



RESEARCH ARTICLE

The Impact of COVID-19 Pandemic on the Students of Nueva Vizcaya State University-Southern Campus: An Analysis

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ABSTRACT

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One of the most functional students supports in every university worldwide is the student affairs and Services (SAS). It is fundamentally a student support with professionals willing to put themselves into periodic evaluation and have the ability to assess the organization to ensure utmost quality of learning support being delivered (Bas 2020). Some studies in the Philippines especially in the tertiary education were carried out about the evaluation of SAS in accordance with the CMO 9, series 2013. (Cerna 2021) utilizing a quantitative research model by providing survey instruments to the students, faculty and school administrators. The same memorandum is utilized to study and evaluate the Student Affairs and Services of Nueva Vizcaya State University-Southern Campus. This undertaking is also made use of quantitative research design framework in evaluating SAS units, roles and responsibilities during the COVID 19 pandemic which is academic year 2019-2020. The survey instrument being used in this study is a locally-made instrument validated by experts in the field. The study concludes that the students find the delivery of Student Affairs and Services as very satisfactory. Among the three areas of SAS, the Institutional Students Program Services is the area that may benefit from further strategic planning. In contrast, Sports Development Program, Housing and Residential Services as well as Publication must be given attention. In particular, the creation of a unit that will look to the implementation of Services for Students with Special Needs and Persons with Disabilities is highly recommended among others.

INTRODUCTION

Students coming into university from their basic education environment can be both exciting and stressful for all students enrolling in the tertiary education (Sison 2020). The pressure to perform well academically and technically in a more competitive environment, along with new lifestyle changes, can contribute to suboptimal wellbeing (Ludema 2020). Over the previous years, uptake to Student Affairs and Services within universities in the Philippines has grown and empowered by university officials given the concurrent rise in academic difficulties reported (Ali 2020). Higher education students now have to contend with a drastically altered learning landscape, owing to the discovery of the Corona Virus Disease commonly known as COVID-19 to create an academic continuum. In the Philippines, universities have moved to close their campuses to both students and non-essential staff in an effort to protect them from contracting the virus. The repercussions of these decisions have been monumental for the delivery of teaching, relationships and, importantly, the provision of student services (Cerna 2020). Ambiguity remains a question regarding how classroom instructions will be delivered in the forthcoming academic year. There are still standing uncertainties created by the pandemic has yet to be considered in terms of student scholastic activities along with the new, online classroom deliveries that students are expecting to navigate without their typical support systems (Sison 2020). The main concept of this study is not with the concern of finding a hole or as to where the Student Affairs and Services shortcoming during the pandemic but to focus on the conceptual analysis to SAS at Nueva Vizcaya State University southern campus in support to a healthier academic environment with a specific lens on the psychosocial impact of the global COVID-19 outbreak to

students. Given the unprecedented world that students now learn in, considering the impact of the pandemic on psychosocial outcomes (Subirats 2020) delineates the novel challenges that researchers and practitioners must consider when implementing student Student Affairs and Services initiatives moving forward.

Objectives of the Study

The main focus of this study is to evaluate the student affairs and services of Nueva Vizcaya State University Southern campus for the academic year 2022-2023. Specifically, it sought to answer the following specific questions:

What is the extent of implementation of Student Welfare Programs and services of NVSU southern campus along information and orientation services, guidance and counselling services, career and job placement, economic enterprise development, student handbook development services?

What is the extent of implementation of Student Development Programs and Services of the university along student organization and activities, leadership training, student council/government, student discipline, and student publication/yearbook?

What is the extent of implementation of the other Institutional Student Programs and Services of the university along admission services, scholarship and financial assistance, food services, health services, safety and security services, student housing and residential services, multi-faith services, foreign and international student services, cultural and arts program, sports development programs and social and community involvement programs?

Based from the result of the study, what insights can be learned by SAS professionals along the area of student affairs and services?

