-aid, tele-counselling, and/or tele-mental health through online platforms (e.g., online/web counselling)	2.65	0.59	Aware
Overall Mean	2.93		Aware

3.2.3 Offline Services of the Career Education and Job Placement Unit (CEJP)

Together with the different colleges of the university, the Career and Job Placement Services Unit (CEJP) provides career development assistance to students by enhancing their job-search skills and decision-making on matters of employment. With the negative impacts of economic recession during the pandemic, the unit provided offline and online services that would sustain the career development of the students.

Table 9 reflects the results of the survey on the offline services of the Career Education and Job Placement Unit (CEJP). With an overall mean of 2.61, data indicated that students were generally aware of the offline services under the CEJP unit. A significant number of students were aware that CJEP hosts in-person career fairs at the university. This offline service of CEJP garnered the highest mean, 2.69, an indication that career fairs, although restricted, were not fully disrupted during the pandemic. Many students were also aware that the unit forms partnerships with government institutions like the Department of Labor and Employment (DOLE), the Public Employment Service office (PESO) and other private companies (mean = 2.60). The partnerships were known to the students since representatives from these government institutions were part of the orientations program in the career fairs. A smaller number of students, with a mean of 2.57, were aware of the job posting on bulletin boards of TSU. The lowest mean score, 2.56, is seen on conduct of seminar-workshop for pre-employment and labor education. The low mean score is attributed to frequent lockdowns during the pandemic, hence a limited number of seminar-workshops for employment opportunities. Although the results show awareness of the services conducted by CJEP, data indicated a lower level of awareness of CEJP's offline services. The results may be attributed to the year level of students who responded to the survey. The majority of CEJP's services were geared toward fourth-year students who are ready to complete their degree programs, therefore students at lower levels are probably not completely aware of the offline services CEJP offers in terms of career orientation programs.

Table 9. Offline Services of the Career Education and Job Placement Unit

Offline Services	Mean	SD	Verbal Description
Organizes face-to-face job or career fairs in the university	2.69	0.61	Aware
Forms partnerships with local government unit, PESO, DOLE, and private companies	2.60	0.60	Aware
Conducts job posting on bulletin boards	2.57	0.58	Aware
Conducts of seminar-workshop for pre-employment and labor education	2.56	0.60	Aware

Overall Mean**2.61****Aware**

3.2.4 Online Services of the Career Education and Job Placement Unit

With an overall mean of 2.60, most of the students were likewise aware of the online services as shown in Table 10. These services involve the posting of job openings online (mean = 2.75), the conduct of series of webinars for pre-employment and labor education (mean = 2.59), the formation of partnerships with local government units and private companies (mean = 2.57), and the conduct of virtual job or career fairs (mean = 2.50). Of the services offered, the posting of online job openings gained the highest percentage of awareness among the students, an indication that the online dissemination of job openings is effective during the pandemic. On the other hand, the conduct of virtual job or career fairs has the lowest level of awareness. This may be attributed to the year levels of students who responded in the survey since only fourth year students were called to attend the career fairs. The calculated values of standard deviation (SD) indicate consistency in the data gathered.

Table 10. Online Services of the career Education and Job Placement Unit

Online Services	Mean	SD	Verbal Description
Posts online job openings through Facebook Page (Post labor market information and job information through university website and other online platforms)	2.75	0.52	Aware
Conducts series of webinars for pre-employment and labor education	2.59	0.53	Aware
Forms partnerships with local government unit, PESO, DOLE, and private companies	2.57	0.52	Aware
Conducts virtual job or career fairs, with clearance from Department of Labor and Employment (DOLE)	2.50	0.54	Aware
Overall Mean	2.60		Aware

3.2.5 Offline Services of the Economic Enterprise Development Unit

The Economic Enterprise Development Unit offers services and activities such as student cooperatives, entrepreneurial, income-generating ventures, and savings that would meet the financial needs of the students. The unit's offline and online services are shown on Tables 11 and 12.

Table 11 shows an overall mean score of 2.69 which means that the students were generally aware of the offline services of the Economic Enterprise and Development Unit. A higher awareness of the unit's services is seen in its initiative to form partnerships with colleges and student councils (mean = 2.82). Through these partnerships, the objectives of the unit are disseminated and implemented by providing them with income generating activities or projects. The limited face-to-face interactions of the unit with the students during the pandemic led to a lower awareness of the unit's culminating activities related to entrepreneurial skills development (mean = 2.56).

