

Enhancing Student Life Experiences at University of Makati

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ABSTRACT

This descriptive study assessed the students' needs as experienced by the College Freshmen and HSU Grade 11 students. The main instrument utilized was the CGS Form 4 – Student's Individual/Needs Assessment Inventory. The survey- questionnaire using a five-point Likert scale was the primary data-gathering tool to assess students' needs and academic/student services. The current assessment of students' needs and services revealed that the majority of the respondents would like to be moderately assisted on their issues on Career Development, Life Skills Development, Knowledge of Oneself, Health Issues, and Concerns (Relationship Conflict, Love and Intimacy Concerns, Abuse/Harassment, and Mental Health Related Issues). Some raised concerns about academic issues and verbal abuse; though it was revealed that stress is their number one concern. On the other hand, the majority of the students would like to be moderately assisted with their issues/concerns and are willing to avail of academic and student services, especially Academic Tutorial Lessons, Psychological/ Personality Assessment, and Counseling services. Hence, the study recommends interventions that will help bridge the gap between the identified students' overall needs and the desired quality of students' life experiences through the proposed enhanced student services programs.

Keywords: Online Needs Assessment Survey, enhanced student services program, student life experiences

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Introduction

The massive changes brought about by the COVID-19 pandemic pose abrupt effects on all global programs, particularly in the educational setting. The sudden shift from traditional face-to-face learning to online/digital learning causes inadequacies, problems, and challenges for students, members of the academe, and the administration. The challenge is for the university to continue offering good quality education and be relevant in today's digital world, particularly for students' well-being.

The Commission on Higher Education (CHED) Enhanced Policies and Guidelines on Student Affairs and Services (CMO No.9 Series of 2013) state that there should be a feedback mechanism on the effectiveness of the Student Affairs and Services to improve existing policies, guidelines, and procedures dealing with student affairs and services. To realize this purpose, the University's Center for Guidance Services (CGS)

spearheaded the conduct of the Online Needs Assessment Survey for students.

Results gathered from the needs assessment will serve as the basis for some improvements and interventions. These interventions, if implemented effectively, may help to bridge the gap between the identified students' overall needs and the desired quality of students' life experiences.

Guidance counselors and Mental Health Advocates play important roles to reach and reach out to students especially when they are confronted by personal issues and concerns. Requirements of the academic curriculum plus extracurricular activities add to the challenges related to school and can increase the academic and psychological pressures experienced by the students. Students should not feel that they are alone in their battle. As they go through these struggles, they should be given the right intervention for a healthier environment. Genuine support and guidance can make a difference.

The present study determined the assessment of the student's needs and the academic/ student services. The current assessment includes issues on Career Development, Life Skills Development, Knowledge of Oneself, Health Issues, and Concerns.

Specifically, the study answered the following questions:

1. What are the issues and concerns of the respondents in terms of relationship conflict, love and intimacy concerns, abuse/harassment, and mental health-related issues?

2. What is the extent of assistance needed by the respondents in terms of the following: career development, life skills development, and knowledge of oneself?

3. What suggestions and recommendations can be offered to assist students in their needs?

4. Based on the findings of the study, what student service programs may be proposed for enhancement?

Theoretical Framework

The self-determination theory as stated in Ryan and Deci (2000) was used to better explain the students' motivation in enhancing life skills to further meet their needs. Being self-determined enables students to assume greater responsibilities and control. Thus, students can take steps to ensure that their needs are being met which may result in life satisfaction. Central to self-determination theory is the proposition that our motivation stems from the satisfaction of three basic psychological needs: competence, autonomy, and relatedness (Ryan & Deci, 2008). Competence refers to the sense that one is capable of accomplishing specific tasks which can be attained through career development. Autonomy is the feeling that one has control and choice as life skills are enhanced and developed. The sense of relatedness creates meaningful social relationships that at the same time, lead to self-knowledge and awareness. The inability to attain and satisfy these needs may result in academic and psychological stress, relationship problems, and an inability to flourish one's self.

