# Organizational Change: Basis For Enhanced Student Support Services

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*Abstract: The mechanism of change is a phenomenon that takes place in any organizations, whether large and small profit or nonprofit, industrial or academic in nature. Change coupled with innovation has to be in a constant manner if improvement is supposed to be evidential. In the academe setting, change remains substantial, since it includes the nature of knowledge, skills and people involved and the method as well as process in which initiatives is put into action. Factors such as government regulations, competition, technology, desire for growth and development of organizations are some of the issues contributing to organizational change (Joseph & Wilson, 2017; Barnett & Coleman, 2005). The study is anchored on guided organizational change theory as delineated by Dobák (2002) and Kotter (2012). The main objective of the study is to assess the delivery of services in the areas covered by the Student Services Program leading to an enhanced student support service. It attempted to examine the student assessment on the delivery of services in areas of admission, scholarships, faculty instruction, guidance program and extra-curricular activities; It looks into the initiatives taken by the institution in the delivery of services. The study is limited to a particular program, more specifically selected students from government-funded higher educational institutions: University of Makati (UMak), Nueva Ecija University of Science and Technology (NEUST), Bulacan Agricultural State College (BASC), Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST), and Bulacan State University (BulSU). The results are incorporated in the recommendations for service delivery enhancement.*

**Keywords—**Organizational change; accreditation; student support services

## 1. INTRODUCTION

Colleges and universities are no exception to organizational change. Higher education environment necessitates colleges and universities to undergo changes on a perpetual basis if they are to be responsive to the diverse learning and support needs of students (Boggs & McPhail, 2016). State universities and colleges in the Philippines are also stepping up efforts in delivering quality education. It is an inevitable fact that Higher Educational Institutions (HEIs) play a vital role in preparing a country to become globally competitive by producing skillful human resources.

According to Luecke (2003) discontinuous change is a one-time series of events that take place through large, widely separated initiatives, which are followed up by long periods of consolidation and stillness and terms it as single, abrupt shift from the past. At a higher level of analysis, instantiating of time as events allows us to better understand the complex dynamics that occur when actors move through time and engage in the interplay between continuity and change. Every act is act of continuity by bringing forward something from the past and envisaging something good for a change in the future (Reinecke, Suddaby, Tsouka & Langley 2021). Tippet & Eldrod II (2002) endeavored to explain the planned approach to organizational change and process that effectuate change. Likewise, the planned approach highlights the importance of understanding the different states which an organization will have to go through in order to move from a suboptimal state to an identified desired state. Although planned approach is

favored by many scholars, how to successfully implement change, however, is contingent on a number of other assumptions like an organization's readiness for change (Weiner, Clary, Kalaman, Turner and Alishahi-Tabriz, 2020). When change efforts have been successful, then they have improved their impact over time through iterative evaluation, research and revision (Derting, 2016).

There are also studies anchored on organizational change. D' Ortenzio (2012) discoursed that models and approaches to change and change management set the scene for change interventions in organizations. In substantiation, changes should be made based on the organization's vision, goals, focus and strategy. Thus, allowing the details to block out the 'why' underlying the change that blinds individuals from seeing the importance of the change in connection to what the organization stands for. By the same token, organizational alignment is essential for leading any substantial change effort. No amount of tactical change management can replace having a clear vision of goals, shared ownership, and personal accountability to accomplish results across the entire organization (Calder 2013; Hinshaw, 2015). In like manner, Khan (2008) suggested that the change process must constantly develop so as to make it more responsive and receptive to the needs of stakeholders. Through development, resistance to change will be resolved and goal conflicts will less likely happen. To make implementation of changes work, Rosen (2014) evaluated the implementers of change and documented how they handled the effects of change, whether positive or negative. The implementers often meet and discussed what went good and what needed improvement. In

response to the eventual gains brought about by the serious efforts toward becoming distinctive and globally competitive, HEIs commit to improve the quality of tertiary education. HEIs implement change initiatives and continuously apply for accreditation to raise its quality standards. The Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP) assumed its main function to develop a mechanism of, and conduct the evaluation of programs and institutions. This entails investing in a significant amount of resources needed to develop faculty, research and facilities. Consequently, organizational standards such as goals, mission, and vision statement must be constantly checked and reviewed. Thus, raising the quality of higher education institutions remains a priority of government agencies so as to become a progressive country