Table 11. Offline Services of the Economic Enterprise Development Unit

Offline Services	Mean	SD	Verbal Description
Forms partnership with colleges and student councils	2.82	0.56	Aware
Conducts culminating activities and competitions related to entrepreneurial skills development	2.56	0.60	Aware
Overall Mean	2.69		Aware

3.2.6 Online Services of the Economic Enterprise Development Unit

The online services of the Economic Enterprise Development Unit showed a higher overall mean score of 2.73 compared with its offline services (mean = 2.69). The students were more aware of the services provided online. Their level of awareness is high (mean = 2.90) when it comes to the availability of information through digital forms like the TSU website or the TSU Facebook page, and the like. This result is consistent with the other online SAS services where information dissemination was through digital forms during the pandemic. A lower percentage of awareness (mean = 2.55) is on the conduct of entrepreneurial initiatives and webinars on financial literacy. The lower level of awareness indicates insufficient means of dissemination of the program due to the pandemic.

Table 12. Online Services of the Economic Enterprise Development Unit

Online Services	Mean	SD	Verbal Description
Make information available through digital forms (website, Facebook page, etc.)	2.90	0.58	Aware
Conducts online entrepreneurial initiatives and webinars on financial literacy	2.55	0.61	Aware
Overall Mean	2.73		Aware

3.2.7 Offline Services of the Testing, Evaluation, and Monitoring Services

The Testing, Evaluation and Monitoring Services of SAS is responsible for the administration of various tests to incoming freshmen of the university. Table 13 displays the offline services of the unit. With an overall mean score of 2.55, the students were aware of the offline services rendered by the unit. Students were aware of the provision of drop boxes for the requirements in the college admission tests during the pandemic (mean = 2.68). They were likewise aware that the unit administers psychological tests to university students (mean = 2.56). The least known service of the unit was the releasing of the results of psychological tests to students garnering the lowest mean score of 2.42. It is surprising that just a smaller portion of these students knew that the psychological test was being administered and released when all of them were supposed to take it. This might be because of multiple lockdowns that occurred during the pandemic, preventing them from going to school to collect the test results.

Table 13. Offline Services of the Testing, Monitoring and Evaluation Unit

Offline Services	Mean	SD	Verbal Description
Provides drop boxes for college admission test requirements submission in the Main Campus	2.68	0.66	Aware
Administers psychological test to university students	2.56	0.61	Aware
Releases results of psychological test of students	2.42	0.59	Not Aware
Overall Mean	2.55		Aware

3.2.8 Online Services of the Testing, Evaluation, and Monitoring Services

It is shown in Table 14 that students were aware of all the online services provided by the unit gaining an overall mean score of 3.18. Compared with the other units of SAS, it is the unit that has the highest overall mean score, indicating that it was the most well – known and had the most availed online services during the pandemic. Application for College Admission Test (CAT) were fully announced on the Facebook page of TSU during the pandemic hence the students were aware of this service of the unit with a mean score of 3.25. Students were also aware that the release of the results of the College Admission Test is through the TSU-College Admission Evaluation Account with a mean score of 3.12. The high overall mean score of awareness is attributed to the unit's consistent announcement of the services online.

Table 14. Online Services of Testing, Monitoring and Evaluation Unit

Online Services	Mean	SD	Verbal Description
Allows online application for College Admission Test (CAT)	3.25	0.54	Aware
Releases results of College Admission Test using the TSU-College Admission Evaluation Account	3.12	0.58	Aware
Overall Mean	3.18		Aware

3.2.9 Offline Services of the Student Discipline Unit

The Student Discipline Unit, the office of SAS tasked to enforce peace and harmony among students in the university, has an overall mean of 2.87, indicating an awareness of its offline services. The conduct of orientations among students about the Student Discipline Code has a higher mean score of 2.96 while the offline service that allows students to file their grievance or complaints directly to the office of Student Discipline has a lower mean score of 2.77. The services, although known to the students, were limited by the absence of students on the campuses of TSU due to pandemic.

Table 15. Offline Services of the Student Discipline Unit

Offline Services	Mean	SD	Verbal Description
Conducts orientation about the Student Discipline Code to TSU students	2.96	0.51	Aware
Allows students to file their grievances or complaints through Student Discipline Unit	2.77	0.57	Aware
Overall Mean	2.87		Aware

3.2.10 Online Services of the Student Discipline Unit

The level of awareness of students on the online services of the unit has an overall mean of 2.81 which means that students were aware of the services specified in Table 16. The provision of online access of the Student Manual Discipline on the university website was the most familiar online service of the unit with the highest mean score of 2.93. The least known services of the unit were the provision of a committee to handle online student discipline services like handling of student complaints and grievances and the online availability of downloadable documents for filing of grievance and complaints, both with a mean score of 2.74. Students were all aware of other online services like virtual conduct of orientation student discipline code (mean = 2.85) and the provision of electronic clearance form (mean = 2.80).