RESEARCH METHODOLOGY

This research study employed the descriptive survey method and unstructured interview among 511 students coming from the different colleges of the university which includes 187 students from the College of Engineering, 63 students from the College of Arts and Sciences, 98 students from the College of Teacher Education and 163 students from the College of Industrial Technology which were chosen through simple random procedure. Survey questionnaires were administered online through the google form. Data were analyzed and interpreted using appropriate statistical procedures and scale used by Vadil & Agaran (2015). 5.0 excellent performance, 4.0 very satisfactory, 3.0. satisfactory, 2.0 unsatisfactory and 1.0 very unsatisfactory.

College	Frequency	Percentage
College of Engineering (COE)	187	37
College of Arts and Sciences (CAS)	63	12
College of Teacher Education (CTE)	98	19
College of Industrial Technology (CIT)	163	32
TOTAL	511	100 %

College	Population	Frequency	Percentage	Percentage
College of Engineering (COE)	983	187	19	37
College of Arts and Sciences (CAS)	1413	63	5	12
College of Teacher Education (CTE)	933	98	10	19
College of Industrial Technology (CIT)	1566	163	10	32
TOTAL	4895	511	10	100 %

DISCUSSION AND RESULTS

Table 1. Respondents Evaluation on Student Welfare and Development.

Unit/Office	Weighted Mean	Qualitative Description
Information and Orientation Services	3.88	Very Satisfactory
Career and Job Placement	3.81	Very Satisfactory
Economic Enterprise Development	3.63	Very Satisfactory
Student handbook development	4.11	Very Satisfactory
Grand Mean	3.86	Very Satisfactory

It can be seen from table 1 that there is a very satisfactory engagement of the Student Affairs and Services regarding the respondent's evaluation on the services of the Student Welfare and Development as reflected by the grand mean score of 3.87.

The above findings are a clear expression that the Information and Orientation Services of the SWDP department as being experienced by the students as shown by the mean score of 3.88 along with the student Career and Job Placement Services as indicated by the mean score of 3.81 is very satisfactory concerning student satisfaction rating. In addition, the student respondents perceived that the Economic Enterprise Development program of the same department is also very satisfactory as shown by the mean score of 3.63. The other unit, which is the student handbook development unit is also very satisfactory in its performance as clearly indicated by its mean score of 4.11. It is observed that almost all of the units of SWDP department are consistent in its very satisfactory description. It is also observed that the Student Handbook unit has the highest rating with regards to its mean score, on the other hand, the Economic Enterprise Development has the lowest mean score which means that this unit has to be given attention with respect to its implementation along with Career and Job Placement respectively.

Bartik, Alexander W. (2020) cited several reasons why the economic enterprise development to students is affected; first, mass layoffs and closures of economic establishments where students are learning strategies in economics had already occurred—just a few weeks into the crisis. Second, the risk of closure of business establishment where students are learning in their economic activities are negatively associated with the expected length of the crisis. Moreover, businesses had widely varying beliefs about the likely duration of COVID-related disruptions. Third, many small businesses where most students are having part time jobs are financially fragile: The median businesses with minimal monthly expenses had only about 2 weeks of cash on hand. Hence, the effect.

Table 2. Respondents Evaluation on Student Development Programs and Services

Unit/Office	Weighted Mean	Qualitative Description
Leadership Training	3.70	Very Satisfactory
Student Council Government	3.98	Very Satisfactory
Student Discipline	4.12	Very Satisfactory
Student Publication/The University Gazette	3.69	Very Satisfactory
Grand Mean	3.87	Very Satisfactory

Data in table 2 shows that the student respondents rated the Student Development Programs and Services as very satisfactory as evidenced by the computed grand mean of 3.87.

In a specified manner, Leadership Training on students has a mean score of 3.70 and with a very satisfactory qualitative rating. The Student Council Government has 3.98 mean score with the same qualitative description as very satisfactory. With regards to Student discipline, it is evident that the 4.12 mean score and a qualitative description of very satisfactory has the highest rating in the SDPS department. However, the 3.69 mean score of the Student Publication though with a qualitative description of very satisfactory catches attention along with the Leadership Training with a mean score of 3.70.

This means that though all units need improvement on the Student Affairs and Services. Gonzales et.al (2021) contradicts the findings of this study as he concluded in his study that the COVID-19 students' confinement in their homes changed students' learning strategies to a more continuous habit, improving their efficiency. For these reasons, better scores in students' assessment are expected due to COVID-19 confinement that can be explained by an improvement in their learning performance.