## 2. MATERIALS AND METHODS

Quantitative methods are employed to determine the following: (a) assessment of the delivery of student services; (b) initiatives taken by the institution in the delivery of services; and, (c) difficulties encountered by the respondents in the delivery of services. In selecting the number of respondents, the purposive sampling method was applied. The target population for this research is defined to include selected students of government-funded HEIs. This study targets a total of 400 (four hundred) respondents wherein eighty respondents were selected from each of the following HEIs, namely: University of Makati (UMak), Nueva Ecija University of Science and Technology (NEUST), Bulacan Agricultural State College (BASC), Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST), and Bulacan State University (BulSU). A three-point scale was used to measure the respondent's assessment of service delivery. The same three-point scale was applied in the identification of initiatives taken by the institution in the delivery of services. The statistical treatment employed during the course of data analysis was descriptive statistics wherein a large amount of data is taken and summarized. Its primary objective is confined with the calculation of mean to determine the total number of respondents selecting an item using weighted data. Frequency and percentage distribution were presented in tables and weighted mean was utilized to get the mean score of each item. This indicated the number of times variables were represented, and its corresponding portion based on the combined total number of respondents in each HEIs. Ranking was applied to indicate the order of standing from highest to lowest of variables.

## 3. RESULTS AND DISCUSSION

With regard to grants and scholarship, the monitoring system on academic status of the scholar and provision of a copy of orientation program to both scholars and grantees were among the least ranked parameters, with 2.21 and 2.17 computed grand mean. With reference to parameters on faculty instruction, most respondents ranked helping students irrespective of gender, and punctuality of faculty in class as the lowest. As for

responses attributed to the provision of guidance and counselling services, the parameter that is in the last rank corresponds to the provision of provides counseling services to LGBTQ individuals and those who come from different cultural background. It obtained 2.11 grand mean. On the side of health services, the facility intended for diagnostic purpose ranked last with 2.0 computed grand mean. On the other hand, food services program's least ranked parameter appertained to sanitary and health permits that are to be displayed in the canteen. The parameters on sports development program revealed evidence on monitoring of sports activities (2.15) as the least in ranking order. Among the parameters of student publication services, the dissemination of published school paper to students obtained the lowest rank with 2.04. With regard to socio-cultural development, the parameter that obtained the lowest ranking was the schedule of socio-cultural activities which is to be provided to students. As for security services, "earthquake and fire drills involving students, faculty and staff" obtained the lowest grand mean (2.16). Lastly, about co-curricular and extra-curricular programs, that parameter that particularizes student organization which recognizes the right of students was assigned the lowest rank.

In the matter of admission and retention program, the change initiative that was ranked least referred to the implementation of a monitoring scheme for retention of students. This only obtained 2.04 computed grand mean. As for change initiatives on grants and scholarships, the parameters that ranked the lowest bear relevance on simplification of scholarship application and orientation program wherein policies and guidelines on selection and retention of scholars being fully delineated before the beginning of each semester. As to faculty instruction, the parameters that were tied at second rank, being also the lowest, appertain to the creation of faculty evaluation committee and committee on Student Evaluation of Teacher Performance (SETP) program with 2.24. In connection with change initiatives for guidance program, the provision of programs for life skills training (e.g. conflict and stress management, harassment, etc.) guidance and counseling, testing and referrals to all students was at fifth place with a grand mean of 2.12. As for food services change initiatives, respondents incontestably proved that the institution has required the renewal of sanitary permits and health certificates to assure students of a safe and clean environment. In reference to sports development, the lowest rank was assigned to the revision of policy for selection of athletes. Regarding other change initiatives for student publication, the lowest ranked parameter was assigned to "students are ensured to receive their copy of the published school paper," with 1.64 grand mean. In the aspect of socio-cultural development, the initiative of the institution to put up an office to create programs that promote appreciation

of culture and arts only obtained 2.09. The change initiative for security services which is the "renewal of security guards' licenses and attendance to training" was ranked lowest with 2.18 grand mean. The parameter that appertained to a job placement office being put up to create programs for internship, career decision-making, career exploration, and credential management was assigned the lowest rank.

With regard to the difficulties encountered in the admission and retention services, the highest-ranked parameter pertained to infrequent dissemination of flyers and bulletin of information to students. In the area of grants and scholarships, the highest-ranked parameter appertained to the list of school privileges, sponsors and organizations that provide scholarships and financial assistance is unobtainable to scholars. Based on the responses collated, the highest-ranked parameter refers to faculty members who try to teach content without teaching the learning skills that would be helpful to the student in understanding the content. The parameter that indicated "faculty members who allot ample time for discussion, exploration, practice, and innovation for students while they are discovering and learning a new skill or revisiting an old skill" was also ranked as second-most experienced difficulty. Among the difficulties encountered in the delivery of guidance program services, the most encountered difficulty appertained to psychological test administration that is not conducted on a semestral basis. Second-most encountered difficulty was the limited number of life skills program available to students. In addition, the parameters on health services revealed the "inadequacy of health and wellness services to students" as the highest-ranked difficulty. The parameter that referred to food handlers who do not wear PPE when cooking and preparing foods for sanitation purpose was ranked first. It was also found out that a lack of up-to-date copy of sanitary permit and health permits displayed on the stall was also an encountered difficulty. With reference to sports development, the following difficulties were encountered: deficient policies and procedures on the selection of athletes; insufficient evidence of monitoring of sports activities; and lack of adequate sports facilities, equipment, supplies and materials provided to student-athletes. With regard to student publication, not all students are being provided.

