

## **BIBLIOGRAPHY**

PONCIANO, MYLEN B. MAY 2007. Awareness and Perception of CA Students Toward OSA Services as Affected by a Guidebook. Benguet State University, La Trinidad, Benguet.

Adviser: Filmore Y. Awas, BSc

## **ABSTRACT**

The study was conducted to determine the awareness and perception of CA students toward OSA services as affected by a guidebook. The study sought to characterize the socio-economic profile of the respondents, their awareness and perception toward OSA services including effectiveness of the material, the correlation of respondents' socio-economic profile to their awareness and perception.

One hundred seventy four Agriculture students were the respondents of this study. Survey questionnaire was used in gathering the data. Percentage, frequency distribution, chi-square test and V-Cramers were used in analyzing the data.

The findings revealed that most of the respondents were BSA and most were residing in BSU for four years. Majorities were female, under the age bracket of 15-20 years old, and Cordilleran. Most families have their father as the sole provider for their needs. Most of the respondents have two to three siblings studying.

After reading the information material, awareness level of the respondents increased. Most of the respondents perceived that OSA services supports student first policy, may be beneficial but not fully implemented, and can be helpful to studies.

Moreover, the number of respondents who agrees on those statements increased after reading the information material.

On the correlation of respondents' socio-economic profile to their awareness on OSA services before reading the information material, results showed no significant relationship. Meanwhile, after the respondents read the information material, their level of awareness in terms of gender revealed significant relationship.

With regards to the correlation of respondents' socio-economic profile to their perception towards OSA services before and after reading the guidebook showed that regardless of age and gender, respondents have the same perception that OSA services are pro-student. In terms of years of residency, higher years observed that those services are not effectively implemented however; Non-Cordilleran respondents believed that these services are helpful to studies.

Researcher recommends that the concerned office should produce information material to be given to the students during orientation; Administration should check if its 'student-first policy', is properly implemented.

# TABLE OF CONTENTS

	Page
Bibliography.....	i
Abstract .....	i
Table of Contents .....	iii
<b>INTRODUCTION</b>	
Rationale .....	1
Statement of the Problem .....	3
Objectives of the Study .....	3
Importance of the Study .....	4
Scope and Limitation of the Study .....	4
<b>REVIEW OF LITERATURE</b>	
Student Personnel Services .....	5
Perception .....	6
Importance of Information, Education, Communication Material .....	6
Statement of the Hypothesis .....	7
<b>METHODOLOGY</b>	
Locale and Time of the Study .....	8
Respondents of the Study .....	8
Data Collection .....	10
Date Gathered .....	10
Data Analysis .....	10

## RESULTS AND DISCUSSION

Socio-Economic Profile of the Respondents .....	11
Awareness of the Respondents Towards OSA Services .....	13
Perception of the Respondents Towards OSA Services .....	14
Correlation of Profile to Awareness Towards OSA Services Before Reading the Information Material.....	16
Correlation of Profile to Awareness Towards OSA Services After Reading the Information Material.....	17
Correlation of Profile to Perception Towards OSA Services Before and After Reading the Information Material .....	20
<b>SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS</b>	
Summary .....	23
Conclusions .....	24
Recommendations .....	25
<b>LITERATURE CITED</b> .....	26
<b>APPENDICES</b>	
Appendix A. Survey Questionnaire .....	27
Appendix B. Information Material of BSU-OSA.....	29

## INTRODUCTION

### Rationale

The present time is significant for the evolution of student affairs. There has been an effort in improving quality of life integrating new student groups, attracting and retaining students in attempt to maintain enrolments of qualified students, assure placement of graduates, develop supportive alumni, and enhance academic involvement. One of the reasons is that the minority participation in education is growing, vocationalism is increasing, and student's characteristics, values, and needs are changing (Garland, 1986).

Student Personnel Services (SPS) are those activities and areas of school that are concerned in helping the individual to become an upright resourceful and productive citizen in the society. In the University, President Rogelio Colting imposed 'Student First Policy' as he took office. The policy focuses on the welfare of the students for the University to produce globally competitive graduates. According to a Mountain Collegian article authored by Annie Ruth Wallang, the concentration of the policy is on improvement of student services such as housing, library, security, and others. Administration also supported more scholarships, trainings, conferences, and other opportunities.