The Input-Process-Output systems approach model was used in the study as a representation of all the factors that make up a process. As a student committed to lifelong learning, one must be aware of his needs (i.e. relationship conflict, love & intimacy concerns, abuse/harassment, mental health-related issues, and assistance needed on career development, life skills development, knowledge of oneself) to better address their concerns and enhance their skills. It is through the input being provided by the CGCS through the process

of online Needs Assessment that UMak students have a clearer understanding of their needs. The output frame indicated the results that were processed out of the input. This was further conceptualized for the recommendations of the proposed student services program. Thus, through these programs that will be implemented, students' needs will be likely met, skills will be enhanced and concerns will be addressed properly which make them more motivated to excel and pursue their goals as lifelong learners. The significance of the feedback loop as illustrated in Figure 2 explained the flow of information that looped back to the input.

Table 1

Research Paradigm

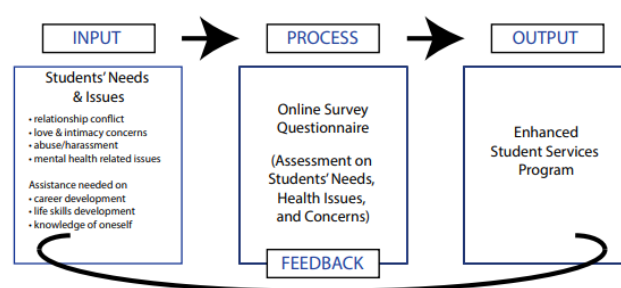


Figure 1 presents the research paradigm of the study using the IPO process where the input needed, the process, and the output in assessing students' needs through an online needs assessment of college freshmen and HSU Grade 11 students as the basis for proposing an Enhanced Student Services Program.

Methodology

Research Design

This study used the descriptive method focusing on the students' needs assessment and the extent of assistance needed by the University of Makati students.

The researchers conducted a survey to all Grade 11 HSU (Higher School of UMak) and Freshmen College students who are enrolled for the 1st Semester, Academic Year 2021-2022. The students completed the survey online through Google Forms using their UMak email account.

Population and Sampling Technique

The respondents of the study were 2,014 students – comprising of UMak Freshmen and HSU Grade 11 students who were willing and available at the time of the survey and purposively selected from a population of 3,926. The number of student respondents

was determined using the percentage which means that the total number of respondents is 51.29%.

Table 1

Population and Sample of the Respondents

COLLEGE	SAMPLE	POPULATION	PERCENTAGE %
CAL	58	148	39.18
CBFS	104	948	10.97
CCS	186	186	100.00
CCSE	70	120	58.33
CGPP	113	138	81.88
CHK	38	75	50.66
COAHS	79	88	89.77
COE	80	144	55.55
COS	88	130	67.69
CTHM	240	240	100.00
CTM	95	200	47.50
SOL	26	34	76.47
HSU	837	1475	56.74
TOTAL	2,014	3,926	51.29

Research Instrument

The Online Survey Questionnaire CGS Form 4 – Student's Individual/Needs Assessment Inventory was utilized as a data gathering instrument for the study. The survey- questionnaire using a five-point Likert scale was the primary data-gathering tool to assess students' needs and academic/student services.

The first part is the Student's Individual Inventory which contains the respondents' profiles such as name, age, sexual preference, hobbies and interests, college/program, educational, career, and family background. The second part is the Needs Assessment Inventory which covered concerns on Career Development, Life Skills Development, Knowledge of Oneself, Health Issues, and Concerns (Relationship Conflict, Love and Intimacy Concerns, Abuse/Harassment, and Mental Health Related Issues). Importance and assistance needed on the concerns were ranked on the following scales: from 1 which is the lowest to 5 which is the highest. The verbal interpretation used for each item ranged from "Not important to me" to "I would like a lot of assistance" which is followed by a checklist of health issues and concerns. Alumni tracker, UMak Program evaluation (Academic Teaching, Facilities, and Student Services), and Guidance services were included in the survey questionnaire. Respondents were also asked to provide their suggestions and recommendations.