**I. Assessment of Student Services in General**

| Least Ranked Parameters Based on Mean Values Obtained | BulSU - SC n = 80 | | EARIST n = 80 | | NEUST n = 80 | | BASC n = 80 | | UMak n = 80 | | SUCs / LUC n = 400 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grants & Scholarship | $\bar{x}$ | VI | $\bar{x}$ | VI | $\bar{x}$ | VI | $\bar{x}$ | VI | $\bar{x}$ | VI | $\bar{x}$ | VI |
| There is a copy of the orientation program for scholars and grantees. | 2.27 | O | 1.81 | O | 2.32 | O | 2.34 | O | 2.09 | O | 2.17 | O |
| There is a monitoring system on the academic status of a scholar. | 2.29 | O | 1.78 | O | 2.27 | O | 2.48 | O | 2.25 | O | 2.21 | O |
| The office provides counselling services to LGBTQ individuals and those who come from different cultural background. | 2.08 | O | 1.95 | O | 2.34 | O | 2.29 | O | 1.94 | O | 2.11 | O |
| There is a medical-dental program / facility designed for diagnostic purpose. | 2.1 | O | 1.63 | O | 2.12 | O | 2.17 | O | 2.25 | O | 2.05 | O |
| There is an up-to-date copy of sanitary permit /health permits displayed on the stall. | 2.08 | O | 1.66 | O | 1.93 | O | 2.31 | O | 1.92 | O | 1.98 | O |
| There is an evidence of monitoring of sports activities. | 2.07 | O | 1.72 | O | 2.27 | O | 2.41 | O | 2.29 | O | 2.15 | O |
| Students are provided with copies of published school paper. | 2.02 | O | 1.71 | O | 2.32 | O | 2.28 | O | 1.87 | O | 2.04 | O |
| Students are regularly provided with the schedule of socio-cultural activities | 2.07 | O | 1.67 | O | 2.18 | O | 2.26 | O | 2.06 | O | 2.05 | O |
| Security Services | | | | | | | | | | | | |
| Earthquake and fire drills involving students, faculty and staff are conducted regularly. | 1.84 | O | 1.75 | O | 2.44 | O | 2.25 | O | 2.5 | VMO | 2.16 | O |
| The student organization recognizes the right of students in general. | 2.4 | O | 1.78 | O | 2.28 | O | 2.22 | O | 2.11 | O | 2.16 | O |

**II. Change Initiatives Taken by SUCs/LUCs**

| Least Ranked Parameters Based on Mean Values Obtained | BulSU - SC n = 80 | | EARIST n = 80 | | NEUST n = 80 | | BASC n = 80 | | UMak n = 80 | | SUCs / LUC n = 400 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Admission and Retention | $\bar{x}$ | VI | $\bar{x}$ | VI | $\bar{x}$ | VI | $\bar{x}$ | VI | $\bar{x}$ | VI | $\bar{x}$ | VI |
| A monitoring scheme is being implemented for retention of students. | 2.19 | O | 1.69 | O | 2.29 | O | 2.36 | O | 1.66 | O | 2.04 | O |
| Grants and Scholarship | | | | | | | | | | | | |
| Simplification of scholarship application and orientation program wherein policies and guidelines on selection and retention of scholars being fully delineated before the beginning of each semester | 1.56 | O | 1.8 | O | 2.26 | O | 2.37 | O | 2.27 | O | 2.05 | O |
| Faculty Instruction | | | | | | | | | | | | |
| Creation of faculty evaluation committee and committee on Student Evaluation of Teacher Performance (SETP) program | 2.24 | O | 1.79 | O | 2.31 | O | 2.49 | O | 2.5 | VMO | 2.27 | O |
| Guidance Program | | | | | | | | | | | | |
| The institution or its local extension guidance office has recently held programs for life skills training (e.g. conflict and stress management, harassment, etc.) guidance & counseling, testing and referrals to all students regardless of cultural orientation/background | 2.35 | O | 1.62 | O | 2.02 | O | 2.48 | O | 2.15 | O | 2.12 | O |
| Food Services | | | | | | | | | | | | |
| The institution or its local extension campus has required the renewal of sanitary permits and health certificates to assure students of a safe and clean environment. | 2.3 | O | 1.58 | O | 2.03 | O | 2.33 | O | 1.99 | O | 2.06 | O |
| Sports Development | | | | | | | | | | | | |
| The institution or its local extension campus has revised its policy for selection of athletes. | 2.13 | O | 1.55 | O | 2.32 | O | 2.40 | O | 2.08 | O | 2.10 | O |
| Other Student Services | | | | | | | | | | | | |
| The institution or its local extension campus ensured that all students received their copy of the published school paper. | 2.07 | O | 1.63 | O | 2.29 | O | 2.32 | O | 1.95 | O | 1.64 | O |
| Socio-cultural Development | | | | | | | | | | | | |
| The institution or its local extension campus has put up a socio-cultural development office to create programs that promote promotion and appreciation of culture and arts. | 2.16 | O | 1.64 | O | 2.22 | O | 2.32 | O | 2.12 | O | 2.09 | O |
| Security Services | | | | | | | | | | | | |
| The institution or its local extension campus has ordered the renewal of security guards' licenses and attendance to training. | 2.09 | O | 1.88 | O | 2.35 | O | 2.41 | O | 2.16 | O | 2.18 | O |
| Job Placement/Career Services | | | | | | | | | | | | |
| The institution or its local extension campus has put up a job placement office to create programs for internship, career decision-making, career exploration, and credential management. | 2.24 | O | 1.85 | O | 2.27 | O | 2.46 | O | 2.25 | O | 2.21 | O |