On the other hand, student services supervised by the Office of Student Affairs attributed to the goal of University because they are based on student development theories.



Thus, students' awareness about these services should be considered and treated as the focal point of guidance program.

The Office of the Student Affairs (OSA) envisions the office to be the center of student development for quality and globally competitive graduates. It also exists to facilitate human growth through delivery of quality Student Personnel Development services and relevant programs responsive to emerging needs of its clientele. Thus, the BSU-OSA aims to achieve student learning, personal development and success.

In Benguet State University, the OSA services/units include Housing services, Testing and Materials Development Office (TMDO), Student Financial Aid Office (SFAO), Guidance and Counseling Office, and Student Development Office (SDO).

Housing services provides activities that ensure the development of positive attitudes and values of its residents; TMDO delivers testing services through the preparation, administration, scoring, and interpretation of psychological tests for specific purposes; while SFAO facilitates provision of scholarships, grants, and other forms of assistance to the less socio-economically privileged and academically competent students.

The guidance clinic provides welfare assistance to students on matters related to personal, social, academic, psychological, emotional, and career concerns. SDO screens, accredits, recognizes, supervises, and evaluates all student organizations and their activities (BSU-OSA).

These student services greatly aid the growth of an individual. Although there were leaflets produced, still, many students do not have copies. Information material disseminated should reach its intended beneficiaries for the success of the program.



Hence, it is important to find out if the guidance function of the University really serve its purpose according to the knowledge of the students and consider the effectiveness of information dissemination done to reach its audience.

As recommended in the study of Awas (2005), in any printed material, objective presentation of the messages should be done since it has been proven that it affects the decision of the respondents.

### Statement of the Problem

Some students have knowledge about the student services. However, there is a need to know their perception about the student services.

Specifically, this study sought to answer the following:

1. What are the socio-economic profiles of the respondents?
2. Are the respondents aware of the OSA services?
3. What are the perceptions of the respondents towards OSA services?
4. Do the socio-economic profiles of the respondents affect their awareness and perception towards the OSA services?

### Objectives of the Study

To know the perceived understanding of students upon exposure to the information material on student services, this study aims to:

1. characterize the respondents;
2. determine if the respondents are aware of OSA services;
3. determine the perception of the respondents towards OSA services; and



4. determine if the socio-economic profiles of the respondents affect their awareness and perception on OSA services

### Importance of the Study

The College of Agriculture is the Center of Excellence in Agriculture. Its students should be provided with fulfillment on their needs such as counseling, scholarship, personality evaluation, security, academic facilities, and others. The need to study the perceptions of the students will then assess the effectiveness of the guidance program of the University.

The information material can be a baseline of guidance program in creating an updated material.

### Scope and Limitation of the Study

This study focused on the perception of the respondents regarding the OSA services offered by the University and the impact of the information material to the respondents' understanding.

The study limits its scope to student services such as Housing, Testing and Material Development, Student Financial Assistance, Guidance and Counseling, and Student Development.

The information material developed contains the compiled and updated information regarding the student services. It was floated to 174 students of the College.

Researcher did not explore more on the possible frames or different treatment of the information material that can be used in the study.





## REVIEW OF LITERATURE

### Student Personnel Services

In Greenville County School, the Student Personnel Services Department provides courteous and supportive assistance to students, parents, and school personnel to promote student achievement and facilitate personnel growth.

Assistance is available in the areas of attendances, social work, health services, intervention services, homebound, home schooling and discipline. Aside from that, they provide liaison with law enforcement agencies and communities in school.

Moreover, the critical need for Student Personnel Services moved the student affairs organizations to improve the quality of life, integrate new student groups, and attract and retain students. It became critical to institutions attempting to maintain enrollment of qualified students, assure placement of graduates, develop supportive alumni, and enhance academic involvement.

Meanwhile, creating an environment conducive to student learning is the major goal of District Five in United States. Their Office of Student Personnel Services establishes and supervises a district-wide system of student behavioral expectations - a system designed to eliminate problem that prevents or interferes with the student's learning.

Furthermore, countryside studies in 1991 projected that Philippine government and universities supported numerous scholarship programs to low-income families to have an access on education. For instance is the University of the Philippines. With what they call 'socialized tuition' plan, students from higher income families were asked to



pay higher fees and those students who belonged to low-income families were eligible for at least free tuition plus a living allowance.