Development and Validation of Research Instrument

The CGS 4 Form - Student's Individual/ Needs Assessment Inventory was modified and enhanced from the UMak Guidance and Counseling Program which was used since 2018. Since face-to-face classes are not possible during the COVID-19 pandemic, it is our commitment to deliver the needs assessment which we

made available online through Google link to our students. The survey gathered information on respondents' profiles and the assistance needed on students' needs and concerns on Career Development, Life Skills Development, Knowledge of Oneself, Health Issues and Concerns (Relationship Conflict, Love and Intimacy Concerns, Abuse/Harassment, and Mental Health Related Issues). It further elicited responses on the UMak Program evaluation (Academic Teaching, Facilities, and Student Services) and the Guidance services that need to be improved.

The survey questionnaire got a reliability result of .941 "Excellent" using Cronbach Alpha which rendered the instrument valid and reliable. In the analysis of data, the study utilized percentage and weighted mean. For the qualitative data, thematic analysis was used for comments and suggestions to come up with the highest needs and concerns of the students.

Data Gathering Procedure

The researchers proceeded with the following protocol: (1)Get permission from University of Makati officials/authorities. A letter requesting to conduct the Needs Assessment Survey among UMak Freshmen and HSU Grade 11 students was sent to the OIC-President and concurrent Vice President for Academic Affairs. Then, letters for the conduct of the needs assessment were given to the Deans of all colleges; the guidance counselors in coordination with the Deans and College Secretaries were tasked to monitor and encouraged students to answer the survey completely and accurately during the allotted period; the researchers also assured the students that the Data Privacy Act will be properly imposed and confidentiality will be strictly observed; all data gathered were then analyzed and interpreted quantitatively and qualitatively.

Data Analysis

Descriptive statistics were used to determine the issues and concerns, and evaluation on academic teaching, facilities, and student services. Weighted Mean and Standard Deviation were used to determine the extent of assistance needed for career development, life skills development, and knowledge of one's self. Mean was used to get the average of the responses in each weighted item while standard deviation measure was used to determine how far or spread the responses are. Furthermore, the study used the software Statistical Packages for Social Sciences (SPSS version 20) for Windows to handle the statistical computations.

Results and Discussion

The succeeding tables present the frequency, percentage, mean, standard deviation, and verbal

interpretation of the statistical presentation generated from data analysis of the quantitative data.

Respondents' needs and issues

The table shows the top ten (10) concerns of student respondents in terms of Relationship Conflict, Love and Intimacy, Abuse and Harassment, and Mental Health Related Issues. (see table 2)

Table 2

Respondents' issues and concerns

Top Ten Issues/Concerns	Frequency	Rank
Relationship Conflict		
Classmate/s	299	9
Partner	477	4
Siblings	238	10
Love and Intimacy		
Communication	430	6
Self-Confidence	578	2
Shyness	441	5
Abuse and Harassment		
Academic	359	7
Verbal	333	8
Mental Health-Related Issues		
Anxiety/Panic Attacks	553	3
Stress	714	1

On Relationship Conflict, 299 of the respondents admitted that they experienced issues with their classmates (Rank 9); 477 have concerns with their partners (Rank 4); and 238 affirmed siblings' issues (Rank 10). On Love and Intimacy, 430 affirmed communication issues (Rank 6); 578 on self-confidence issues (Rank 2); and 441 revealed that they also experienced some issues dealing with their shyness (Rank 5). On Abuse and Harassment, 359 raised concerns about academic issues (Rank 7), and 333 experienced concerns about verbal abuse (Rank 8). On Mental Health-Related Issues, 553 are dealing with anxiety/panic attacks (Rank 3), and 714 got stress issues (Rank 1).

The extent of assistance needed by the respondents in terms of the following: career development, life skills development, and knowledge of oneself?

Table 3 presents the respondents' assessment of the extent of assistance needed by the respondents on career development, life skills development, and knowing myself.