**Table 1. Summary Table on Results of Assessment of Delivery of Student Services**

| III Difficulties encountered by the respondents in the delivery of services | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Highest Ranked Parameters Based on Mean Values Obtained | BulSU -SC n = 80 | | EARIST n = 80 | | NEUST n = 80 | | BASC n = 80 | | UMak n = 80 | | SUCs / LUC n = 400 | |
| Admission and Retention Services | x̄ | VI | x̄ | VI | x̄ | VI | x̄ | VI | x̄ | VI | x̄ | VI |
| There is infrequent dissemination of flyers/ bulletin of information to students | 2.12 | E | 1.84 | E | 2.14 | E | 2.23 | E | 1.85 | E | 2.04 | E |
| Grants and Scholarship | | | | | | | | | | | | |
| A list of school privileges, sponsors, benevolent individuals, institutions and organizations that provide scholarships and financial assistance is unobtainable to scholars. | 2.29 | E | 1.87 | E | 2.11 | E | 2.01 | E | 1.9 | E | 2.04 | E |
| Faculty Instruction | | | | | | | | | | | | |
| There are faculty members who try to teach content without teaching the learning skills that would be helpful to the student in learning the content. | 2.18 | E | 2.02 | E | 2.13 | E | 2.2 | E | 2.1 | E | 2.13 | E |
| Guidance Program Services | | | | | | | | | | | | |
| Psychological test administration is not conducted on a semesterly basis. | 2.12 | E | 1.84 | E | 2 | E | 1.93 | E | 1.83 | E | 1.94 | E |
| Health Services | | | | | | | | | | | | |
| Health and wellness services are inadequately provided to students. | 2.01 | E | 1.7 | E | 1.98 | E | 2.12 | E | 1.77 | E | 1.92 | E |
| Food Services | | | | | | | | | | | | |
| The food handlers does not wear protective clothing when cooking and preparing foods for sanitation purpose. | 2.32 | E | 1.67 | E | 1.94 | E | 1.81 | E | 1.77 | E | 1.90 | E |
| Sports Development | | | | | | | | | | | | |
| There is deficiency in policies and procedures on the selection of athletes. | 1.76 | E | 1.77 | E | 1.96 | E | 1.83 | E | 1.62 | E | 1.79 | E |
| Socio-Cultural Development | | | | | | | | | | | | |
| Students are infrequently provided with opportunities for promotion and appreciation of culture and arts. | 1.89 | E | 1.7 | E | 2 | E | 1.86 | E | 1.66 | E | 1.82 | E |
| Security Services | | | | | | | | | | | | |
| Earthquake and fire drills involving students, faculty and staff are not conducted regularly. | 2.05 | E | 1.84 | E | 1.97 | E | 1.91 | E | 1.65 | E | 1.88 | E |
| Job placement and Career Services | | | | | | | | | | | | |
| Students are not given assistance in career and job placement. | 1.81 | E | 1.67 | E | 1.85 | E | 1.81 | E | 1.57 | E | 1.74 | E |
| Other Student Services | | | | | | | | | | | | |
| Students are not provided with copies of published school paper. | 1.92 | E | 1.75 | E | 1.9 | E | 1.85 | E | 1.82 | E | 1.85 | E |

