Students' Degree of Awareness and Satisfaction Level in the Flexible Delivery of Student Affairs and Services (SAS) during COVID-19 Pandemic

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Abstract

The Student Affairs and Services (SAS) is geared towards honing the potentials and abilities of students. With COVID-19 pandemic, change in learning environment occurred but the delivery of SAS continues to ensure academic success. This study investigated the degree of awareness of students along the components of SAS; the level of satisfaction of students on the delivery of SAS; and the significant association on the degree of awareness and the level of satisfaction of students to the components of SAS. A total of 2,101 students from the 8 campuses of the University are respondents. This study utilized descriptive correlational research design and employed frequency and percentage, mean, and Pearson's chi-square test of independence to analyze data. The study adopted the students' satisfaction survey instrument on SAS from CMO 8, series of 2021 but with modifications. Data reveal that accessibility of Student Manual in the university's webpage and the availability of Scholarship and Financial Assistance contributed to the Very Satisfactory experience of the students on SAS. Likewise, the students are fully aware of the guidance and counseling services, student organizations and activities, student councils/student government, student discipline, scholarship and financial assistance, health services, and safety and security services. The degree of awareness and satisfaction level of the students are highly significant in relation with admission services, scholarship and financial assistance, and cultural and arts programs of the University.

Keywords: degree of awareness, satisfaction level, student affairs and services

Introduction

The students are considered as one of the most important stakeholders of a Higher Education Institution. Likewise, the student affairs and services play a crucial role in providing programs and activities that are geared towards the holistic development of students.

The student affairs and services according to Arminio (2009) as cited by Pendon (2016) are increasingly recognized as a division of importance in higher education. All functions in higher education must be properly managed, including student affairs and services. Effective management in student affairs and services includes the role of an overall manager for student services whose responsibilities are to provide coordination in developing functions and activities that enhance student learning and success within the context of a student services vision and mission.

The Student Affairs and Services aims to prepare students in the world of work. As such, programs and activities are geared towards honing the potentials and abilities of students.

This study utilizes Astin's student involvement theory which posits the importance of "connections between student involvement and outcomes, and stresses the importance of focusing pedagogy on the intended outcomes of specific disciplines or programs (Athas, Oaks and Kennedy Phillips, 2013).

Alexander Astin's theory of Student Involvement explains how desirable outcomes for institutions of higher education are viewed in relation to how students change and develop as a result of being involved co-curricularly. The core concepts of the theory are composed of three elements. The first, a student's "inputs" such as their demographics, their background, and any previous experiences. The second is the student's "environment", which accounts for all of the experiences a student would have during college. Lastly, there are "outcomes" which cover a student's characteristics, knowledge, attitudes, beliefs, and values that exist after a student has graduated college. Astin also created five basic assumptions about involvement. He argued that: a) Involvement requires an investment of psychosocial and physical energy; b) Involvement is continuous, and that the amount of energy invested varies from student to student; c) Aspects of involvement may be qualitative and quantitative; d) What a student gains from being involved (or their development) is directly proportional to the extent to which they were involved (in both aspects of quality and quantity); and e) Academic performance is correlated with the student involvement. Student involvement in co-curricular activities such as student organizations, leadership positions, and activity in campus has a positive correlation with retention and academics. Because of the positive aspects of co-curricular involvement, universities have been encouraging students to become involved. (https://studentdevelopmenttheory.weebly.com/astin.html)

Similarly, Arthur Chickering and Linda Reisser's Seven Vectors of Student Development (1993) as cited by Pascarella and Terenzini (2005) has the purpose of the seven vectors was to illustrate how a student's development in the college setting can affect him or her emotionally, socially, physically, and intellectually in a college environment, particularly in the formation of identity. It also emphasizes that universities encourage the development of human potential as a primary aspect of his theory.