### Perception

Perception is the process of acquiring, interpreting, selecting, and organizing sensory information. The methods of studying perception range from essentially biological or physiological approaches. It is through psychological approaches to the often abstract ‘thought-experiments’ of mental philosophy (Wikipedia, 2006).

According to Myers (1983) as cited by Panonot (2006), perceptions refer to how an individual understand the objects and events.

### Importance of an Information, Education Communication Materials

The essentials of an IEC (Anonymous 2002 as cited by Awas 2005) states that effective information materials are not only needed to have an appropriate context in which they are shaped, but it is crucial that services be prepared to respond to any demand that may be created. The influence of underlying social, cultural, economic, and environmental conditions and identifying/promotion specific behaviors are also taken into consideration in the IEC objectives. Usually, behaviors are affected by many factors including the most urgent needs of the target population and the risks people perceive in continuing their behavior or in changing to different behaviors.

Moreover, Sidchogan (2006) stated that an organization based in South India, the Nalamdana, used innovative IEC materials on HIV/AIDS, Maternal/Child Health and a variety of other health and social issues to provoke thought and rouses action and discussion among its audience in regards to health awareness.



Likewise, the Alliance of Cervical Cancer Protection, an organization who responds to community needs, created IEC strategies to raise awareness about cervical cancer prevention among women and their communities.

Thus, IEC material must go along with the audience's capabilities. Their participation with 'what should' a campaign material contain is a great factor in making an IEC effective and acceptable to them (Sidchogan, 2006).

### Statement of the Hypothesis

1. The information material will provide additional knowledge to the respondents concerning the OSA services.
2. There will be a significant correlation of respondents' socio-economic profile to their awareness and perception about student services.



## METHODOLOGY

### Locale and Time of the Study

This study was conducted at the College of Agriculture, Benguet State University. CA was chosen because it has the biggest population and said to be the oldest college in the University.

Moreover, Accrediting Agency of Colleges and Universities of the Philippines (AACUP) qualified and accredited BSA program as qualified for level III.

The college offers four courses namely: Bachelor of Science in Agriculture, Bachelor of Science in Agribusiness, Bachelor of Science in Development Communication, and Diploma in Agro-forestry.

Furthermore, the study was conducted from February to March 2007.

### Respondents of the Study

Respondents of the study are the students enrolled in the College of Agriculture for the school year 2006-2007. One hundred seventy four respondents were selected.