Legend (for I & II): "1.00 – 1.49 Observed (NO)", "1.50 – 2.49 Observed (O)", "2.50 – 3.00 Very Much Observed (VMO)"
Legend (for III): "1.00 – 1.49 Not Encountered (NE)", "1.50 – 2.49 Encountered (E)", "2.50 – 3.00 Not Encountered (NE)

with copies of published school paper. In addition, respondents concurred that the difficulties encountered on socio-cultural development program were: (a) students are infrequently provided with opportunities for promotion and appreciation of culture and arts; (b) students are not regularly provided with the schedule of socio-cultural activities; and (c) members and athletes of cultural groups are not provided with other incentives and privileges due to free tuition law. As for security services, the following difficulties were encountered: (a) earthquake and fire drills that are not conducted regularly; (b) non-provision of programs on crime prevention, cleanliness, orderliness, clean and green environment and safety and security; and (c) security personnel are sometimes unable to ensure the safety of students. In addition to what has been disclosed, the difficulties encountered in the area of job placement and career services were "students are not given assistance in career and job placement" and "student placement is not regularly monitored and followed-up."

Based on the aforementioned findings, the following conclusions were derived:

1. The findings revealed that policies on admission and retention, employment opportunities and programs and data on student admission was least in ranking. A student-respondent who willingly participated in a focus group discussion attested that her retention status will only be known if inquired. With regard to grants and scholarship, the monitoring system on academic status of the scholar and provision of a copy of orientation program to both scholars and grantees were among the least ranked due to lack of result-based monitoring tools to track student progress. In terms of faculty instruction, respondents concurred that punctuality of faculty and the former helping students irrespective of gender obtained the lowest rank. According to respondents who underwent FGD process, faculty is sometimes late due to other tasks not related to teaching like performance of designation and ongoing accreditation. A student also mentioned that consultation hours indicated in the course syllabus is to be strictly adhered by the faculty and students. As for results relative to guidance and counseling, the provision of counseling services to LGBTQ individuals and those who come from different cultural background obtained the lowest rank. This was partly due to hesitancy on the part of LGBT students to disclose personal experiences to an available counselor. This reason was attested by student-respondents with an LGBT classmate who choose to confide with close friends, instead of a counselor. In the aspect of health services, respondents ranked the facility intended for diagnostic purpose as the lowest. Respondents did not disclose what specifically is lacking. In the aspect of food services program, respondents assigned the lowest rank to sanitary and health permits displayed in the canteen. With regard to sports development program, student-respondents have rated "evidence on monitoring of sports activities" lowest. More emphasis is given to practice and training. In addition to student services program, the lowest-ranking parameter was that of the dissemination of published school paper to students. As for the socio-cultural development program of selected HEIs, the parameter that obtained the lowest ranking was the schedule of socio-cultural activities. With regard to security services, the conduct of earthquake and fire drills obtained the lowest rank. Last but not least, as for co-curricular and extra-curricular programs and activities, the parameter that specifies recognition of students' rights was assigned the lowest rank.

2. The following are the change initiatives undertaken by five selected HEIs were assessed and ranked by the student-respondents: With reference to faculty instruction, the parameters that were tied at being the lowest, appertain to the creation of faculty evaluation committee and committee on Student Evaluation of Teacher Performance (SETP) program. There is a limited non-teaching personnel to administer the survey. There are also limited computers to be used for electronic system of SETP. In connection with guidance, the provision of life skills training (e.g. conflict and stress management, harassment, etc.) guidance and counseling, testing and referrals to all students were ranked the lowest. Moreover, as per food services change initiative, respondents concurred they are assured of a safe and clean environment As for sports development program, the revision of policy for selection of athletes was ranked lowest. In the area of socio-cultural development, the initiative to put up a socio-cultural development office to create programs that promote appreciation of culture and arts was assigned the lowest rank. This is due to vague dissemination of program and activities. There are limited programs and linkages to local and national and cultural affairs. With regard to job placement, student-

respondents revealed that, a Memorandum of Agreement and Consent Form are among the many requirements in order to undergo internship training. Substantive to co-curricular and extra-curricular programs, the HEI has set up office of student organization to create leadership trainings and seminars programs to organization officers and members.

3. Difficulties were encountered by the respondents. These encompass the following areas, namely: (a) admission and retention; (b) grants and scholarships; (c) faculty instruction; (d) guidance program; (e) other student services; and (f) co-curricular and extra-curricular programs and activities. In the area of admission and retention, respondents experienced infrequent dissemination of flyers and bulletin of information to students. With regard to grants and scholarships, the list of school privileges, sponsors, and organizations that provide scholarships and financial assistance is unobtainable to scholars. Based on the responses collated, faculty members try to teach content without teaching the learning skills that would be helpful to the students. In addition, respondents concurred that faculty members are supposed to have adequate time for discussion, and innovation for students while learning a new skill. With regard to guidance services, psychological test administration is not conducted on a semestral basis. The psychological test administration is usually conducted once in an academic year. There are also a limited number of life skills program. As for health services, there is inadequacy of health and wellness services to students. Also, there was also a lack of updated information on student health condition.