The seven vectors are as follows: 1. Achieving competence. According to Chickering, the college years lead to increased competence in intellectual areas, physical and manual skills, and interpersonal relations with both individuals and groups. Increases in intellectual competence are particularly important and involve knowledge acquisition; increased intellectual, aesthetic, and cultural sophistication; and development of higher-order cognitive skills. Increased intellectual competence enables development along other vectors inasmuch as it entails the symbolic expressions of "the events and objects of our experience" 2. Managing emotions. Students of any age must recognize and wrestle with emotions that can interfere with the educational process, including "anger, fear and anxiety, depression, guilt, shame, and dysfunctional sexual or romantic attraction. Development occurs when students learn to control impulses and to develop appropriate responses (both immediate and long-term) for handling intense, potentially disruptive, emotions. Not all emotions are negative, however, and movement along this vector includes increased capacity to experience feelings such as wonder, sympathy, relief, caring, and optimism. Growth comes with learning to balance tendencies to assertiveness with tendencies toward participation. 3. Moving through autonomy toward interdependence. The redefinition of this vector, originally labeled "developing autonomy," retains the importance initially ascribed to developing independence and also attributes more developmental prominence to gains in interdependence, a component less prominent in the original statement of the vector. Development involves increased emotional freedom from the need for reassurance and the approval of others as well as greater instrumental independence, the self-sufficiency evident in individuals' ability to organize their own affairs, solve problems, and make decision. Movement on this vector may take different gender-related forms but is generally toward interpersonal relations that rest on equality and reciprocity and that occur in a broader theater involving community and society. Balance emerges between the need to be independent and the need to belong. 4. Developing mature interpersonal relationships. Conceived originally as the fifth vector and as an outcome that follows establishment of identity, this vector's updated placement and definition reflect the view that students' interactions with peers provide powerful learning experiences and help shape the emerging sense of self. Maturing interpersonal relationships reflect an increasing

awareness of and openness to differences in ideas, people, backgrounds, and values. "At its heart is the ability to respond to people in their own right", respecting differences. Movement along this vector also entails an increased capacity for healthy intimacy and commitment, for relationships that are increasingly independent and founded on mutual interdependence. The vector involves the complex interplay "between autonomy, interdependence, and intimacy". 5. Establishing identity. The vector, shaped by movement on the previous vectors and influencing progress on subsequent ones, is pivotal. It retains some of the original vector's elements relating to conceptions of physical characteristics and personal appearance, but extends beyond them to a broader age range and to comfort with self-conceptions relating to gender and sexual orientation. Identity formation also involves a developing sense of self in a context shaped by historical events and social and cultural conditions and by issues emanating from family and ethnic heritage. Self-esteem and stability grow. "A solid sense of self emerges, and it becomes more apparent that there is an I who coordinates the facets of personality, who 'owns' the house of self and is comfortable in all of its rooms". 6. Developing purpose. According to Chickering and Reisser, expanding competencies, developing interpersonal relationships, and clarifying identity require some sense of direction and purpose. Development along the sixth vector occurs as an individual answer not only the question "Who am I?" but also "Who am I going to be?" and not just "Where am I?" but "Where am I going?" Growth requires increasing intentionality-developing plans that integrate priorities in vocational goals and aspirations, interpersonal interests, and family. The emerging identity and values help guide decision making. 7. Developing integrity. Growth along the seventh vector involves clarification and rebalancing of personal values and beliefs. An absolutistic reliance on rules yields to a relativistic consideration of rules and the purposes they are intended to serve as well as recognition of the interests and values of others. Values previously taken on authority are reviewed, and those found consistent with the emerging identity are retained, personalized, and internalized. Finally, the emerging values and identity find expression in ways that are internally and consistent and manifest themselves in socially responsible behavior.