Table 1. Degree programs of the respondents

DEGREE PROGRAM	FREQUENCY (n)	PERCENTAGE (%)
DAF	1	0.6
BSDC	24	14
BSAB	31	18
BSA	118	68
TOTAL	174	100



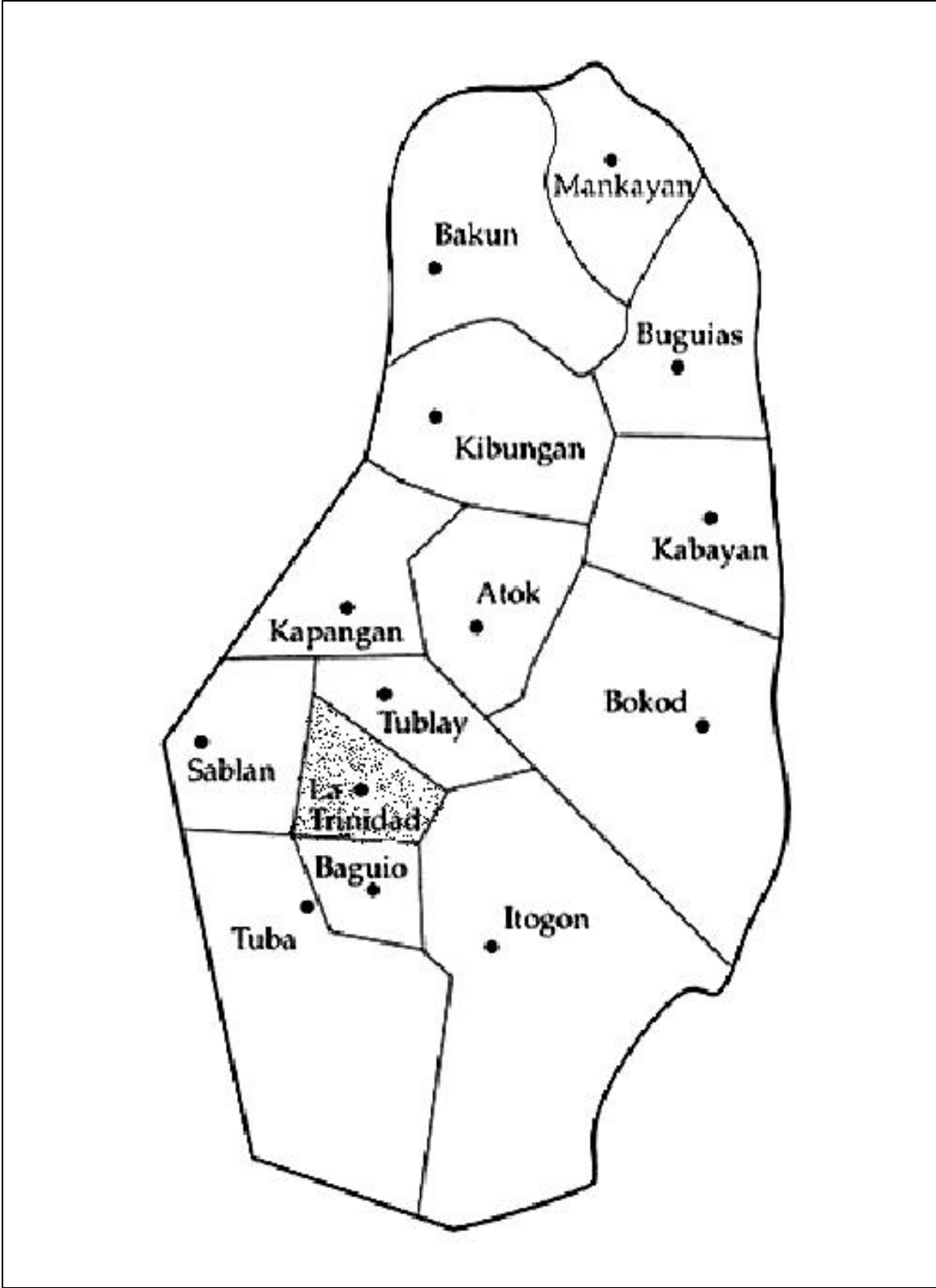


Figure 1. Map of Benguet showing the locale of the study  
Data Collection

Survey questionnaire was used in gathering the data needed. Data were gathered in one setting. Pretest was given first then the respondents were asked to stop answering and were instructed to read the information material for the post test.

Data Gathered

The study included gathering the socio-economic profile of the respondents to determine their characteristics that may affect their awareness.

The respondents' awareness and perception of CA students toward OSA services before and after reading the material were also gathered.

Furthermore, this study looked into the effectiveness of the information material used.

The information material developed is a guidebook measuring 8.27" x 5.85" and uses bond paper. The researcher compiled pertinent information about the BSU-OSA.

Data Analysis

The collected data were consolidated and were analyzed according to the objectives of the study. The data were interpreted using descriptive analysis such as percentages, frequencies, chi-square test and V-Cramers. On the correlation of respondents' profile to their awareness regarding the OSA services, Chi –square and V-Cramers were used. However, on the correlation of perception and respondents' profile, percentage was used since answers given were multiple responses.



5 (68 /76\$1 ' # ,6&8 66,2 1 #

## Profile of the Respondents

Table 2 shows the respondents' socio-economic profile in terms of course, age, gender, years of residency in the university, ethnic affiliation, and the respondents' number of siblings who are studying.

Seventy four percent (74%) of the respondents belonged to the age range of 15-20 years old. Ninety-nine respondents (57%) were female while 75 were male (43%).

There were 60 students (34%) residing in BSU for at least four years and the rest were not yet exceeding the regular years of residency.

Of the 174 respondents, 94% of them were Cordilleran, mostly came from Benguet and Mountain Province while 10 respondents (6%) were Non-cordilleran.

Among the respondents, 138 of them have their father as the sole provider for the family. Meanwhile, only five respondents (3%) claimed that their mother was the sole provider for they are widows. Some of these single parents were teachers, OFWs, traders and farmers. Mothers who were helping their husbands in the field were not counted as working parents since only one of them will be paid and the mother will only be allocating the income. In furtherance, there were respondents who knew their family's income were 5, 000 pesos and below per month. These respondents have their parents working as a laborer with a daily wage. Nonetheless, eighty four respondents (49%) have two to three siblings studying while 29% have four to six.