In the area of food services, respondents observed food handlers are not wearing protective clothing when cooking and preparing foods for sanitation purpose. It was also found out that there is a lack of up-to-date copy of permits displayed on the stall. With reference to sports development, respondents encountered the following: no updated policies and procedures on the selection of athletes; insufficient evidence of monitoring of sports activities; and lack of adequate sports facilities, equipment, supplies and materials for athletes. The covered court where physical education activities are held is not spacious to hold team sports and group exercises. In reference with socio-cultural development, respondents concurred that the difficulties encountered were: (a) students are infrequently provided with opportunities for promotion and appreciation of culture and arts; (b) students are not regularly provided with the schedule of socio-cultural activities; and (c) members/athletes of cultural groups are not provided with other incentives and privileges due to free tuition law. As for security services, the following difficulties were encountered: (a) earthquake and fire drills that are not conducted regularly; (b) non-provision of programs on crime prevention, cleanliness, orderliness, clean and green environment and safety and security; and (c) security personnel are not licensed and sometimes unable to ensure the safety of students. Respondents concurred that there is minimal coordination between SUCs and local government for the conduct of fire and earthquake drill as well as crime prevention programs.

Furthermore, in the area of internship and career placement, respondents substantiated that they are not regularly monitored and followed-up.. Respondents also added that the rigorous process of application for an internship assignment is causing delays in deployment and training. They also do not end up with their preferred company for internship. Finally, respondents identified the difficulty encountered on extra-curricular programs. This was the "non-recognition of students' right to govern themselves as a student body". This was attributed to implementation of actual programs and activities of student organization that requires bureaucratic process and approval before its realization.

The following recommendations for research are based on the study findings:

1. With regard to findings on admission and retention, employment opportunities and programs and data on student admission, it is recommended that HEIs improve their existing data analytics program on enrollment management services and retention analytics by utilizing a real-time dashboard that collate and update student data profiles using multiple data points. This is highly beneficial to students who desire to access information on grade and retention status. There is also a need for an establishment of a student portal otherwise known as "student information system" for tertiary students. The SIS will serve as a digital filing cabinet for all mandatory information that a student would want as reference and access such as information relative to grades, class schedule, account, downloadable forms, downloadable instructional materials, and announcements concerning student affairs and services. As per faculty instruction, regarding punctuality, the academic administration body should be duty-bound to increase the capacity of program chairs on the frequency of monitoring which form part of their supervisory role. Department heads should be under an obligation to intensify their respective administrative roles and extend such to cover the checking of punctuality. Consultation hours be it physical or virtual conduits should have a specific time frame to maximize meetings with students. Meetings that would include answering inquiries on course material, career advice and even emotional support. In addition, a clustering of common concerns may be created so that a group of students having the same concerns may be addressed with time efficiency.

With regard to guidance and counselling services program, the preventative role of guidance counsellor/s in helping students (regardless of sexual orientation) to remain in the formal education system should be reinforced. For this reason, the guidance and counselling program of activities for a specific academic year should be revisited so as to identify the following: (a) student needs through survey and consultation; (b) relevant resources and supports; and (c) programs/ activities for implementation. In relation to working with individual students, LGBTQ students' hesitancy to disclose personal experiences to an available counsellor may be addressed by assuring them that they are treated and valued