Table 16. Online Services of the Student Discipline Unit

Online Services	Mean	SD	Verbal Description
Provides access of Student Discipline Manual in the university website	2.93	0.50	Aware
Conducts virtual orientations highlighting the student discipline code	2.85	0.47	Aware
Provides electronic clearance form to students to ensure guidelines and policies of the campus as stated in Student Manual are procedurally followed	2.80	0.55	Aware
Provides online student discipline services managed by committee that will handle student complaints and grievances following standard protocols	2.74	0.49	Aware
Provides downloadable documents for filing of grievances and complaints	2.74	0.60	Aware
Overall Mean	2.81		Aware

3.2.11 Offline Services of the Student Publication Unit

The Student Publication unit is an office supervising recognized student publication in the university to help them plan and implement their programs and projects. The overall mean of 2.70 indicated in Table 17 described an awareness of the offline service. The only offline service given to students during the pandemic was the provision of drop boxes for submission of documents like request letters for budget and equipment. From the submitted documents, the unit's staff will process the necessary documents for the implementation of the requests.

Table 17. Offline Services of the Student Publication Unit

Offline Services	Mean	SD	Verbal Description
Provides drop boxes for submission of documents (e.g. budget or office equipment request letter, system forms)	2.70	0.64	Aware
Overall Mean	2.70		Aware

3.2.12 Online Services of the Student Publication Unit

Table 18 shows the level of awareness on the online services of the unit with an overall mean of 2.76 indicative of awareness of the online services of the Student Publication Unit. It was the provision of online platforms for student publications that has gained the highest mean score of 3.01. The least known online service is the availability of software to be used in converting campus journals to e-publication (mean = 2.56).

Table 18. Online Services of the Student Publication Unit

Online Services	Mean	SD	Verbal Description
Provides online platforms for student publications (Facebook Page, website, ISSUU, E-mail etc.)	3.01	0.53	Aware
Conducts webinars on online campus journalism	2.70	0.58	Aware
Provides software for students to convert print campus journals to e-publication	2.56	0.60	Aware
Overall Mean	2.76		Aware

3.2.13 Offline Services of the Student Organization Unit

The Student Organization Unit (SOU) offers excellent support to student organizations in a variety of areas, including creation and establishment, planning, implementation, oversight, and assessment of their various social, educational, and cultural activities. The unit is also designed to empower student organization officials and members through the delivery of leadership trainings and other interventions that build capacity. To promote the best possible student development, the office plans to raise the caliber of its projects, programs, and activities.

An overall mean of 2.81 shown in Table 19 signifies an awareness of the different offline services of the Student Organization Unit. The services with the same high mean score (2.91) were the limited face-to-face submissions of applications through drop-off points in the university for the conduct of activities of the organizations and for the recognition of student organizations. The students were aware of the conduct of seminar-workshops on leadership training to a lesser degree (mean = 2.80).

Table 19. Offline Services of the Student Organization Unit

Offline Services	Mean	SD	Verbal Description
Allows limited face-to-face submission of applications for requirements for the conduct of activities of the student organizations through drop-off points in the university	2.91	0.67	Aware
Allows submission of application for recognition of student organizations at drop-off points in the schools	2.91	0.67	Aware
Conducts seminar-workshop for Leadership Training (LTS)	2.80	0.73	Aware
Overall Mean	2.81		Aware

3.2.14 Online Services of the Student Organization Unit

It is notable that a higher level of awareness of the online services provided by the unit is indicated by an overall mean of 3.0 as shown in Table 20. It is impressive that many students were aware of all the online services of the unit. This is an indication that student organizations were active even during the pandemic where most of the activities were held online. Foremost of these services was the organization of online activities like mental health awareness, foundation day, online competitions, among others with a mean score of 3.15. Online platforms for student organization concerns and submission of applications for the conduct of online activities were also known to the students with a mean score of 3.01. Another services where students were aware of where the online submission of applications for recognition of students' organizations and the unit's organization of leadership training for students (mean = 2.96). The provision of an online list of seminar-workshops and conferences where students could participate has the lowest mean score.

Table 20. Online Services of the Student Organization Unit

Online Services	Mean	SD	Verbal description
Organizes and conducts online activities, webinars, and events for students (e.g., Mental Health Day, Foundation Week Activities, Online Competitions, Financial Literacy etc.)	3.15	0.70	Aware
Addresses student organization concerns through online platforms	3.01	0.68	Aware
Allows online submission of applications or requirements for the conduct of online activities of the student organizations	3.01	0.69	Aware
Allows online submission of applications for recognition of student organizations	2.96	0.69	Aware
Organizes series of webinars on Leadership Training for students	2.96	0.73	Aware
Provides students a list of online seminar-workshops and conferences they can participate in	2.93	0.72	Aware
Overall Mean	3.00		Aware

3.2.15 Offline Services of the Sports Development and Management Unit

The Sports Development and Management Unit is one arm of SAS that spearheads the implementation of the sports development program of the university. Although face-to-face sports activities were discontinued during the pandemic, offline and online services were still available under this unit.