Chickering and Reisser believe that colleges and universities can encourage student development along each of the seven vectors. There areas of influence are (1) clarity of institutional objectives and the internal consistency of policies, practices, and activities; (2) an institutional size that does not restrict opportunities for participation; (3) frequent student-faculty relationships in diverse settings; (4) curricula oriented to integration in both content and processes; (5) teaching that is flexible, varied in instructional styles and modes, and aimed at encouraging active student involvement in learning; (6) friendships and student communities that become meaningful subcultures marked by diversity in attitudes and backgrounds and by significant interpersonal exchanges; and (7) student development programs and services characterized by their educational content and purpose and offered collaboratively with faculty.

These theories support the significance of student affairs and services in higher education institution to implement programs and activities that support student development. (De Larossa, 2000). This theory has many applications in the world of higher education, and is one of the strongest pieces of evidence for co-curricular student involvement. (Student Development Theory, 2007).

Higher education must place students at the center of its focus within a lifelong learning perspective so that they are fully integrated into the global knowledge society of the twenty-first century. Students must be considered as equal and fundamental partners and stakeholders in their own education with the right to be satisfied with the services received as they see fit within the context of their educational institutions, systems and communities (Pace, et al. 2006).

The delivery of student services is also based on a number of critical values including worth of the individual, diversity, pluralism, inclusiveness, community, high expectations, a global view, citizenship and leadership, ethical living, and the idea that students can and must participate actively in their growth and development (Greenlaw, 1997)

In the Philippines, there are several policies that had been established which aims to regulate the management of Student Affairs activities.

Commission on Higher Education (CHED) Memo Order No. 21 Series of 2006, or the "Guidelines in the implementation of student affairs services" proposes a number of offices and functions in each SAS departments. This was later revised in CMO No. 9, s. 2013 entitled, "Enhanced Policies and Guidelines on Student Affairs and Services" which defines SA as "the services and programs in higher education institutions that are concerned with academic support experiences of students to attain holistic development. It, then, defines "academic support services" within three categories: Student Welfare Services, Student Development Services, and Institutional Student Programs and Services.

With the interruptions brought about by COVID-19 pandemic, there was a shift from face-to-face to online classes. But despite these disruptions, higher education institutions implemented flexible learning modalities. Along this change in learning environment, there is a need to continue the delivery of student affairs and services programs to ensure that students can achieve academic success.

The Commission on Higher Education (CMO) intends that Higher Education Institutions (HEIs) continue to deliver Student Affairs and Services (SAS) during the pandemic thus, CMO No. 04, series of 2020, "Guidelines on the Implementation of Flexible Learning" was issued, followed by CHED Memorandum Order No 8, series of 2021, or the "Guidelines on the Implementation of Flexible Delivery of Student Affairs and Services (SAS) Programs during the COVID-19 Pandemic which describes the guidelines that shall govern the delivery of SAS programs in all public and private HEIs effective academic year 2020- 2021 or until the face-to-face mode of delivery of instruction is allowed. It is then expected that despite the shift from classes held inside the classroom to virtual learning, programs and services of the Student Affairs and Services are still implemented.

In compliance with CHED, the Cagayan State University crafted a Continuity Plan that presents the different delivery strategies which were implemented.

With the new learning environment and the flexible delivery of Student Affairs and Services programs, the study aimed to look into the degree to which students are aware and satisfied with the Student Affairs and Services programs of the University.

OBJECTIVES OF THE STUDY

This study mainly investigated the degree of awareness of students along the different components of Student Affairs and Services; their level of satisfaction on the delivery of SAS programs and services during the pandemic; and the significant association on the degree of awareness and the level of satisfaction of students to the components of Student Affairs and Services.