equally in school, and ensured of their safety. For good measure, guidance counsellors should reassure all students that the information they intend to disclose will be treated with strict confidentiality on the assumption that he/she is not at risk. In the aspect of health program, the facility must be equipped with medical equipment to provide health services for: (a) first-aid; (b) screening; and (c) medication administration. As for food services program, the school administration should enforce strict implementation of P.D. 856 (Code on Sanitation) and CHED Memorandum Order No.09, S. 2013, Section 26, which particularizes the renewal of sanitary and health permits of food kiosks/ canteens, and inspection of food serviced within and outside the school premises. These permits are to be displayed in conspicuous places. With regard to sports development, an enforcement of compulsory monitoring procedure on sports activities must take place. It is suggested that a system of monitoring should also include quantitative indicators as bases for evaluation. The indicators may include, but are not limited to, the number of minutes of sports activities per week, number of coaches. trainers assigned per sports activity, number of student-athletes, number/type of facility and equipment for utilization, and budget to be requested for the provision and maintenance of sports facilities and equipment needed. With regard to monitoring of attendance of student-athletes, the program chair may employ attendance monitors to strengthen existing attendance policies. About the dissemination of published school paper to students, the HEIs should have an automatic fund allocation coming from the General Appropriations Act. With sufficient fund allocation, the publication unit will be assured of regular production and imprinting of school paper for distribution to all students. As for the socio-cultural development program, there should be strong coordination between cultural affairs, student organizations and other departments that deal with extra-curricular activities, thus, socio cultural programs are clearly disseminated. In view of security services, the conduct of earthquake and fire drills should be conducted on a semestral basis. It is likewise important to also prepare students a week before the commencement of the drill. The faculty may perform the following tasks: (a) allot a schedule for lecture on the "what" and "how" questions during and after an earthquake and fire; (b) introduce students to open spaces where they will go in accordance with the HEI's "evacuation plan"; and (c) assign a leader who will take charge in making sure that doors are open and free from barriers during the conduct of the drill. In the area of job placement and career services program, HEIs should establish linkages with prospective employers for both local (private and government) and foreign employment. There should be a wide array of career seminars and job placement services which may include the following: (a) career planning; (b) interview skills; (c) techniques of resume preparation; (d) completing job applications; (e) personality development/professional attire workshops; and (f) time-management skills at the workplace. As for co-curricular and extra-curricular programs and activities, HEIs recognize students' rights to establish or participate in activities that appeal to their special interests. However, HEIs, in accordance with CMO No. 9, S. 2013, should have a system of accreditation, re-accreditation, monitoring and evaluation using participatory institutional procedures and processes in recognition of basic rights to organize.

2. Change initiatives were undertaken by five selected HEIs. These changes were implemented in the areas of: (a) admission and retention; (b) grants and scholarships; (c) faculty instruction; (d) guidance program; (e) other student services; and (f) co-curricular and extra-curricular programs and activities. To begin with, the implementation of a monitoring scheme for retention should be more stringent. Retention status of students should not solely rest on the measurement of student dropout percentage or students who successfully complete a program within a designated time-frame as regular students, and completion/continuation rates. Student profiling on a semestral basis may be conducted, this may include demographic information, entry qualifications, and subjects taken or earned credits. These may all form part of the student information system. With regard to grants and scholarships, scholarship application as well as policies and guidelines on selection and retention of scholars should be discussed in full detail before the commencement of the academic year. As specified in CMO No. 9, S. 2013, Section 25, the HEIs should establish mechanisms to institutionalize more compassionate policies and guidelines for students who belong to marginalized sector and/or qualify for scholarship and financial assistance. To comply with other provisions specified in Sec. 25, HEIs should ensure accessible modalities for appropriate screening and monitoring procedures. A dedicated page for online scholarship may be created for announcements, attainment of scholarship and financial aid, where supporting documents may be sent through email (online) for ease of process. In the area of faculty instruction, the semestral conduct of Student Evaluation of Teacher Performance (SETP) may be implemented online for ease of administration. This may be integrated in the "student information system" or students 'portal, as a prerequisite task in order to be redirected to the student portal dashboard. As for guidance program, there is a need to revisit the calendar of activities of guidance and counselling program and put premium on life skills. A "need assessment" may also be conducted by the student affairs office at the end of the academic year so as to identify the program and goals necessary for students' maximum development in the areas of: personal, educational, social and vocational. With reference to health program, HEIs should ensure that adequate facilities are available for health care. The health program services of HEIs should prioritize the provision of first-aid services with an allocation of a confined place (with enough bed capacity) for minor illnesses and injuries. Preferably, there should be a visiting university physician to help develop, implement and evaluate the overall health program of the HEI. In addition, promotion of health awareness programs should be perpetually conducted by the school with the involvement of students, teachers, parents and guardians. All parameters under food

services change initiatives were observed. Respondents corresponded they are assured of a safe and clean environment and utilization of PPE should be observed. As for sports program, the revision of policy for selection of athletes should also be included in the updated version of student manual. Also, there must be a close coordination among sports program coordinators, student affairs and other student-policy makers with regard to revision of policies on athletics. In the area of socio-cultural development, the initiative of the HEI to create programs that promote appreciation of culture and arts may be implemented through a close coordination among the office of student affairs and sports program coordinators. There is also a need to revisit the calendar of activities to ensure that relevant opportunities are shaped for students' exposure and participation in local and regional competitions to instill the spirit of national and global competitiveness. Relative to change initiatives implemented for security services, HEIs should assure students of a safe environment by complying with government standards such as; staffing of competent security personnel, and constant monitoring of school safety procedures and protocols. With regard to job placement, the HEI shall have a regular conduct of career seminars and workshops relevant to interview process, preparation of resume and portfolio development. There should be a wide range of linkages with industries while building community relationships to help graduates find employment related to their field of discipline. In the area of co-curricular and extra-curricular programs, the HEIs shall create leadership trainings and seminars programs to organization officers and members.