The overall mean for the offline services was only 2.49, a revelation that students were not aware of the offline services by the unit. With a mean of 2.53, the students, on the other hand, were aware that the unit develops illustrative materials showing different exercises to encourage them of physical movements while at home. The service where the unit visits and monitors athletes in their training has been interrupted and disturbed due to pandemic, hence, the students were not aware of this unit's service for the athletes (mean = 2.45).

Table 21. Offline Services of the Sports Development and Management Unit

Offline Services	Mean	SD	Verbal Description
Develops illustrative materials showing exercises to encourage physical movement while studying at home	2.53	0.75	Aware
Visits and monitors athletes in their training	2.45	0.77	Not Aware
Overall Mean	2.49		Not Aware

3.2.16 Online Services of the Sports Development and Management Unit

An overall mean score of 2.89 presented in Table 22 shows an overall awareness of the online services provided by the unit. The most popular service among these is the accessibility of digital forms for information dissemination, with the highest mean score of 3.01 among the online services offered. Students were also aware of the unit's conduct of sports events through online platforms. The students were aware of the unit's online hosting of individualized physical fitness programs with the least mean score of 2.68. Data shows that students were more aware of the online services of the unit than its offline services because of the suspension of sports and cultural activities in the university due to the pandemic.

Table 22. Online Services of the Sports Development and Management Unit

Online Services	Mean	SD	Verbal Description
Make information available through digital platforms (Facebook Page, website etc.)	3.01	0.68	Aware
Conducts sport events and competitions for student like Sport Fest, Virtual Games/Competitions through online platforms like Facebook, Zoom etc.	2.98	0.77	Aware
Conducts or hosts individualize physical fitness program through online platforms	2.68	0.77	Aware
Overall Mean	2.89		Aware

3.2.17 Offline Services of the Culture and Arts Unit

The SAS Culture and Arts Unit focuses on the students' growth in arts and culture and on preserving or reviving the students' exposure to Philippine cultural heritage. Like the other units, face-to-face delivery of the unit's service was not allowed during the pandemic. Nevertheless, offline, and online services were provided during the pandemic as shown on Tables 23 and 24.

Table 23 lists the Culture and Arts Unit's offline services, with an overall mean of 2.59 indicating awareness of the services. Of the services listed, the unit's task to assist in staging online institutional had the highest mean score of 2.69. The least known service of the Culture and Arts unit is the provision of artistic printed training materials with a mean score of 2.52. This low percentage is an indication of the limited number of printed materials at hand. The students were also aware that the unit aids the academic sector in the creation of online instructional materials for the promotion and conservation of national culture and multicultural heritage (mean = 2.60). With a mean of 2.57, the students were aware that the unit sends information and video materials to promote wellness through the arts.

Table 23. Offline Services of the Culture and Arts Unit

Offline Services	Mean	SD	Verbal Description
Assists in staging online institutional events	2.69	0.72	Aware
Aids the academic sector in the creation of online instruction materials for the promotion and conservation of national culture and multi-cultural heritage	2.60	0.71	Aware
Sends information and video materials that can be used by the general student body on using arts for general wellness (i.e., meditation, arts therapy through music, dance and theatre exercises)	2.57	0.73	Aware

Provides artistic training materials (e.g., printed or e-mail) that the student artists can learn in their own time	2.52	0.70	Aware
Overall Mean	2.59		Aware

3.2.18 Online Services of the Culture and Arts Unit

Table 24 lists the online services of the Culture and Arts unit. With an overall mean of 2.63, it is shown that students were aware of the services provided by the unit despite the interruptions of events in the university brought about by the pandemic. The participation of the students in local and international competitions initiated by the unit was the well-known online service with the highest mean score of 2.79. An example of virtual competition hosted by TSU and led by the office of Culture and Arts witnessed by students during the pandemic was the CAASUC Virtual Regional Showcase of Talents in 2021. The students were also aware that the unit led the students in its online performance of dance and music during the university's celebration of events like foundation day (mean = 2.76). Other student services had a level of awareness ranging from a mean score of 2.69 to 2.52. Among these services were the assistance of the unit in staging online institutional events, local and national cultural/historical celebrations, the hosting of virtual cultural and artistic performances, the creation of instructional materials in promoting wellness using arts and the provision of artistic training materials for student artists. It is notable that students were not aware of the synchronous delivery of regular artistic training and meeting rooms for student artists (mean = 2.48). This was understandable given the limited face-to-face meeting with the students.