Table 3

Summary of Mean Scores and Standard Deviations on the Respondents' Assessment on the Extent of Assistance Needed on Career Development, Life Skills Development, and Knowing My Self

Indicators	Composite Mean	Std. Deviation	Verbal Interpretation	Ranking
Life Skills Development	3.8040	1.196416	Moderate assistance needed	1
Career Development	3.6822	1.158066	Moderate assistance needed	2
Knowing My Self	3.6678	1.225281	Moderate assistance needed	3
Composite Mean	3.7180	1.193254	Moderate assistance needed	

Legend: 4.50-5.00- A lot of assistance needed; 3.50-4.49- Moderate assistance needed; 2.50-3.49- A little assistance needed; 1.50-2.49- Important, but no further assistance needed; 1.00-1.49- Not important

As shown in table 3, the extent of assistance needed by the respondents on Life Skills Development, Career Development, and Knowing My Self, has obtained a composite mean of 3.7180 with a standard deviation of 1.193254 interpreted as "Moderate Assistance Needed". Respondents wanted to be moderately assisted to know how to improve their weakest subject/s (Math/Sciences); to know how to study effectively; and to develop more confidence in themselves.

Suggestions and recommendations that may be offered to improve students' life

The following tables show the comments and suggestions given by the student respondents according to the Academic Personnel, Teaching Styles, Administrative Employees, Facilities, Systems and Procedures, Guidance Related Programs, and Student Services. Table 4 presents the top ten comments and suggestions from the respondents to improve students' wellness and experiences.

Table 4

Top Ten (10) Comments and Suggestions to Improve (Academic Personnel, Teaching Styles, Administrative Employees, School Facilities, TBL Hub, Systems and Procedures, Guidance Related Programs, and Student Services)

Indicators	Frequency	Ranking
• Various Programs/webinars on Mental Health	28	1
• Improve, upgrade, and fix the TBL Hub	23	2
• Less school works, activities, and assignments	14	3
• Consideration of the circumstances of students during online classes	8	4
• Psychological/Personality Assessment	7	5
• Problems accessing the TBL hub	7	5
• Faster response to queries through emails / immediate actions to respond to any concerns from the registrar and reply quickly	5	6
• More interactive/proper discussion in the learning process	4	7
• Improve attitude (Being considerate, accommodating, approachable, and kind)	4	7
• Immediate response to the problems of students online	4	8

	Indicators		
	Frequency	Ranking	
Teaching Styles	Official announcements on school activities should be made early (midterms, webinars, etc.)	4	8
	Provision of Career Guidance/webinars	4	8
	Improvement of students assistance about issues and concerns	4	8
	Consideration for the working students and those who do not have enough resources for the online classes	3	9
	Make the learning system more interesting/Build stronger rapport	3	9
	Provision of free online learning equipment (gadget) or portable wi-fi/internet connection for students	3	9
	On-time implementation of scheduled virtual programs and webinars	3	9
	Revisit and review time allotted to each subject for an organized schedule and break time for students	3	9
	Bonding moments with the students to avoid stress	2	10
	Reduce screen time during online learning	2	10
School Facilities	Patience and consideration for students who are struggling	2	10
	Avoid being sensitive when students voice out their concerns and point of view	2	10
	Extend Academic tutorial	2	10
	Transfer of learning should not be done by merely assigning reports to students	2	10
	Improve the system for printing and release of COR	2	10
	Improvement of classroom/facilities	2	10
	Regular maintenance for TBL Hub to	2	10
	Improve the website efficiency	2	10
	Defined limitations on the student's information to ensure confidentiality/Data privacy implementation	2	10
	Programs for tutorial lessons	2	10
Systems and Procedures	Assistance or scholarship programs for academically competitive students but financially incapable of supporting their studies	2	10
	Webinars on LGBTQIA+ Community and how Sex & Gender are different	2	10
	Reach out to students struggling physically, mentally, and financially	2	10
	Help desk to be more responsive and specific to student's concerns	2	10
	Provision of a 2-day Mental Health Break w/o school work and just focus on overall wellbeing	2	10
	more student programs where students can engage and have fun at the same time	2	10
	Open Forum	2	10
	More interactive/proper discussion in the learning process	4	3
	Maximum leniency for professors handling major subjects	1	6
	Patience and consideration for students who are struggling	2	5
Guidance Services	Avoid being sensitive when students voice out their concerns and point of view	2	5
	At least a PowerPoint presentation should be used in teaching	1	6
	Give every student a chance to excel at their full potential	1	6
	Improve Communications and Concerns between Teachers and Student	1	6
	Program on time management for students and professors	1	6
	Make the learning system more interesting/Build stronger rapport	3	4
	Amount of school work that needed to be done almost at the same time	1	6
	Less school works, activities, and assignments	14	1
	Extend Academic tutorial	2	5
	Consideration of the circumstances of students during online classes	8	2
Student Services	Check every professor's internet stability	1	6
	Make course expectations clear and based on learning outcomes	1	6
	A better learning environment and open-minded personages	1	6
	Transfer of learning should not be done by merely assigning reports to students	2	5
	Assistance or scholarship programs for academically competitive students but financially incapable of supporting their studies	2	2
	Webinars on LGBTQIA+ Community and how Sex & Gender are different	2	2
	Reach out to students struggling physically, mentally, and financially	2	2
	Improvement in student assistance about issues and concerns	4	1
	Help desk to be more responsive and specific to student's concerns	2	2
	Activities for freshmen students to adjust to college life	1	3

