

Influence of Service Capability and Organizational Flexibility on Personnel Performance of Student Affairs and Services Officer in the State University Campuses

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ABSTRACT

This study examines the impact of service capability and organizational flexibility on personnel performance in student affairs and services at state university campuses. Using a causal research design, the study identifies how service capability, including competence, efficiency, effectiveness, and responsiveness, along with organizational flexibility in operational, structural, technological, and financial aspects, influences personnel performance. Data was collected from 149 service personnel using descriptive research methods and analyzed using multiple regression analysis. Results indicate that personnel assessed their performance as highly capable in areas such as competency, efficiency, and effectiveness, with the highest mean scores in efficiency and competency. The study found that organizational flexibility, particularly in operational and structural domains, significantly contributed to personnel performance. Financial flexibility, though crucial, was identified as an area with moderate improvement potential. Additionally, the study highlighted the challenges of managing student engagement and diversity while fostering mental well-being. Recommendations for improving personnel performance include enhancing professional development programs, refining strategic planning, and increasing financial and technological flexibility to better support student services. These findings underscore the importance of a responsive and adaptive service capability framework that integrates both human resource management and strategic institutional flexibility.

Keywords: Competency, Efficiency, Financial Flexibility, Organizational Flexibility, Student Affairs

INTRODUCTION

Employee competency is still a career development issue, with little attention given to the role of innovation and technology in improving employee performance. Employee performance is regarded as the most important aspect in today's business world for ensuring the sustainability of the organization employees are the principal asset of every organization because of their best efforts to the organization for ensuring its progress and accomplishment (Kravariti et al., 2022).

Personnel capability and organizational flexibility as inputs in the management process are essential to attain the performance output of service personnel with the student affairs administration of an institution as they were guided in their decision of using the professional competencies experience and human resources for student affairs service staff performance (McClellan et al., 2023). Competence influenced the performance of employees in an institution. Organizational flexibility also influenced the employees' performance and has a positive and significant effect on employees. In the same manner, competence can affect employee performance (Mariana, 2022).

In addition, service capability is concerned with ensuring that strategy is effectively implemented and that both organizational flexibility and management matter to achieve intended organizational and societal 2 change by formulating and implementing practical service capability that focused on performance measurement as an approach to strategy implementation (McClellan et al., 2023). To use

organizational flexibility to address the issues of personnel performance, an institution can take note of the core components of the process. These include revisiting the mission statement, determining the internal and external strengths and weaknesses of the institution; establishing and prioritizing feasible goals and objectives that are benchmarked; assessing continuously and integrating into the existing organizational structure; and, aligning funding sources with the goals and objectives of the planning system. Strategic planning is a deliberate, disciplined effort to produce fundamental decisions and actions that shape and guide an organization (Kools & George, 2020).

Like any business, colleges, and universities must also use organizational flexibility to grow and prosper. Operational flexibility in strategic planning is vital to the success of colleges and universities as it allows the institution to analyze the present and forecast the future to create and sustain competitive advantages. By planning, colleges and universities can prepare for changing trends, new technology, and changing demands. Colleges and universities must develop a proper planning method that includes effective analysis, prioritizing goals, setting objectives, and implementation. Technological flexibility in strategic planning enhances better organizational performance, which in the long run has an impact on its profitability which requires financial flexibility, and strategic planning intensity is determined by managerial, environmental, and organizational factors (Monye & Ibegbulem, 2018).

On the other hand, student well-being and mental health are increasingly a concern of universities. Most universities provide central counseling services (Monye, 2018) and, in recent years, some have introduced well-being programs. However, an unrecognized source of support and pastoral care for students is the academic staff (Monye & Ibegbulem, 2018). There are factors considered in determining service capability plan implementation in the context of institutions of higher learning. Specifically, to determine how flexibility styles, communication, resources, and technology influence the personnel performance in the universities (Omuse, 2018).