Table 24. Online Services of the Culture and Arts Services

Online Services	Mean	SD	Verbal description
Participates in local and international competitions like CAASUC III, Culture and the Arts Festival	2.79	0.77	Aware
Allows artists perform culture and artistic performances in the university celebrations and events	2.76	0.71	Aware
Assists in staging online institutional events, local and national cultural/historical celebrations	2.69	0.72	Aware
Hosts virtual cultural and artistic performances	2.63	0.74	Aware
Aids the academic sector in the creation of online instruction materials for the promotion and conservation of national culture and multi-cultural heritage	2.60	0.71	Aware
Creates instructional materials to promote wellness through the arts	2.60	0.71	Aware
Provides artistic training materials for student artists	2.52	0.70	Aware
Delivers synchronous regular artistic trainings and meeting rooms for student artists	2.48	0.74	Not Aware
Overall Mean	2.63		Aware

3.2.19 Offline Services of the International, Differently Abled, Indigenous, Marginalized Student Services (IDIMSS)

The International, Differently Abled, Indigenous, Marginalized Student Services (IDIMSS) serves as an auxiliary unit to SAS in designing programs and activities designed to provide equal opportunities to Persons with Disabilities (PWDs), indigenous peoples, solo parents, etc. Due to the pandemic, the unit is only able to provide one service, a limited amount of free one-on-one counseling to IDIMS students considering their unique needs. This service has an overall mean score of 2.43 as seen in Table 25. The mean score shows that

the students were not aware of this service provided by the unit. This suggests that there is less promotion of the service during the pandemic.

Table 25. Offline Services of the International, Differently Abled, Indigenous, Marginalized Student Services Unit

Offline Services	Mean	SD	Verbal Description
Offers limited face-to-face free consultation and counselling to IDIMS members/students in consideration of their specific needs	2.43	0.80	Not Aware
Overall Mean	2.43		Not Aware

3.2.20 Offline Services of the International, Differently Abled, Indigenous, Marginalized Student Services (IDIMSS)

Table 26 lists the online services of the unit. With an overall mean of 2.49, students were aware of the services rendered online during the pandemic. Most known online service of the unit was the availability of information through digital platforms with a mean score of 2.59. The students were also aware of the unit's organization of activities and events for IDIMSS members using online platforms (mean = 2.49). Although the students were aware that the unit offers free online consultation and counselling to IDIMSS students, the service remains to be the least known service offered during the pandemic (2.39).

Table 26. Online Services of the International, Differently Abled, Indigenous, Marginalized Student Services Unit

Online Services	Mean	SD	Verbal description
Makes information available through digital platforms (Facebook Page, website etc.)	2.59	0.78	Aware
Organizes activities and events for IDIMSS members/students through online platforms like Facebook, Zoom etc.	2.49	0.82	Not Aware
Offers free online consultation and counselling to IDIMSS members/students	2.39	0.79	Not Aware
Overall Mean	2.49		Aware

3.2.21 Offline Services of the Medical Services Unit

In correlation to CHED Memo No. 09, Series of 2013 to give all students primary health care services, higher education institutions (HEIs) must see to it that students are attended to by licensed medical, dental, and allied professionals. Considering the effects on the mental health and well-being of the students, the medical health services formulated offline and online services as listed on tables 27 and 28.

Table 27 indicates an overall mean of 2.60 which means that students were aware of the offline service of the medical unit which was a limited face-to-face medical consultation, examination and prescription based on the urgent needs of the students during the pandemic. Although there was an awareness of this service, lockdowns during the pandemic disrupted the delivery of medical services to the students and teachers.

Table 27. Offline Services of the Medical Services Unit

Offline Services	Mean	SD	Verbal Description
Offers limited face-to-face medical consultation, examination and prescriptions based on students' urgent needs	2.60	0.82	Aware
Overall Mean	2.60		Aware

3.2.22 Online Services of the Medical Services Unit

Table 28 lists the online services of the medical unit. With an overall mean of 2.82, the students were aware of the services rendered by the unit. Notable of these online services were the availability of medical information, like updates on COVID-19, through digital platforms (mean = 3.01) and the conduct of webinars on health and wellness (mean = 2.96). These two online services were very helpful in educating the students on how to address the challenges brought about by corona virus. Students were also aware of the other online services of the unit like the issuance of medical clearance (mean = 2.69) and the offering of medical consultations (mean = 2.60).