Table 2. Socio-economic profile of the respondents

PROFILE	FREQUENCY	PERCENTAGE
<b>Age</b>		
15-20	128	74
21-27	46	26
<b>Total</b>	<b>174</b>	<b>100</b>
<b>Gender</b>		
Male	75	43
Female	99	57
<b>Total</b>	<b>174</b>	<b>100</b>
<b>Years of residency</b>		
1-3	114	66
4-6	60	34
<b>Total</b>	<b>174</b>	<b>100</b>

**Ethnic Affiliation**

Cordilleran	164	94
Non-cordilleran	10	6





Total	174	100
-------	-----	-----

Table 2. Continued...

PROFILE	FREQUENCY	PERCENTAGE
---------	-----------	------------

## Working parent/s

<b>Both</b>	<b>31</b>	<b>18</b>
Mother	5	3
Father	138	79
Total	174	100

## Sibling studying

0-1	39	22
2-3	84	49
4-6	51	29

<b>Total</b>	<b>174</b>	<b>100</b>
--------------	------------	------------



### Awareness of the Respondents

Table 3 presents the awareness of the respondents on the OSA services before and after reading the information material. Before, 123 respondents (71%) were aware of the OSA units but after exposed to the information material, awareness of the respondents increased to 91%. During the preliminary conduct of the study, 45 Agriculture students (26%) admitted that they are not aware of the OSA services. However, it declined by 18% at the later part. From the results drawn, it implies that there is significant change in the awareness level of the respondents regarding OSA services as affected by a guidebook. Meanwhile, two respondents remained confidential on their awareness regarding the OSA services even after reading the guidebook.

In terms of the level of significance, Chi-square test showed significance in both 1% and 5% level of confidence and in fact, V-Cramers test state that respondents' change of awareness level was contributed by the distributed guidebook.

Table 3. Level of awareness of the respondents on OSA services before and after reading the information material

AWARENESS LEVEL	BEFORE READING		AFTER READING	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
Aware	123	71	159	91
Not aware	45	26	13	8
No answer	6	3	2	1
Total	174	100	174	100
X - 24.25**				



Perception of the Respondents on OSA Services  
Before and After Reading the Information  
Material

Table 4 shows the over-all perception of the respondents on OSA services before and after reading the guidebook. Fifty seven respondents (33%) had the notion that OSA services such as scholarship, housing, counseling, testing, and student development are supporting student first policy of the University and additional 23 respondents believed after reading the guidebook.

During the pre-test, 51 respondents (29%) were found to be not aware of the OSA services and it follows with their perception. However, it decreased by 21% after reading the guidebook. These were respondents who never bother reading the material and reasoned out that they are exhausted from their past subjects. Nonetheless, thirty respondents (17%) had the notion that these services are helpful in the studies especially the counseling and scholarships. In connection, respondents support the idea that socio-economically underprivileged but deserving students should be given opportunities to go to school. The number of respondents who favor this statement increased by 6% after reading the guidebook. Also, 21% of the respondents viewed that OSA services are beneficial but not fully implemented. The result implies that the transparencies of its implementation were known only to some students.

Table 4. Perception of the respondents towards OSA services before and after reading the information material

PERCEPTION*	BEFORE READING		AFTER READING	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE



---

Supports student-first policy	57	33	83	41
Helpful to my studies	30	17	46	23
Beneficial but not implemented	36	21	56	28
No idea, since I'm not aware	51	29	15	8
<hr/>				
TOTAL	174	100	200	100

---

\*multiple response

#### Correlation of Socio-Economic Profile and Respondents' Awareness Before Reading the Information Material

Table 5 presents the correlation of age, gender, years of residency, and ethnic affiliation to their awareness. In terms of chronological age, older students with age ranging from 21-27, regardless of years of residency in BSU, were found to be more aware than those who belonged to the age bracket of 15-20 years old. Females were more aware than male, same with the fourth year and Non-cordilleran.