METHODOLOGY

This study made use of a quantitative method in data gathering and employed descriptive correlational research design. This study was conducted among students in the University for the Academic Year 2021-2022. The study adopted the students' satisfaction survey instrument on Student Affairs and Services (SAS) Programs from CMO 8, series of 2021 stated as Guidelines on the Implementation of Flexible Delivery of Student Affairs and Services (SAS) Programs during the COVID 19 Pandemic but with modifications. The degree of awareness on Student Affairs and services programs was also included in the questionnaire. Only the students who answered the survey questionnaire through google form were considered as respondents of the study. A total of two thousand one hundred one (2,101) students from the eight campuses namely: Andrews, Aparri, Carig, Gonzaga, Lallo, Lasam, Piat, And Sanchez Mira. served as respondents of the study. The study employed frequency and percentage distribution for the profile variable as well as the degree of awareness. Mean is used for the level of satisfaction of students along Student Affairs and Services. The Pearson's chi-square test of independence was utilized to determine the significant association in the degree of awareness of students on the components of the student affair and services.as well as the satisfaction level of students on student affair and services.

RESULTS AND DISCUSSIONS

Results of the study show that 672 or 31.98% are first year students, 637 or 30.32% are second year students, 473 or 22.51% are third year students, and 319 or 15.18% are fourth year students.

Frequency and percentage of the degree of awareness along the different components of student affairs and services.

Table 1 reveal the frequency and percentage of the degree of awareness along the different components of student affairs and services. Along Student Welfare Services, 1,069 or 50.88% of the respondents are fully aware of Guidance and Counseling Services, 933 or 44.41% are moderately aware, and 99 or 4.71% are not aware. For Information and Orientation services, 1,179 or 56.2% of the respondents are moderately aware, 771 or 36.7% are fully aware while 151 or 7.18 are not aware. As regards Career and Job Placement services, 1,262 or 60.07% of the respondents are moderately aware, 607 or 28.89% are fully aware while 232 or 11.04% are not aware. For Economic Enterprise development, 1,319 or 62.78% of the respondents are moderately aware, 534 or 25.42% are fully aware, and 248 or 11.8% are not aware. On Student Handbook Development, 1,204 or 57.31% of the respondents are moderately aware, 673 or 32.03% are fully aware, and 224 or 10.66% are not aware. It can be gleaned from the results that most of the students are moderately aware of the services along Student Welfare.

In terms of Student Development Programs, 1,175 or 55.92 of the respondents are fully aware of Student Organizations and Activities. This implies that students are well-informed on the availability of student organizations and student activities conducted in the University. 870 or 41.41% of the respondents are moderately aware while 56 or 2.67% are not aware. For Leadership Training, 1,142 or 54.36% of the respondents are moderately aware, 781 or 37.17% are fully aware, and 178 or 8.47% are not aware. As regards Student Council/Student Government, 1,161 or 55.26% of the respondents are fully aware, 875 or 41.65% are moderately aware, and 65 or 3.09% are not aware.

Along Student Discipline, 1,411 or 67.16% of the respondents are fully aware, 655 or 31.18% are moderately aware while 35 or 1.67% are not aware. For Student Publication, 1,141 or 54.31% of the respondents are moderately aware, 789 or 37.55% are fully aware, and 171 or 8.14% are not aware.

For Institutional Student Development and Services, along Admission services, 1,067 or 50.79% of the respondents are moderately aware, 941 or 44.79% are fully aware, and 93 or 4.43% are not aware. In terms of Scholarship and Financial Assistance, 1,151 or 52.17% are fully aware, 866 or 41.22% are moderately aware while 93 or 4.43% are not aware. Along Health services, 1,151 or 54.78 of the respondents are fully aware, 871 or 41.46 are moderately aware, and 79 or 3.76% are not aware. As regards Safety and Security services, 1,236 or 58.83% of the respondents are fully aware, 803 or 38.22% are moderately aware, while 62 or 2.95% are not aware. For Multifaith services, 1,158 or 55.12% of the respondents are moderately aware, 770 or 36.65% are fully aware, and 173 or 8.23% are not aware. In terms of Foreign/International Students services, 1,204 or 57.31% of the respondents are moderately aware, 484 or 23.04% are fully aware, and 413 or 19.66% are not fully aware. For Services for Specific students, 1,178 or 56.07% of the respondents are moderately aware, 617 or 29.37% are fully aware, and 306 or 14.56% are not aware. Along Cultural and Arts Programs, 1,094 or 52.07% are moderately aware, 855 or 40.69% are fully aware, while 152 or 7.23% are not aware. As regards Sports Development Programs, 1,006 or 47.88% of the respondents are moderately aware, 995 or 47.36% are fully aware, and 100 or 4.76% are not aware. Lastly, for Social and Community Involvement Programs, 1,145 or 54.5% of the respondents are moderately aware, 854 or 40.65% are fully aware, while 202 or 4.85% are not aware.