Table 28. Online Services of the Medical Health Unit

Online Services	Mean	SD	Verbal Description
Makes information available through digital platforms (Facebook Page, website)	3.01	0.68	Aware
Conducts webinars on health and wellness	2.96	0.71	Aware
Issues medical clearance to students	2.69	0.80	Aware
Offers online medical consultations	2.60	0.82	Aware
Overall Mean	2.82		Aware

3.2.21 Offline Services of the Dental Services Unit

The dental health of the students is taken care of by the Dental Services Unit. The pandemic brought disruption to the services provided by the dental unit in terms of face-to-face dental procedures. However, offline and online services were also provided even to a limited extent. As shown in Table 29, the overall mean of the only offline service of the unit is only 2.37, showing that the students were not aware of this dental service. This result is attributed to the pandemic's strict implementation of no face-to-face classes.

Table 29. Offline Services of the Dental Services Unit

Offline Service	Mean	SD	Verbal Description
Offers limited face-to-face consultation and dental services in consideration of the students' specific dental needs	2.37	0.80	Not Aware
Overall Mean	2.37		Not Aware

3.2.22 Online Services of the Dental Services Unit

Table 30 displays the online services rendered by the dental unit. The overall mean of 39.73 indicates an awareness of the services rendered by the unit. Although there is an awareness of the online services, very few of the students (mean = 2.38) were aware that dental information was made available through digital platforms. Likewise, very few students were aware that online dental consultation is available (mean = 1.80). The results of the survey on dental services may be attributed to poor information dissemination during the pandemic.

Table 30. Online Services of the Dental Health Unit

Online Services	Mean	SD	Verbal Description
Makes dental information available through digital platforms (Facebook Page, website etc.)	2.38	0.81	Not Aware
Conducts online and clinical oral consultation	1.80	0.95	Not Aware
Overall Mean	2.09		Not Aware

3.2.23 Offline Services of the Scholarship and Financial Assistance Unit

The Scholarship and Financial Assistance Unit manages and generates allocation of funds for scholarship and financial aid to deserving students.

Table 31 lists the offline services given by the unit even during the pandemic. Students were aware of the offline services as indicated by the overall mean of 2.60. Although the threat of pandemic was at its height, the unit released stipend of the scholars per municipality and students were aware of this service of the unit (mean

= 2.64). Due to limited face-to-face interactions with the students, the unit provided drop boxes for the submission of scholarship requirements. Students were also aware of this service indicated by a mean of 2.56.

Table 31. Offline Services of the Scholarship and Financial Assistance Unit

Offline Services	Mean	SD	Verbal Description
Releases stipend of scholars per municipality	2.64	0.81	Aware
Provides drop boxes for the submission of scholarship requirements	2.56	0.81	Aware
Overall Mean	2.60		Aware

3.2.24 Online Services of the Scholarship and Financial Assistance Unit

Listed in Table 32 are the online services of the unit. The overall mean of 2.73 indicates awareness of the services offered. Foremost of the services offered by the unit is the availability of information through digital platforms (mean = 2.82). Results of the survey showed that students were also aware of the following services: provision of downloadable scholarship documents (mean = 2.73); provision of a system of submission of scholarship requirements (mean = 2.72) and; provision of a system to know the well-being of the university scholars (mean = 2.66).

Table 32. Online Services of the Scholarship and Financial Assistance Unit

Online Services	Mean	SD	Verbal Description
Makes information available through digital platforms (MS Teams, website etc.)	2.82	0.77	Aware
Provides scholarship application documents online for easy download	2.73	0.75	Aware
Provides system of submission of scholarship requirements	2.72	0.76	Aware
Provides a system of knowing the well-being (social, mental, physical, and emotional health) of the university scholars	2.66	0.79	Aware
Overall Mean	2.73		Aware

3.3 Level of Importance of the Different Services and Programs of the Office of Student Affairs and Services (SAS) in Meeting the Needs of the Students amid the Pandemic

The academic experience students have while attending university is greatly influenced by the student services provided. Non-academic services helped students in their acquisition of values and skills for lifelong learning. The main duties of the office of Student Affairs include conducting interviews with student candidates for entry in the university, attending to the needs and inquiries of students, processing scholarship awards, and organizing student activities. How important these services are provided by the different units of SAS can be seen in Table 33. With a grand mean of 3.48, the rating indicated that the units are important in serving the students' nonacademic needs. The computed low standard deviation shown on the table means that there was a lot of agreement about the answers.

Out of 15 SAS units, seven units were rated as very important in dispensing services and programs while eight were rated as important. Among the units whose services and programs were ranked as very important with their corresponding means, are the Scholarship and Financial Assistance (3.73), Medical Services (3.70), Student Discipline (3.66), International, Differently Abled, Indigenous, and Marginalized Student Services (3.65), Guidance and Counselling Services (3.59), Career and Job placement Services (3.53) and Dental Services (3.53). The services and programs of the following units were rated as important by the student participants: Student Organization and Activities (3.46), Student Council/Government (3.45), Testing, Evaluation and Monitoring Services (3.44), Economic Enterprise Development (3.33), Culture and Arts Program (3.33), Sports Development Program (3.33), Student Publication/Yearbook (3.24), and Foreign/International Student Services (3.23).