3. Difficulties were encountered by the respondents in the following areas, namely: (a) admission and retention; (b) grants and scholarships; (c) faculty instruction; (d) guidance program; (e) other student services; and (f) co-curricular and extra-curricular programs and activities. In the area of admission and retention, respondents experienced infrequent dissemination of flyers and bulletin of information to students. Pursuant to CMO No. 9, S. 2013, the HEIs should have information materials relative to student services. The HEIs should hold a regular comprehensive orientation program in which policies on admission and retention will be fully discussed and allot time for answering student-queries. Announcements should also be posted on the HEIs official website or its official FB page. The former initiative is already evident in most HEIs, since most students use online platforms to obtain information amidst COVID-19 pandemic. As for faculty instruction, the HEIs should provide professional training programs to improve faculty teaching skills which may include but not limited to: (a) setting measurable learning objectives and outcomes (to help address teaching learning skills instead of merely teaching the content); (b) utilization of educational technology; (c) focusing on quality over quantity in academic preparation of students; (d) focusing on satisfying the actual needs of the labor market in preparation for students' future career. Based on difficulties encountered in the delivery of guidance program services, psychological test administration is not conducted on a semestral basis. The

conduct of psychological tests should be administered on a semestral basis. This practice is advantageous on the part of the HEI, since the former supports students in achieving success in school. The results, however, must be interpreted by a qualified team of counsellors and disclosed to students, teachers, and parents, if full compliance with the CHED CMO No. 9, s.2013 is to be strictly adhered. As for life skills program, pre-emptive intervention programs to be implemented should be based on the results of the "needs assessment" conducted, provided that these cater to students' maximum development in the areas of: personal, educational, social and vocational. As for health services program, there should be a regular update on student records which include information on disabilities and/or comorbidities, should there be any. There should be continuous provision of primary health care services that are administered by a competent medical staff. HEIs may adopt the WHO's Global School Health Initiative in becoming a "Health Promoting School" through the implementation of the following pillars: (a) health promoting school policies; (b) safe and healthy learning environment; (c) skills-based health education; and (d) school-based health and nutrition services. In the area of food services, the certificate to operate, sanitation and health permit should be displayed in a conspicuous area of the canteen or cafeteria and food kiosk. In addition, food handlers should be protectively clothe and use personal protective equipment (PPE) to protect both students and food handlers while preparing and cooking food. With reference to sports development, the HEIs should provide opportunities for the physical fitness and well-being of students. These include the provision of the following: (a) adequate sports facilities, equipment, supplies and materials provided to students; (b) sports programs that seek to develop motor skills and fitness to increase competence in game play while inculcating positive development of fair-values; and (c) mechanisms for monitoring and evaluation of sports activities. As specified in R.A. 7079, otherwise known as "Campus Journalism Act of 1991", the HEIs should support the establishment and implementation of student publication. Publications rely solely on HEIs funding. Similar to the aforementioned recommendation in the assessment of publication services, a fund allocation will provide for the regular production and imprinting of school paper for distribution to all students. In reference with socio-cultural development program, HEIs should provide students with opportunities for promotion and appreciation of culture and arts by implementing the following: (a) establishment of linkages with the National Commission on Culture and the Arts (NCCA), its various sub-commissions as well as other agencies, both government (local and national) and nongovernment, to involve students in appreciation of culture and arts; (b) regular commencement of cultural programs for the awareness, understanding and appreciation of Filipino culture; (c) mechanisms for dissemination, monitoring and evaluation of socio-cultural programs; and (d) provision of incentives to students for participating in socio-cultural events.

As for security services, HEIs should conduct earthquake and fire drills on a semestral basis and provide seminars/programs on crime prevention, cleanliness, orderliness, clean and green environment and safety and security on the beginning of academic year. HEIs should safeguard the safety and security of students by ensuring that there are security personnel positioned at controlling points of entry, and assigned for monitoring and patrolling areas. In the case of job placement, HEIs have to provide career assistance for vocational and occupational fitness of students. The career and assistance office should regularly conduct career-related skills programs and professional orientation to students and interns. The career and assistance office should perform continuous monitoring of student placement during deployment. As for extra-curricular programs, HEIs should recognize students' rights to govern themselves as a student body. Rights and privileges should be fully delineated in the student manual. As for implementation of activities of student organization that require bureaucratic process and approval before its realization, this may be addressed by streamlining signatories to prevent delays in actualization. HEIs should also ensure that extra-curricular activities complement the academic curriculum and augment the students' educational experience.

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