In terms of significance, socio-economic profiles of the respondents have no relation to their awareness regarding OSA services before reading the information material. Using the Chi-square test, it revealed that the awareness level of the respondents who belonged to 21-27 years old have no significant difference with those who were under the age bracket of 15-20. Same results were gathered in the respondents' gender, years of residency, and ethnic affiliation. Though the raw data showed differences in numbers, statistical analysis showed no importance.



Table 5. Correlation of respondents' socio-economic profile to their awareness on OSA services before reading the information material

SOCIO-ECONOMIC PROFILE	AWARE		NOT AWARE		NO ANSWER	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
Age						
15-20	88	69	36	28	4	3
21-27	35	76	9	20	2	4
X – 1.36						

Table 5. Continued...

SOCIO-ECONOMIC PROFILE	AWARE		NOT AWARE		NO ANSWER	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
Gender						
Male	49	65.3	22	29.3	4	5.3
Female	74	75	23	23	2	2
X – 2.51						
Years of Residency						
1-3	80	70	32	28	2	2
4-6	43	72	13	22	4	6
X – 11.51						
Ethnic Affiliation						
Cordilleran	114	70	44	27	6	4



Non-cordilleran	9	90	1	10
-----------------	---	----	---	----

---

X – 1.96

---

Correlation of Socio-Economic Profile and Respondents’ Awareness After Reading the Information Material

After reading the information material, respondents’ awareness showed changes in Table 6. Respondents who were under the age bracket of 15-20 increased awareness by 22%. Moreover, those who were unconcerned about the OSA services decreased to 2%. The same results were also found out in the respondents’ gender, years of residency, and ethnic affiliation. Among 174 respondents who are residing in the University for at least four years, their awareness level increased by 50% and 42% to the lower years. All non-Cordilleran (10) respondents became aware of OSA services while awareness of the Cordilleran (149) respondents increased to 91%.

In terms of significance, only gender showed significant relation in changing the respondents’ awareness.

Furthermore, the comparison of respondents’ gender to awareness before and after reading the information material showed significant relationship. In effect, V-Cramers showed that both males and females change of awareness produced a medium effect. The result expressed that the gender factor affects the awareness level of the respondents. It is because, psychologically speaking, physical and physiological needs lead to psychological differences.

Moreover, findings revealed that respondents belonged to age bracket 21-27 years old were more aware than those under the age bracket of 15-20 years old. However,



using the chi-square test, the change of awareness among younger respondents, before and after reading the guidebook, was significant. Since most of the older respondents stayed in the University for longer years, they are also more informed than the others regarding the OSA services. Moreover, there is significant change of the awareness level among respondents belonged to age bracket 15-20 years old.

Similarly, Cordilleran students' change of awareness towards OSA services resulted significance and the level of its significance, based on V-Cramers, has a medium effect. Cordilleran students' changes of awareness level about OSA services were found significant. This states that the guidebook used were more appealing to the Cordilleran respondents than the Non-cordilleran.

Table 6. Correlation of respondents' socio-economic profile to their awareness on OSA services after reading the information material

SOCIO-ECONOMIC PROFILE	AWARE		NOT AWARE		NO ANSWER	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
Age						
15-20	116	91	10	8	2	2
21-27	43	93	3	7		
X – 0.82						
Gender						
Male	65	87	10	13		
Female	94	95	3	3	2	2
X – 7.90*						

Years of Residency



1-3	103	90	9	8	2	2
4-6	56	93	4	7		

---

X – 3.9

---

Ethnic Affiliation

Cordilleran	149	91	13	8	2	1
Non-Cordilleran	10	100				

---

X- 1.96

---

Correlation of Socio-Economic Profile and Respondents’ Perception Before and After Reading the Information Material

Table 7 showed the correlation of the respondents’ socio-economic profile and perception regarding OSA services before and after reading the information material.

Respondents belonged to age bracket 15-20 years old viewed OSA services as helpful (19%) and beneficial but not fully implemented (21%) and older students agreed that this program is student-centered (37%). Moreover, males perceived that OSA services are program that supports student welfare. Same results were gathered on respondents residing in BSU for four to six years and are Cordilleran. Though large number of respondents answered no idea during the pre-test, a big decline of answers with no idea occurred in the post test. It implied that respondents’ perception changes when influenced by an information material pertaining to a certain issue. Respondents answered multiple responses in the later part.

After reading the guidebook, most of the respondents characterized as 15-20 years old, females, residing in BSU for 4-6 years and Cordilleran perceived that those services





are pro-students. Meanwhile, the rest of the respondents doubted its performance since it is not apparent to them.