Table 5

Categorized Comments and Suggestions to Improve (Academic Personnel, Teaching Styles, Administrative Employees, School Facilities, TBL Hub, Systems and Procedures, Guidance Related Programs, and Student Services)

	Indicators		
	Frequency	Ranking	
Academic Personnel	Consideration for the working students and those who do not have enough resources for the online classes	3	1
	Be Approachable and understanding	1	3
	Lean more on student's well-being than their academic standing	1	3
	Understand the struggles of the students	1	3
	Empathize with the students, especially during virtual classes	1	3
	Maximize the use of quality time in teaching	1	3
	Bonding moments with the students to avoid stress	2	2
	Reduce screen time during online learning	2	2
	Teachers must have a little counseling with the student who has academic inefficiency	1	3
	Respect for students	1	3
Administrative Employees	Prioritize the Mental Health of students	1	3
	Younger professors	1	3
	Passionate Professors	1	3
	Hear out student requests	1	3
	Faster response for queries through emails / immediate actions to respond to any concerns from the registrar and reply quickly	5	1
	Improve the system for printing and release of COR	2	3
	Improve attitude (Being considerate, accommodating, approachable, and kind)	4	2
	Assistance or scholarship programs for academically competitive students but financially incapable of supporting their studies	2	2
	Webinars on LGBTQIA+ Community and how Sex & Gender are different	2	2
	Reach out to students struggling physically, mentally, and financially	2	2