Hence, study examined the influence of service capability and organizational flexibility on personnel performance in the student affairs and services of state university campuses. The study focused on the problem related to organizational flexibility such as operational flexibility, structural flexibility, technological flexibility, and financial flexibility. The problems related to service capability focused on competence, efficiency, effectiveness, and responsiveness. The researcher of the study was encouraged to conduct the study due to the prevailing problems encountered by the service personnel that affects their performance.

The prevailing problems encountered by service personnel of 4 student affairs are the following: mental health issues among students, increasing diversity and inclusion concerns, and the need for effective student engagement strategies. Mental health concerns have been on the rise among college students, with a significant impact on their academic performance and overall well-being (Auerbach et al., 2018). Institutions are also grappling with the need to foster inclusive environments that address the needs of diverse student populations, such as ethnic and racial minorities, LGBTQ+ individuals, and students with disabilities (Harper, 2019). Additionally, service personnel faces the ongoing challenge of engaging and retaining students, especially in an era of technological distractions and competing priorities (Collins-Warfield, 2021). These issues highlight the importance of comprehensive support services and targeted interventions to enhance student success and wellbeing.

The problem focused on the service capability of the personnel and their performance in dealing with the student organizations, training, and evaluation of students' program of activities. The gap is seen in the organizational flexibility, especially in financial and operational matters of student affairs services in a Higher Educational Institution in making visible and equitable service in the institution.

MATERIALS & METHODS

The study used a causal research design, which is a type of conclusive research that establishes a cause-and-effect relationship with variable service capability: competency, efficiency, effectiveness, and responsiveness as the independent variable and personnel performance as the dependent variable. Organizational flexibility: operational flexibility, structural flexibility, technological flexibility, and financial flexibility as the independent variable and personnel performance as the dependent variable. This design is also used in a related on “Organizational culture as a mediator of motivation and transformational leadership on employee performance” (Virgiawan, 2021).

The study included the collection of data that carried information on service personnel capability, organizational flexibility, and Student Affairs Services personnel performance. Descriptive research is one of three basic types of research design. It is a quantitative research method that is considered conclusive and is used to test specific hypotheses and describe characteristics. Further, the descriptive research design is considered appropriate in the study because it enables the analysis and interpretation of data quantitatively (Katula & Kiriinya, 2018), delivers the opportunity to discover new knowledge that is central to the prediction and control of the problem under investigation and provides the opportunity to test the association between variables of the study thus making conclusion and recommendation of the study in an objective manner rather than subjective approach.

The study also used multiple regression analysis. Multiple linear regression is a regression model that estimates the relationship between a quantitative dependent variable and two or more independent variables using a straight line. Multiple regression analysis was used in the study in determining how service capability and organizational flexibility influence personnel performance. This statistical tool is also used in research “Analysis of classic assumption test and multiple linear regression coefficient test for employee structural office recommendation” (Alita et al., 2021).

RESULTS AND DISCUSSION

1. What is the demographic profile of the respondents in terms of:

1.1 Sex;

1.2 Age;

1.3 Marital status;

1.4 Highest educational attainment; and

1.5 Designation?

Table 1
Distribution of Respondents' Sex

Characteristics	Specification	Frequency	Percentage
Sex	Male	47	31.54
	Female	102	68.46
	Total	149	100.00

Table 1 describes the frequency and percentage distribution of the respondents according to sex. The data revealed that male has 47 or 31.54 percent and females 102 or 68.46 percent. Additionally, data revealed that out of 149 respondents, there is 102 or 68.46 percent were female, which obtained the highest frequency. This indicates that female personnel dominated the respondents. Furthermore, out of 149, there are 47 or 31.54 percent are composed of males, which attained the lowest frequency.

Implications concentrated on diverse gender representation among staff positively impacting personnel performance, self-esteem, and overall educational experience. Female role models in positions of

authority can inspire and motivate female students (ökme et al., 2022), challenging gender stereotypes and encouraging their pursuit of traditionally maledominated fields. Moreover, gender-diverse personnel promote a broader range of perspectives, teaching methods, and problem-solving approaches, enriching the learning environment for all students (Athanassoulis, 2022).