Generally, the respondents are Moderately Aware (56.13%) of the Student Welfare Services and Institutional Student Development Services (49.46%) provided by the University; while most of the respondents are Fully Aware (50.61%) of the various services of the Student Development Programs.

Table 1. Frequency and Percentage of the Degree of Awareness of the respondents along the components of student affairs and services

Components of SAS	Fully Aware		Moderately Aware		Not Aware	
Student Welfare Services	**f**	**%**	**f**	**%**	**f**	**%**
1. Information and Orientation Services	771	36.7	1,179	56.12	151	7.18
2. Guidance and Counseling Services	1,069	50.88	933	44.41	99	4.71
3. Career and Placement Services	607	28.89	1,262	60.07	232	11.04
4. Economic Enterprise Development	534	25.42	1,319	62.78	248	11.8
5. Student Handbook Development	673	32.03	1,204	57.31	224	10.66
Student Development Programs						
1. Student Organizations and Activities	1,175	55.92	870	41.41	56	2.67
2. Leadership Training	781	37.17	1,142	54.36	178	8.47
3. Student Council/Student Government	1,161	55.26	875	41.65	65	3.09
4. Student Discipline	1,411	67.16	655	31.18	35	1.67
5. Student Publication	789	37.55	1,141	54.31	171	8.14
C. Institutional Student Development and Services						
1. Admission Services	941	44.79	1,067	50.79	93	4.43
2. Scholarship and Financial Assistance	1,096	52.17	866	41.22	139	6.62
3. Health Services	1,151	54.78	871	41.46	79	3.76
4. Safety and Security Services	1,236	58.83	803	38.22	62	2.95
5. Multi-faith Services	770	36.65	1,158	55.12	173	8.23
6. Foreign/International Student Services	484	23.04	1,204	57.31	413	19.66
7. Services for Specific Students	617	29.37	1,178	56.07	306	14.56
8. Cultural and Sports Programs	855	40.69	1,094	52.07	152	7.23
9. Sports Development Programs	995	47.36	1,006	47.88	100	4.76
10. Social and Community Involvement Programs	854	40.65	1,145	54.5	102	4.85

Students' level of satisfaction to the Student Affairs and Services (SAS) Programs during the pandemic.

Table 2 shows the students' level of satisfaction to the Student Affairs and Services (SAS) Programs during the pandemic. Along Student Welfare Services has a general mean of 3.76 with a descriptive rating of satisfied. This means that the students are happy and contented with the Student Welfare Services. From among the Student Welfare Services, *"The student handbook/student manual is accessible in the CSU webpage where it provides information such as contact numbers of school personnel, how to access student services, etc.' o*btained the highest mean of 4.3 with a descriptive rating of Very Satisfied. This can be attributed to the easy access of the student manual in the webpage of the University for

students to refer to whenever they have issues or concerns on the policies of the University. Other indicators under Student Welfare Services have means ranging from 3.41 to 4.0 which have a descriptive rating of Satisfied.