Noteworthy of the survey results is the level of importance of the services provided by the Scholarship and Financial Assistance (SFA) which garnered the highest mean grade of 3.73. The unit demonstrated its significance in the provision of services linked to the administration of the distribution of financial aid and scholarships to worthy students during the pandemic. Likewise, the services and programs of the medical unit have proven to be very important during the pandemic with a mean grade of 3.70. The medical unit's services and programs ensured the wellness of the students and employees through strict implementation of health protocols. Services under the Student Discipline Unit emerged as the third most important with a mean of 3.66. The services were particularly significant to students because they provided a forum for them to voice their complaints. Another area of services deemed very important by the students were the services provided by the International, Differently Abled, Indigenous, and Marginalized Student Unit. Three hundred twenty-five of the student participants declared that they do not have certified disability while there are only 6 students who belong to an indigenous group. Despite of this profile of student participants, they find the services and programs of the unit very important in addressing the needs of these special groups of students. With a mean grade of 3.59, the guidance and counseling services were likewise thought to be very important by several students. The services and programs provided by the unit during the pandemic were very important and significant because they safeguard the mental, emotional, and physical welfare of the students. The unit had also provided online activities to address the challenges of job placements amid the pandemic. Dental services, though not as known as the other services of SAS, were given a mean score of 3.53, rating them as very important. The rating given expressed the students' concern for their oral health. All the other units' services were rated as important.

Table 33. Level of Importance of the Services and Programs Provided by the Different Units of SAS

Programs	Mean	SD	Verbal Description
Scholarship and Financial Assistance	3.73	0.47	Very Important
Medical Services	3.70	0.49	Very Important
Student Discipline	3.66	0.53	Very Important
International, Differently Abled, Indigenous, Marginalized Student Services	3.65	0.55	Very Important
Guidance and Counseling Services	3.59	0.54	Very Important
Career and Job Placement Services	3.53	0.55	Very Important
Dental Services	3.53	0.60	Very Important
Student Organizations and Activities	3.46	0.61	Important
Student Council/Government	3.45	0.61	Important
Testing, Evaluation and Monitoring Services	3.44	0.61	Important
Economic Enterprise Development	3.33	0.64	Important
Cultural and Arts program	3.33	0.65	Important
Sports Development Programs	3.33	0.65	Important
Student Publication/Yearbook	3.24	0.67	Important
Foreign/International Student Services	3.23	0.68	Important
Overall Mean	3.48		Important

3.4 Level of Students' Satisfaction on the Quality of Online and Offline Services Rendered by SAS during the Pandemic

Table 34 gives a summary of the results of the level of satisfaction regarding the services and programs offered by SAS during the pandemic. With an overall mean score of 3.21, the respondents were generally satisfied with the services and programs. The services that gained the highest mean score (3.30) were the school's support of online activities for student organizations as well as the support for the student council/government. Despite the limitations imposed by the pandemic, students actively engaged in the organizations' activities via internet media. The unit's Facebook page had served as the primary medium for disseminating information about organization activities including webinars. Another area where the students gave a satisfactory rating with a mean of 3.26 is the activity and accessibility of the school publication. Despite being unable to meet in person due to the pandemic, the publication unit is nevertheless able to oversee and coordinate the activities of student publications.

With a mean of 3.21, students were satisfied with the courtesy and accessibility of the school personnels, the information provided in student handbook, and the career and occupational activities provided by the school through SAS. The overall satisfaction of the students during the pandemic was rated with a mean score of 3.21. With a mean score ranging from 3.16 and 3.20, all other services were considered satisfactory. The regularity of the administration of services to ensure psychosocial and mental well-being during the pandemic and the provision of health services were given the lowest mean (3.14). The study by Kutat, Cayaon, et al. in 2021 at the Western Philippine University also produced the same results. The students were also least satisfied with the health services of their school. This is an indication that students are not well-informed of the various health services they could avail themselves online.