Table 2
Distribution of Respondents' Age

Characteristics	Specification	Frequency	Percentage
Age	20–39 years old	126	84.56
	40–59 years old	22	14.77
	60 and above	1	0.67
	Total	149	100.00

Table 2 explains the frequency and percentage distribution of the respondents according to age. The data revealed the respondents grouped according to age, 20 to 39 years old had 126 or 84.56 percent, 40 to 59 years old had 22 or 14.77 percent, and ages 60 and above has 1 or 0.67 percent. Moreover, data shows that 126 or 84.56 percent that belongs to the group of 20 to 39 years old obtained the highest frequency. In contrast, the aged 60 and above attained the lowest frequency of 1 or 0.67 percent. The result shows that the majority of personnel are young adults, ranging in age from 20 to 40 years old. Personnel predominantly fall within the 20 to 40-year-old age range, there can be several implications for both the school and its students.

Firstly, a younger workforce often brings fresh perspectives, innovative ideas, and technological expertise, which can enhance teaching methods and curriculum development. Younger service personnel are more likely to be familiar with the latest educational technologies and digital tools, promoting a technologically advanced learning environment (König et al., 2020). Additionally, their energy, enthusiasm, and ability to relate to younger students can foster stronger student-teacher relationships and create a positive and engaging classroom atmosphere. However, it is crucial to maintain a diverse age range among the staff to ensure a balance of experience and wisdom, as older personnel often possess valuable expertise, mentorship capabilities, and institutional knowledge (König et al., 2020).

Table 3
Distribution of Respondents' Marital Status

Characteristics	Specification	Frequency	Percentage
Marital Status	Single	87	58.39
	Married	56	37.58
	Widowed	1	0.67
	Separated	5	3.36
	Total	149	100.00

Table 3 outlines the frequency and percentage distribution of the respondents according to marital status. Data shows that Single participants are 87 or 58.39 percent, Married participants 56 or 37.58 percent, widowed participants 1 or 0.67 percent, and separated 5 or 3.36. percent. Furthermore, the Single participants are the highest in terms of marital status with a frequency of 87 or 58.4 percent. On the contrary, the lowest frequency in terms of marital status is 1 or 0.67 percent belonged to widowed participants.

Implications focused on personnel who are single and may have more flexibility and availability (Niebuhr, et al., 2022) to dedicate their time and energy to their professional responsibilities. This can result in increased engagement, commitment, and involvement in various school activities, such as

extracurricular programs, mentoring, and additional support for students. Additionally, single personnel may have fewer personal obligations and responsibilities outside of work, allowing them to devote more attention to their professional growth and development (Seidel et al., 2018).

Table 4
Distribution of Respondents' Highest Educational Attainment

Characteristics	Specification	Frequency	Percentage
Highest Educational Attainment	Bachelor's Degree holder	51	34.23
	Masteral with unit	15	10.07
	Masteral Degree holder	53	35.57
	Doctoral with units	18	12.08
	Doctoral Degree holder	12	8.05
	Total	149	100.00

Table 4 shows the frequency and percentage distribution of the respondents according to highest educational attainment. Data shows that participants with Bachelor's degrees 51 or 34.23 percent, with Masteral units 15 or 10.07 percent, with Master's degrees 53 or 35.57 percent, with Doctoral units 18 or 12.08 percent, and with Doctor's degrees 12 or 8.05 percent. Moreover, Masteral degree holders are the highest in terms of highest educational attainment with a frequency of 53 or 35.6 percent. On the other hand, the lowest frequency in terms of highest educational attainment is 12 or 8.05 percent belongs to Doctor's degree holders. The implications of having fewer doctorate holders in the service personnel of student affairs can have significant effects on the quality and effectiveness of student support services (Tull et al., 2020).