Along Student Development Programs, the general mean is 3.69 with a descriptive rating of Satisfied. This implies that the students are pleased with the different services under Student Development Programs. From among the Student Development Programs, *"The student publication is active and accessible online"* got the highest mean of 4. 02 with a Descriptive Rating of Satisfied. This means that the students were able to be kept abreast

with the current updates in school and in the community through the student publication. Other indicators under Student Development Programs have means ranging from 3.42 to 3.8 which have a descriptive rating of Satisfied.

For Institutional Student Development and Services, general mean 3.755 with a descriptive rating of satisfied. From the Institutional Student Development and Services, *"The University provided scholarship and financial assistance to students"* garnered the highest mean of 4.3 with a descriptive rating of Very Satisfied. This implies that students enjoyed scholarship and financial assistance even during the pandemic. Other indicators under Institutional Student Development

and Services have means ranging from 3.41 to 4.15 which have a descriptive rating of Satisfied.

Generally, the overall average mean is 3.744 with a descriptive rating of "Satisfied". This is an indication that the students are pleased and contented with the Student Affairs and Services provided by the University and their expectations are met.

The result of the study is confirmed by the study conducted by Galvez (2018) as cited by Sison (2019) which revealed that overall students are very satisfied with the quality of services provided by Student Affairs and Services department with excellent as the highest.

Table 2. Students' Level of Satisfaction to the Student Affairs and Services (SAS) Programs During the Pandemic

Student Welfare Services	Mean	Descriptive Rating
1. The school personnel including the faculty, advisers, student affairs and services were accessible and courteous to answer questions or provide feedback	3.51	Satisfied
2. The orientation conducted by the school on flexible learning and student affairs and services were clearly outlined.	3.9	Satisfied
3. The services to ensure psycho-social and mental well-being during pandemic are administered regularly.	4.0	Satisfied
4. The University provided career and occupational opportunities.	3.41	Satisfied
5. The University provided opportunities for economic enterprise.	3.45	Satisfied
6. The student handbook/student manual is accessible in the CSU webpage where it provides information such as contact numbers of school personnel, how to access student services, etc.	4.3	Very Satisfied
	3.76	**Satisfied**
Student Development Programs	Mean	Descriptive Rating
1. The University supported online activities of student organizations.	3.8	Satisfied
2. The University implemented leadership webinars to students.	3.42	Satisfied
3. The University supported the student council/student government.	3.52	Satisfied
4. The student publication is active and accessible online.	4.02	Satisfied

	3.69	Satisfied
Institutional Student Development and Services	Mean	Descriptive Rating
1. The University personnel and the services in the admission office are helpful and accessible.	4.1	Satisfied
2. The University provided scholarship and financial assistance to students.	4.3	Very Satisfied
3. The services provided are accessible to students with disabilities, students belonging to indigenous groups, students who are solo parents, etc.	3.5	Satisfied
4. The University provided accessible information to having a healthy lifestyle.	3.41	Satisfied
5. The University provided accessible health services such as online medical consultations among others	3.48	Satisfied
6. The University provided a safe online/distance/flexible learning environment.	4.15	Satisfied
7. The University conducted online masses and other multi-faith services.	3.92	Satisfied
8. 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	3.45	Satisfied
9. The sports development program provided physical fitness and wellness other than Physical Education subjects.	3.44	Satisfied
10. The student organizations/student councils provided involvement in the community and volunteerism.	3.8	Satisfied
	3.755	**Satisfied**
Overall Mean Average	**3.744**	**Satisfied**

Association in the awareness level of the respondents on the components of Student Affairs and Services.

Table 3 shows the association in the degree of awareness of the respondents on the components of Student Affairs and Services. It can be gleaned from the table that Admission Services and Cultural and Arts Programs are highly significant to the degree of awareness of the respondents to the components of Student Affairs and Services. All other components are significantly associated with the degree of awareness of the respondents on the components of Student Affairs and Services.