	Indicators		
	Frequency	Ranking	
Systems and Procedures	On-time implementation of scheduled virtual programs and webinars	3	2
	More improvement in all aspects	1	3
	Improve ITC department	1	3
	Immediate response to the problems of students online	4	1
	Official announcements on school activities should be made early (midterms, webinars, etc.)	4	1
	Improve the programs the university is offering	1	3
	Update the systems and procedures/Directory	1	3
	Revisit and review time allotted to each subject for an organized schedule and break time for students	3	2
	Improve online systems on COR and TBL (quick response)	1	3
	Easier way of implementing guidelines for students who are Independent/working	1	3
School Facilities	Uniformity in the requirements stated in the procedures	1	3
	More synchronous classes as a replacement for frequent assignments	1	3
	Mode of testing in Major Departmental Exams in each strand should be the same, especially for STEM students	1	3
	Academic/tutorial lessons for students should be done in other lessons	1	3
	Provision of free online learning equipment (gadget) or portable wi-fi/internet connection for students	3	1
	Improvement of classroom/facilities	2	2
	Accessible website server	1	3
	Provision of learning materials to those who can't afford to join online classes.	1	3
	Problems accessing the hub	7	2
	Regular maintenance for TBL Hub to	2	3
Guidance Services	improve the website efficiency	1	4
	Help the technical issues	23	1
	Improve, upgrade, and fix the TBL Hub		
	Programs/webinars on Mental Health	28	1
	Online Booth for those who need guidance and counseling services	1	5
	Defined limitations on the student's information to ensure confidentiality/Data privacy implementation	2	4
	Provision of online page or website to avail of guidance services without exposing the student's identity	1	5
	Psychological/Personality Assessment	7	2
	Provision of therapy sessions with the Psychologist	1	5
	Online Counseling of students at least once a year	1	5
Student Services	Counseling for LGBT students	1	5
	Provision of Career Guidance/webinars	4	3
	Programs on helping students with their needs	1	5
	Programs on time management	1	5
	Programs for tutorial lessons	2	4
	Improve facilities in counseling	1	5
	Assistance or scholarship programs for academically competitive students but financially incapable of supporting their studies	2	2
	Webinars on LGBTQIA+ Community and how Sex & Gender are different	2	2
	Reach out to students struggling physically, mentally, and financially	2	2
	Improvement in student assistance about issues and concerns	4	1
Administrative Employees	Help desk to be more responsive and specific to student's concerns	2	2
	Activities for freshmen students to adjust to college life	1	3
	Consider a break/rest every mid-semester	1	3
	Online concert after midterm for mentally tired students	1	3
	Provision of a 2-day Mental Health Break w/o school work and just focus on overall wellbeing	2	2
	More student programs where students can engage and have fun at the same time	2	2
	Freedom of expression	1	3
	Provision of Academic Break	1	3
	Make Saturday and Sunday a rest day for students	1	3
	Provision of online bulletin of students' activities which is accessible to every student	1	3
Academic Personnel	Make Saturday and Sunday a rest day for students	1	3
	Provision of online bulletin of students' activities which is accessible to every student	1	3
	Open Forum	2	2
	Proper handling of students with violation	1	3
	On-time implementation of scheduled virtual programs and webinars	1	3
	Provision of giving students proper device who only uses a mobile phone in online learning	1	3
	Have more connection with students	1	3
	Assistance or scholarship programs for academically competitive students but financially incapable of supporting their studies	2	2
	Webinars on LGBTQIA+ Community and how Sex & Gender are different	2	2
	Reach out to students struggling physically, mentally, and financially	2	2

Table 6*Testimonies and Experiences of Satisfied UMaK Students*

	Indicators	Frequency Ranking	
		Frequency	Ranking
Testimonies and Experiences of Satisfied Students	• Good Facilities	6	1
	• Very well-arranged Online Survey conducted by the Guidance Center	6	1
	• Quality of Education/Excellent Teaching	5	2
	• Considerate Professors	4	3
	• UMaK's Good Services and Programs	3	4
	• Caring for the Mental Health of Students	3	4
	• Readiness in the new learning set-up	3	4
	• Efforts and hard work of the Department	2	5
	• Good program for various courses	2	5
	• Friendliness of the UMaK students and personnel	2	5
Testimonies and Experiences of Satisfied Students	• Lots of opportunities	2	5
	• Strong Support System within the University	2	5
	• UMaK's implementation of rules during the pandemic	1	6
	• Amazing experiences as UMaK Student	1	6
	• Accommodating Management	1	6
Testimonies and Experiences of Satisfied Students	• Motivating and enjoyable webinars and programs	1	6
	• Valuing students' individuality and uniqueness	1	6
	• Reaching out to students amidst pandemic	1	6
	• Putting students' concerns as a top concern	1	6

Conclusion and Recommendations

The data and findings showed that respondents aim to improve their lives through academics, life skills, and career development offered by our university. Their desire to excel in their chosen field of education and finish their studies is confronted by issues with their classmates and/or relationship conflicts with their partners. They also experienced issues with communication, shyness, and self-confidence.

Some raised concerns about academic issues and verbal abuse. It was revealed that stress is the No. 1 cause of their problems. Anxiety and panic attacks are mentioned as well.

The majority of the students would like to be moderately assisted with their issues/concerns and are therefore, willing to avail of the Academic and Student Services, especially the Academic Tutorial Lessons, Psychological/Personality Assessment, and Counseling services.

Students also suggested the following: that programs/webinars on Mental Health may be conducted; that the TBL Hub may be improved/upgraded and fixed; and that school work, activities, and assignments for students may be lessened. All these suggestions are given to improve students' lives.

Furthermore, the student services program in the new learning environment may be adapted to facilitate training and programs for academic and administrative personnel relevant to online and hybrid learning. Academic curriculum may also be revisited, and that enhancement of student services programs may be had. Finally, to ensure Mental Health Awareness and

well-being of students and personnel, programs and activities may be conducted.