Implications concentrated on Master's degree holders often possess advanced knowledge and specialized expertise in their respective fields. (Porter et al., 2022). This expertise can contribute to higher instructional quality, innovative teaching methods, and a more comprehensive understanding of the subject matter. Moreover, personnel with Master's degrees are likely to have engaged in rigorous research and critical thinking during their graduate studies, which can positively impact their ability to design and implement evidence-based instructional practices. Additionally, the presence of Master's degree holders can enhance the overall academic culture of the school, fostering an environment that promotes intellectual curiosity and scholarly pursuits (DarlingHammond, 2017).

Table 5 defines the frequency and percentage distribution of the respondents according to the designation. Data shows that participants designated as Faculty have 57 or 38.26 percent, the group which obtained the highest frequency.

On the other hand, the lowest frequency in terms of designation is Characteristics Specification Frequency Percentage Designation Admin Aide III 6 4.03 Administrative Officer II 2 1.34 Administrator 8 5.37 Adviser 4 2.68 Coordinator 17 11.41 Faculty 57 38.26 ICT 2 1.34 Instructor I 30 20.13 Librarian 2 1.34 Program Head 15 10.07 Property Custodian 2 1.34 Registrar 2 1.34 Student Discipline 2 1.34 Total 149 100.00 65 2 or 1.34 percent belongs to personnel designated as Administrative Officer II, ICT, Librarian, Property Custodian, Registrar, and Student Discipline. A higher proportion of faculty personnel indicates a stronger emphasis on teaching and academic engagement. This can lead to a student-centered learning environment with a greater focus on quality instruction, curriculum development, and pedagogical innovation. The presence of more faculty members can also translate into smaller class sizes, allowing for increased individual attention and personalized learning experiences for students (Scheerens, 2016). Additionally, faculty members often bring a wealth of subject-specific expertise and research knowledge, which can enrich the academic experience of students (Fernandez et al., 2022) and foster a culture of intellectual curiosity.

Table 5
Distribution of Respondents' Designation

Characteristics	Specification	Frequency	Percentage
Highest Educational Attainment	Admin Aide III	6	4.03
	Administrative Officer II	2	1.34
	Administrator	8	5.37
	Adviser	4	2.68
	Coordinator	17	11.41
	Faculty	57	38.26
	ICT	2	1.34
	Instructor I	30	20.13
	Librarian	2	1.34
	Program Head	15	10.07
	Property Custodian	2	1.34
	Registrar	2	1.34
	Student Discipline	2	1.34
	Total	149	100.00

2. How do the respondents assess their service capability in terms of:

2.1 Competency,

2.2 Efficiency,

2.3 Effectiveness, and

2.4 Responsiveness?

Table 6 evaluates respondents' service capability in terms of Competency, with an average mean of 3.45 (SD = 0.68), indicating that respondents perceive themselves as "highly capable." A high level of competency in student affairs professionals helps them effectively support students across academic, personal, and administrative concerns, ultimately enhancing student satisfaction and well-being (NASPA, 2020; IDEA, 2023). The highest-rated item was the statement, "I am oriented that Student Affairs offers a model of core competencies for student professionals that incorporates multicultural issues," with a mean of 3.50 (SD = 0.65), reflecting a strong commitment to multicultural competency.

Table 6
Mean Distribution of Respondents' Assessment of Their Service Capability in terms of Competency

Items	Mean	SD	Description	Interpretation
I am oriented that Students Affairs offers a model of core competencies for student professionals that incorporates multicultural issues.	3.50	0.65	Strongly Agree	Highly Capable
I am capable to inform students that Students Affairs extended the significant progress that has been made in counseling to student organizations.	3.43	0.69	Strongly Agree	Highly Capable
I am competent in applying realistic case studies during strategic planning to help Student Affairs service personnel acquire knowledge of handling students' organization.	3.40	0.71	Strongly Agree	Highly Capable
I am capable of teaching and training students, whether formal or informal, which are important roles of student affairs service personnel.	3.45	0.66	Strongly Agree	Highly Capable
Average	3.45	0.68	Strongly Agree	Highly Capable

Legend: 1.00-1.75 (Poorly capable); 1.76-2.50 (Moderately capable); 2.51-3.25 (Very capable); 3.26-4.00 (Highly capable)

The strong endorsement of multicultural competencies suggests that the institution effectively prepares professionals to engage with diverse student populations, fostering an inclusive campus environment (Rodriguez et al., 2019). This aligns with the importance of cultural competence in creating inclusive learning spaces (Pope et al., 2019). The respondents also indicated areas for improvement, notably in the use of realistic case studies during strategic planning, which received the lowest mean of 3.40 (SD = 0.71). While still considered "highly capable," this indicates that more training is needed to integrate such case studies into strategic planning effectively (Ogunode & Abubakar, 2023).