However, Baticulon (2020) along with other medical students conducted a research study regarding the effect of COVID to medical students and concluded that most frequently, students in the tertiary level encountered difficulty in adjusting learning styles, having to perform responsibilities at home and poor communication between educators and learners affects the students' performance. They suggested there after that by implementing student-centered interventions, universities and educators play a significant role in addressing these challenges when similar worldwide pandemic occurs once again.

Table 3. Respondents Evaluation on Institutional Student Programs and Services.

Unit/Office	Weighted Mean	Qualitative Description
Admission Services	3.88	Very Satisfactory
Scholarship and Financial Assistance	3.91	Very Satisfactory
Safety and Security Services	3.83	Very Satisfactory
Health Services	3.79	Very Satisfactory
Student Housing and Residential Services	3.61	Very Satisfactory
Multi-Faith and Interfaith Services	3.78	Very Satisfactory
Cultural and Arts Program	3.74	Very Satisfactory
Sports Development Program	3.65	Very Satisfactory
Social and Community Involvement Programs	3.66	Very Satisfactory
Grand Mean	3.76	Very Satisfactory

A closer scrutiny of table 3 dictates that there is a qualitative description rating of very satisfactory in the Institutional Student Programs and Services as evidenced by the 3.76 computed grand mean.

The above finding is supported by the mean score of Admission Services with a mean score of 3.88 with a qualitative description of very satisfactory. Likewise, the Scholarship and Financial Assistance with a mean score of 3.91 has a Very Satisfactory qualitative description. The Safety and Security Services on the other hand, has a mean score of 3.83 and with a qualitative description of very satisfactory. The student respondents rated the Health Services with a mean score of 3.79 making it very satisfactory in the qualitative description. With regards to Student Housing and Residential Services, the student respondents rated the unit with a 3.61 getting a very satisfactory rating. The Multi-faith Services has a qualitative rating of very satisfactory coming from a mean score of 3.78. Regarding the Cultural and Arts Program, the student respondents rated the same with a 3.74 mean score with a qualitative description of very satisfactory. Along with other units with very satisfactory rating is the Sports Development Program with a mean score of 3.65.

Basing from the same table, Scholarship and Financial Assistance Office has the highest rating though it reflects that most of other units needs improvement especially the Student Housing, Sports Development Program and the Social and Community Involvement Program.

It is no doubt that the student Housing Facility has the lowest mean score due to school closures. However, regarding Sports Development which is also observed as the next lowest mean score. The United Nations Department of Economic and Social Affairs Social Inclusion stated that sport is a major contributor to economic and social development. Its role is well recognized by Governments, including in the Political Declaration of the 2030 Agenda, which reflects on "the contribution sports make to the empowerment of women and of young people, individuals and communities, as well as to health, education and social inclusion objectives. However, Bas (2021) stated that the global outbreak of COVID 19 has resulted in closure of gymnasiums, stadiums, swimming pools and other fitness studies including playgrounds. This has made many sports and fitness enthusiasts not able to participate and conduct physical workouts and activities outside their homes. Under stated conditions, most people tend to be less physically active and has created longer time and sleeping patterns including their diets resulting in weight gains and loss in fitness. Low level income families became more vulnerable to the effects of rules regarding stay-home policies considering that most of them has insufficient space to conduct physical activities. A reason why the NVSU rating on sports development needed thorough attention during the pandemic period.

Table 4. Summary of the three areas of study

Unit/Office	Weighted Mean	Qualitative Description
Student Welfare Programs and Services	3.86	Very Satisfactory
Student Development Programs and Services	3.87	Very Satisfactory
Institutional Programs and Services	3.76	Very Satisfactory
Grand Mean	3.83	Very Satisfactory

As reflected in table 4, the summary of the three areas of study clearly shows that the Student Affairs and Services of Nueva Vizcaya State University -Southern Campus performance as evidenced by the Grand Mean of 3.83 is very satisfactory as rated by the student respondents from the four colleges. It is also evident that the Student Welfare Programs and Services is very satisfactory in its implementation of its services as shown by the 3.86 mean score. Along with it is the Student Development Programs and Services with a mean score of 3.87 as very satisfactory. Likewise, the Institutional Programs and Services is also very satisfactory in the implementation of its programs and services as shown by its mean score of 3.76.