Table 7a. Correlation of respondents' socio-economic profile to their perception on OSA services before reading the information material

PERCEPTION	A		B		C		D		
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	
Age									
15-20	40	31	24	19	27	21	37	29	
21-27	17	37	6	13	9	20	14	30	
Gender									
Male	32	43	16	21	4	5	23	31	
Female	25	26	14	14	32	32	28	28	
Years of residency									
1-3	34	30	25	22	21	18	30	26	
4-6	23	38	5	8	15	25	21	35	
Ethnic Affiliation									
Cordillera	55	34	26	16	34	21	49	30	



---



---

Non-cordillera 2 2 4 4 2 2 2 2

---



---

Legend:

A – Supports student-first policy of the University

B – Helpful to my studies

C – Beneficial but not fully implemented

D – No idea, since I'm not aware of the OSA services

Table 7b. Correlation of respondents' socio-economic profile to their perception on OSA services after reading the information material

PERCEPTION	A		B		C		D		
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	
Age									
15-20	64	43	36	24	37	25	11	7	
21-27	19	37	10	19	19	37	4	7	
Gender									
Male	32	35.5	20	22.2	29	32.2	9	10	
Female	51	46	26	24	27	24.5	6	5	
Years of Residency									
1-3	58	43	38	28	30	22	10	7	
4-6	25	39	8	12.5	26	41	5	8	
Ethnic Affiliation									



Cordillera	80	44	36	20	53	29	14	8
Non Cordillera	3	19	9	56	3	19	1	1

---

\*multiple responses

Legend:

A – Supports student-first policy of the University

B – Helpful to my studies

C – Beneficial but not fully implemented

D – No idea, since I'm not aware of the OSA services



## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### Summary

The study was conducted to determine the awareness and perception of the respondents toward OSA services among CA students. Furthermore, this study sought to characterize the respondents' socio-economic profile and to find out if the socio-economic profiles of the respondents have an effect on their awareness and perception. Also, this study aims to determine the awareness of the respondents before and after reading the information material, and to determine changes in the perception of the respondents.

Survey questionnaire was used in gathering the data. Frequency distribution and percentage were used in analyzing the data. Chi-square and V-Cramers were used in the correlation of respondents profile and awareness before and after reading the guidebook. However, the correlation of perception to respondents' perception was interpreted only with the percentage since the data gathered were multiple responses.

Among the 174 respondents, 118 or 68% were taking up BSA, female (57%), and under the age range of 15-20 years old (74%). Majorities were Cordilleran (94%) and most respondents were residing in the University for one to three years (66%). The head of the family were mostly (79%) responsible working for the family needs, with a monthly salary of 5, 000 pesos and below. Out of 174 respondents, 49% have two to three siblings studying.

In terms of awareness, majority of the respondents became aware (91%) on OSA services after reading the guidebook and perceived that those services support student first policy (41%). The material used provided significant changes in the awareness of the respondents regarding the OSA services.

In the correlation of respondents' gender, the V-Cramers revealed significant effect in the change of their awareness level. Similar results were found out in the cases of respondents' under the age bracket of 15-20 and



Cordilleran. With regards to the effectiveness of the information material, the guidebook was found out to be informative.

Furthermore, most of the respondents viewed that OSA services are pro-students even before and after reading the guidebook. However, some of the respondents discern that these are not fully implemented though these were seen as helpful.

On the correlation of socio-economic profile with the respondents' awareness, before reading the information material, Chi-square test showed no significant relation. However after reading the information material, respondents' gender only revealed significance in changing their level of awareness.

In terms of correlation with socio-economic profile and perception of the respondents, gathered responses were interrelated. In terms of age and gender of the respondents, majorities believed that OSA services support student-first policy. With regards to years of residency, higher years observed that these are not fully implemented however; Non-Cordilleran agreed that these services are helpful to studies.