This is consonance with Arminio (2009) who believes that student services must be delivered in a manner that is seamless, meaningful, and integrated with the academic mission of the institution. These practices and resulting policies must be built upon sound principles and research, and carried out by partnering with the entire campus community. Thus, the student affairs and services are increasingly recognized as a division of importance in higher education. All functions in higher education must be properly managed, including student affairs and services. Effective management in student affairs and services includes the role of an overall manager for student services whose responsibilities are to provide coordination in developing functions and activities that enhance student learning and success within the context of a student services vision and mission.

Table 3. Association in the degree of awareness of the respondents on the components of Student Affairs and Services.

Components of Student Affairs and Services	p value
Information and Orientation Services	0.198*
Guidance and Counseling Services	0.027*
Career and Job Placement Services	0.023*
Economic Enterprise Development	0.028*
Student Handbook Development	0.025*
Student Organizations and Activities	0.026*
Leadership Training	0.030*
Student Council/Student Government	0.024*
Student Discipline	0.2877
Student Publication	0.6689
Admission Services	0.000**
Scholarship and Financial Assistance	0.0022**
Health Services	0.027*
Safety and Security Services	0.0217*
Multi-faith Services	0.0214*
Foreign/International Students Services	0.0272*
Services for Specific Students	0.025*
Cultural and Arts Programs	0.000**
Sports Development Programs	0.031*
Social and Community Involvement Programs	0.028*

$\alpha = 0.05$

** highly significant

* Significant

Association in the satisfaction level of the respondents on the components of Student Affairs and Services.

Table 4 reveals the association in the satisfaction level of the respondents on the components of Student Affairs and Services. It could be noted that Admission Services, and Scholarship and Financial Assistance are highly significant to the satisfaction level of the respondents. This implies that the contentment of the respondents is related with the implementation of the Admission Services and Financial Assistance. All other components of the Student Affairs and Services are significantly associated with the components of the Student Affairs and Services except Foreign/International Students Services which is not significant. This is because there were no foreign students who were enrolled when the study was conducted.

Table 4. Association in the satisfaction level of the respondents on the components of Student Affairs and Services.

Components of Student Affairs and Services	P-Value
Information and Orientation and Services	0.033*
Guidance and Counselling Services	0.032*
Career and Job Placement Services	0.031*
Economic Enterprise Development	0.030*
Student Handbook Development	0.030*
Student Organizations and Activities	0.031*
Leadership Training	0.033*
Student Council/Student Government	0.034*
Student Discipline	0.034*
Student Publication/Yearbook	0.032*
Admission Services	0.0010**
Scholarship and Financial Assistance	0.017**
Health Services	0.031*
Safety and Security Services	0.020*
Multi-faith Services	0.025*
Foreign/International Students Services	0.231
Services for Specific Students	0.031*
Cultural and Arts Programs	0.033*
Sports Development Programs	0.030*
Social and Community Involvement Programs	0.029*

$\alpha = 0.05$

** highly significant

*Significant

Conclusion

The delivery of Student Affairs and Services to the students during the pandemic is challenging. However, the University was able to meet the expectations of the students as evident by the Satisfactory rating of most of the indicators of Student Affairs and Services. The accessibility of students to the University Student Manual via the university's webpage and the availability of Scholarship and Financial Assistance to the students contributed to the Very Satisfactory experience of the students on the Student Affairs and Services. Likewise, the students are fully aware of the guidance and counseling services, student organizations and activities, student councils/student government, student discipline, scholarship and financial assistance, health services, and safety and security services. The degree of awareness and satisfaction level of the students are highly significant in relation with admission services, scholarship and financial assistance, and cultural and arts programs of the University.

Recommendations

Based from the findings of the study, Student Affairs and Services should focus more on the services which obtained the lowest means in satisfaction level. There should be more activities and programs geared in promoting career and occupational opportunities, fostering leadership capabilities through trainings and webinars, and providing necessary information to having a healthy lifestyle. There should be an enhanced sports development program online, other than Physical Education subjects, that provides physical fitness and wellness to students.

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