The above findings also reflects that the Economic Enterprise Development of the SWDP department, the Student Publication from SDPS department and the Sports Development from the ISPS needs attention.

It is observed based from the findings that among all the units and services of the SAS only the student Discipline Unit of the SDPS department and the student handbook Development unit of the SWPS department has reach a mean score of 4.12 and 4.11 respectively. All other units are below the mean score of 4.0.

Cerna, et.al (2020) found in their study that the current COVID-19 pandemic is having a profound impact, not only on people's health, but also on how they learn, work and live. Among the most important challenges created by COVID-19 is how to adapt a system of education built around physical schools. School closures have a very real impact on all students and are deprived of physical learning opportunities, social and emotional support available in schools. They risk falling further behind and becoming isolated with school doors closed. These students are likely to lose the most in terms of educational outcomes and the support provided by schools.

As we enter the COVID-19 recovery phase, it will be critical to reflect on the role of Student Affairs and Services in tertiary education. The outlook is very uncertain. But, if anything, the pandemic has exposed our vulnerability to crises and revealed how precarious and interdependent the economies we have built can be. Our capacity to react effectively and efficiently in the future will hinge on governments' foresight, readiness and preparedness. Through their role in developing the competencies and skills needed for tomorrow's society, education systems will need to be at the heart of this planning. This includes rethinking how the economy should evolve to guard against adversity, and defining the skills, education and training required to support it. This also means working in close collaboration with other government sectors and the private sector to increase the attractiveness and labor-market prospects of certain professions, including those considered paramount for the common good. Real change often takes place in deep crises, and this moment holds the possibility that we won't return to the status quo when things return to "normal". While this crisis has deeply disruptive implications, including for education, it does not have predetermined outcomes. It will be the nature of our collective and systemic responses to these disruptions that will determine how we are affected by them. In this sense, the pandemic is also a call to renew the commitment to the Sustainable Development Goals. Ensuring that all young people have the opportunity to succeed at school and develop the knowledge, skills, attitudes and values that will allow them to contribute to society is at the heart of the global agenda and education's promise to our future society. The current crisis has tested our ability to deal with large-scale disruptions. It is now up to us to build as its legacy a more resilient society (WHO 2020).

Ludeman (2020) reiterated also that the impact of the pandemic is of epic proportions and institutions are scrambling to find ways to continue the learning and development process and doing so in a safe

environment for students, academics, administrative staff and support staff. He also stressed that some institutions will not survive this crisis. Others will be forced to reinvent, retool and rethink their mission and how they deliver on their goal to educate, conduct research, and provide a meaningful service to society.

It is noted from this study that there is no available data for services with special needs and persons with disabilities under the ISPS, however, the same unit is under the full supervision of the office of Student Affairs and Services.

CONCLUSIONS

Based on the foregoing significant findings hereunder are the following conclusions.

The students find that the implementation of Student Affairs and Services as Very Satisfactory despite the pandemic.

Among the three areas of SAS, the Institutional Student Programs and Services needs strategic planning especially the creation of a unit in charge for the Services for Students with Special Needs.

Almost all programs and services of the Student Affairs were affected by the COVID 19 pandemic.

Disruptions on education is affected at high scale, which also a result from natural, political, economic and environmental disorder caused by the pandemic.

Increased usage of social media platform has led to the majority of students spending significantly more time in front of screens causing less interest in books and other traditional form of references.

Recommendations

Occupational Safety and Health (OSH) maybe integrated to all subjects in the higher education level.

Creation of a unit or Services for Students with Special Needs and Persons with Disabilities.

A continuous development of the student economic development maybe given attention.

A thorough development of students housing services including staff maybe given attention for further improvement.

SAS officials may look into consideration the availability of training of student government officials nationwide and abroad whenever possible.

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