Table 34. Students' Level of Satisfaction to the Services and Programs of the Office of Student Affairs and Services during the Pandemic

Programs	Mean	SD	Verbal Description
The school supported online activities of student organization.	3.30	0.53	Satisfied
The school supported the student council/government.	3.30	0.52	Satisfied
The school publication is active and accessible.	3.26	0.54	Satisfied
The school personnel including the faculty, advisers, student affair and service were accessible and courteous to answer questions or provide feedback.	3.21	0.54	Satisfied
The student handbook provided by the school contains information such as contact numbers of school personnel, how to access student services, etc.	3.21	0.54	Satisfied
The school provided career and occupational activities.	3.21	0.54	Satisfied
Overall, how satisfied or dissatisfied were you with the student affairs and services during the pandemic?	3.21	0.51	Satisfied
The cultural and arts program provided opportunities to develop and enhance talents, abilities, and values for appreciation, promotion and conservation of national culture and multi-cultural heritage.	3.20	0.53	Satisfied
The sports development program provided physical fitness and wellness other than Physical Education subjects.	3.20	0.54	Satisfied
The orientation conducted by the school on flexible learning and student affairs and services were clearly outlined.	3.19	0.52	Satisfied
The services provided are accessible to students with disabilities, students belonging to indigenous groups, student who are solo parents, etc.	3.17	0.55	Satisfied
The school provided accessible information to having a healthy lifestyle.	3.16	0.61	Satisfied
The services to ensure psychosocial and mental well-being during the pandemic are administered regularly.	3.14	0.61	Satisfied
The school provided accessible health services such as online medical consultations among others.	3.14	0.59	Satisfied
Overall Mean	3.21		Satisfied

3.5. Students' Suggestions to Improve the Services of the Different Units of SAS

Table 35. Students' Suggestions to Improve the Delivery of Student Affairs and Services Programs during the Pandemic

Suggestions for the Delivery of SAS Services Amid the Pandemic	Frequency	Percentage
Improve the promotion and information dissemination of SAS services and programs through different social media platforms, school bulletins, and collaboration with different student organizations	50	19.38
Improve the accessibility of SAS online and offline services and programs	14	5.43
Office personnel should be more approachable, courteous, and responsive when catering student concerns	13	5.04
Conduct more activities and programs for all students	10	3.88
Use online platforms for students' queries, concerns, and feedback	5	1.94
Visibility of promotional materials for SAS programs inside the campus	3	1.16
Establish satellite offices on different campuses	3	1.16
Conduct activities and seminars for the mental health of students	3	1.16
Leadership Trainings and Seminars should be mandatory every semester	2	0.78
Promotion of dental and medical services and programs	2	0.78
Include the services and programs of SAS during orientations	2	0.78
Economic Enterprise Development should facilitate mandatory seminars for all student organizations and student councils	1	0.39
Partnerships with more popular companies for OJTs and job placement	1	0.39
Conduct an art fair for students	1	0.39
No suggestions	148	57.36
Total	258	100.00

The most pronounced suggestion coming from the students is to improve the dissemination of SAS services and programs and their accessibility. Suggestions for the dissemination include using media platforms in collaboration with the different student organizations, incorporation of the services and activities of SAS during orientation programs, visibility of SAS promotional materials inside the campus, establishment of satellite offices in the three campuses of the university, and the conduct of more SAS activities for all students. Other propositions for the improvement of the services are the mandatory conduct of leadership training, seminars on mental health and economic enterprise development. Promotion of dental and medical programs and services are also requested. It is significant also to note their suggestion that office personnels should display an appropriate attitude towards students by being approachable, courteous, and responsive to student needs.

IV. CONCLUSION

Given the impact of the pandemic and the effect it had on students' mental health and wellbeing as they attempt to adjust and recover, the implementation of SAS programs and services is now even more essential. Therefore, to improve the delivery of student services and program during the pandemic, a study on the provision of student services was carried out. The purpose of this study was to determine the students' level of awareness and satisfaction of the offline and online services and programs offered by the different units of SAS. Likewise, the level of importance of the services offered was also determined. Study showed that students were generally aware of the offline and online services and programs offered by the different units of SAS. The only online services and programs that were rated with the highest level of awareness are those provided by the student organization unit and the testing, monitoring and evaluation unit. The least known services of SAS are those services provided by the dental unit.

Overall, the students were satisfied with the services and programs of SAS with the student organization receiving the highest level of satisfaction and the health services receiving the least level of satisfaction. There are seven units whose services were deemed very important during the pandemic. These services are the scholarship and finance assistance, medical services, student discipline, services for specific students like students with disabilities and students belonging to indigenous groups, guidance and counseling services, career and job placement services and dental services. All other services were rated as important.

The findings of the study generally indicated that SAS programs were inadequately disseminated throughout the pandemic. Therefore, it is recommended that all units of SAS shall guarantee that students receive proper orientation on the type of student support services that they can avail to help them adjust and succeed in the new learning environments. The suggestions proposed by the students to enhance the services and programs of SAS should also be taken seriously. The output of this study shall serve as benchmark for future research undertakings and for accreditation compliance of the office of the Student Affairs and Services (SAS) of Tarlac State University. The instrument used in this study is a tool that may serve as a monitoring mechanism to ensure sustainability of SAS programs.

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