Based on the data and findings of the study, the researchers have come up with the following recommendations: 1. Encourage active participation and commitment in all surveys and programs conducted by the Center for Guidance and Counseling Services (CGCS) to come up with statistically generalized findings/results; 2. Conduct regular webinars on Mental Health that will develop the interpersonal, academic, social, psychological, and spiritual concerns of the students; 3. Stimulate open communication with students such as "Ugnayan and Kumustahan" sessions every start of the semester to reach out to our students; 4. Initiate and spearhead programs/activities on time management and stress management; 5. Motivate potential students to be part of the UMaK Peer Facilitators who will serve as arm support of the center; 6. Organize webinars/seminars on Proper Ethics in the Workplace for Academic and Administrative employees of the university.

Proposed enhanced student services program/activities. Results revealed that stress is the no. 1 cause of the respondents' concern. Mental health issues can arise when stress is not properly managed. Philippine data estimate that 3.6 million Filipinos experience mental health issues with an annual suicide death rate of 5.4 per 100,000 (Department of Health [Philippines], 2021) (<https://www.pap.ph/assets/files/journals>). To avoid a negative impact on students' academic performance and social relationships, the students need to be properly cared for focusing on their mental health issues and concerns. This is in line with the Center for Guidance and Counseling Services (CGCS) commitment to strengthening information systems and integrating strategies in promoting mental health as mandated in R.A.11036 known as the "Mental Health Act". The proposed enhanced student services program is a proactive intervention that is tailored to help students achieve their academic goals toward holistic and greater well-being. It is aimed particularly to equip students with coping skills, strategies, and techniques for maintaining psychosocial wellness and self-care amidst the VUCA (volatile, uncertain, complex, ambiguous) world. Moreover, the results of the needs assessment from this study can serve as a reference for future researchers.

Table 6
Action Plan

BUDGET RECOMMENDATION FOR THE STUDENT SERVICES PROGRAM				
Activities	Participants	Facilitator	Materials, tools, etc.	Budget
Guidance In Action: Finding Herons (Mental Health Break)	Students	UMak Peer Facilitators Association/CGCS	Printouts and giveaways: Snacks x 50	P 10,000.00
Mental Health Awareness Seminar	Students	CGCS/ Resource Speaker/s	Certificates/Frames x 6, Snacks x 10	P 1,000.00 P 5,000.00
Quarterly Recreational/ Mindfulness Programs	Students and Employees	CGCS/Center for Human Kinesthetics (CHK)	Yoga Instructor/ Dance Instructor/ Sound System/ Venue	P25,000.00 P25,000.00
Moments with the Mental Health Advocates	Psychologist, Registered Guidance Counselor, Professor, and Students	Center for Guidance and Counseling Services (CGCS)	Certificates and Frames x 10/ Token x 4, Snacks x 10	P 2,000.00 P 2,000.00 P 5,000.00
REACH OUT Kumustahan	Students	Guidance Counselor/ Coordinator	Printouts/Pen	P 2,000.00
Quarterly Kapihan Sa Guidance	Peers (PFA) and Students	CGCS/Colleges/PFA	Coffee, Sandwiches/Cookies Paper Cups/Paper Plates	P 2,500.00 P 3,500.00 P 250.00 P 250.00
Life Skills Seminar	Students and Employees	Center for Guidance and Counseling Services (CGCS)	Seminar handouts (hardcopy) for participants/ Certificates, Resource Speaker x2, Snacks x 50	P 5,000.00 P 20,000.00 P 10,000.00
Peer Herons' Recognition	Peers	UMak Peer Facilitators Association/CGCS	Cash/Gift 1,000 x10, Medals x 10 Certificates x 20, Snacks x 50	P 10,000.00 P 5,000.00 P 2,000.00 P 10,000.00
Webinar/Seminar on Proper Ethics in the Workplace	All UMak Employees	CGCS/HRDO	Certificates and Frames x 2, Resource Speaker Token x 2	P 500.00 P 10,000.00
TOTAL BUDGET NEEDED				P 157,000.00

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