### Conclusions

Based on the result of the study, the researcher came up with the following conclusions:

1. Majorities of the respondents were BSA, females, Cordilleran, staying in

BSU for one to three years and under the age bracket of 15-20 years old;

2. Most of the respondents became aware of the OSA services and agreed that these support student-first policy, helpful to studies and beneficial but not fully implemented;

3. The information material used was effective in increasing the awareness level and influencing the perception of the respondents;

4. Based on Chi-square test, gender, age bracket of 15-20, and are Cordilleran were the sub factors that affected respondents' awareness level about the OSA services; and



5. Respondents who stayed for longer years in the University observed that OSA services were not fully implemented.

### Recommendations

1. Since an information material was found out to be an effective tool, OSA should develop one that will be distributed to the students during freshmen orientation; and
2. Majority of the respondents believed that these services support student first policy. If only implemented, it will be beneficial to the students' studies. Therefore, the university administration should define to the BSU studentry and staff the structure of the student-first policy since most of them have inadequate knowledge on the student services though they think it is helpful.



## LITERATURE CITED

- AWAS, F. Y. 2005. Perspective of residents in Brgy. Paco, Lepanto regarding mining act of 1995 as influenced by different message treatment. BS Thesis. Benguet State University, La Trinidad, Benguet.
- BARNHART, C. and R. K. BARNHART 1989. The World Book Dictionary. World Book, Inc. United States of America.
- GARLAND, P. H. 1986. Association for the study of higher education. ERIC Clearinghouse on Higher Education. Washington, D.C.
- OSA BULLETIN INFORMATION. 1991. Leaflets of guidance services and residence halls. Benguet State University. La Trinidad, Benguet.
- PANONOT, M. A. 2006. Level of knowledge, attitudes and perceptions of backyard swine raisers on the FMD information campaign in Tuba, Benguet. BS Thesis. Benguet State University. La Trinidad, Benguet.
- SIDCHOGAN, C. B. 2006. Effects of different framed information education and communication materials to the residents of Brgy. Twinpeaks, Tuba regarding the rights to Ancestral Domains and Lands of the Indigenous People's Rights Act: a comparative analysis. BS Thesis. Benguet State University, La Trinidad, Benguet.
- WIKIPEDIA. 2006. Philippines. Retrieved August 10, 2006 from <http://en.wikipedia.org/wiki/perception>.



## APPENDICES

Appendix A  
Survey Questionnaire

## Pre - Test

Please supply the needed information and write it in the blanks provided for your answers. The researcher assured that this information will be kept confidential. Thank you for your cooperation.

## I. SOCIO-ECONOMIC PROFILE

Name (optional): \_\_\_\_\_  
 Age: \_\_\_\_\_  
 Gender: \_\_\_\_\_  
 Year and course: \_\_\_\_\_  
 (College) Years of residency in BSU: \_\_\_\_\_  
 Province: \_\_\_\_\_  
 Mother's occupation: \_\_\_\_\_  
 Father's occupation: \_\_\_\_\_  
 Number of sibling studying \_\_\_\_\_ (brothers and sisters except yourself)

## II. PERCEPTION &amp; ATTITUDE

1. Are you aware of OSA services offered in the University? (If no and I don't care proceed to number 3.)

\_\_\_\_\_yes  
 \_\_\_\_\_not so much  
 \_\_\_\_\_no  
 \_\_\_\_\_I don't care

2. If yes and not so much, what are the OSA services you are familiar with?

a. \_\_\_\_\_ d. \_\_\_\_\_  
 b. \_\_\_\_\_ e. \_\_\_\_\_  
 c. \_\_\_\_\_

3. How do these services appear to you?

\_\_\_\_\_ Program of the University that support student-first policy  
 \_\_\_\_\_ helpful especially to my studies  
 \_\_\_\_\_ can be beneficial but not fully implemented  
 \_\_\_\_\_ no idea, since I'm not aware of those services

4. What are the OSA services you already availed?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_





## Post Test

After reading the guidebook of OSA services

1. Are you become more aware of OSA services offered in the University?

\_\_\_\_\_yes   \_\_\_\_\_no  
 \_\_\_\_\_not so much   \_\_\_\_\_I don't care

2. How do these services appear to you?

\_\_\_\_\_ Program of the University that support student-first policy  
 \_\_\_\_\_ helpful especially to my studies  
 \_\_\_\_\_ can be beneficial but not fully implemented  
 \_\_\_\_\_ no idea, since I'm not aware of those services

3. Through the IEC material you read, are you more informed about the OSA services?

\_\_\_\_\_ YES   \_\_\_\_\_ NO

4. What are the OSA services you want to avail now?

---



---



---