In conclusion, the data highlights the organization's strengths in preparing student affairs professionals in multicultural competency but also points to areas where further development, such as the incorporation of case studies in strategic planning, could enhance service capability.

Table 7 evaluates respondents' service capability in terms of Efficiency, with an average mean of 3.48 (SD = 0.68), indicating that they perceive themselves as "highly capable." High efficiency in student affairs can improve the quality of programs and services, ultimately contributing to better student outcomes and academic success (Ciobanu, 2013; Rozikin et al., 2020). The highest-rated item was "I supported the student organizations and motivated them in accomplishing the activities and events," with a mean of 3.52 (SD = 0.69). This reflects strong support from the Student Affairs department, which has contributed to the successful completion of activities and events, fostering collaboration and engagement within student organizations.

However, the lowest-rated item was "I was able to bring diverse members of the student organization together," with a mean of 3.42 (SD = 0.69), suggesting there is room for improvement in promoting inclusivity and cohesion among diverse members. While still perceived as highly capable, this result points to the need for enhanced strategies to promote intercultural understanding and collaboration. Fostering an inclusive environment within student organizations can increase creativity, innovation, and cultural exchange, benefiting both students and the campus community (Skinner, 2020). By offering training and resources focused on diversity and inclusion, institutions can support Student Affairs professionals in creating more cohesive and effective student organizations.

Table 7
Mean Distribution of Respondents' Assessment of Their Service Capability in terms of Efficiency

Items	Mean	Std. Deviation	Description	Interpretation
As one of the Student Affairs service personnel,				
I viewed myself as an efficient part of the team of the student organization.	3.48	0.65	Strongly Agree	Highly Capable
I helped the student organization in achieving success in the yearly program of activities.	3.52	0.67	Strongly Agree	Highly Capable
I supported the student organizations and motivate them in accomplishing the activities and events.	3.52	0.69	Strongly Agree	Highly Capable
I was able to bring diverse members of the student organization together.	3.42	0.69	Strongly Agree	Highly Capable
Average	3.48	0.68	Strongly Agree	Highly Capable

Legend: 1.00-1.75 (Poorly capable); 1.76-2.50 (Moderately capable); 2.51-3.25 (Very capable); 3.26-4.00 (Highly capable)

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Table 8 evaluates respondents' service capability in terms of Effectiveness, with an average mean of 3.40 (SD = 0.65), indicating a high level of capability. High effectiveness in service delivery significantly impacts student outcomes by ensuring that programs, services, and interventions are designed and delivered to maximize student development (Salandanan et al., 2021; Twum & Peprah, 2020). The highest-rated item was “I am assisting external and internal environments by analyzing strengths, weaknesses, opportunities, and threats,” with a mean of 3.42 (SD = 0.66). This suggests that respondents perceive the organization as highly effective in conducting SWOT (Strengths, Weaknesses, Opportunities, and Threats) analyses to inform decision-making and strategic planning, enabling a proactive response to changes.

Table 8
Mean Distribution of Respondents' Assessment of Their Service Capability in terms of Effectiveness

Items	Mean	Std. Deviation	Description	Interpretation
Student Affairs service personnel, I am				
Involve strategic planning by determining the elements that should be included and a timeline for serving the student organizations.	3.36	0.64	Strongly Agree	Highly Capable
Assisting external and internal environments by analyzing strengths, weaknesses, opportunities, and threats.	3.42	0.66	Strongly Agree	Highly Capable
Able to identify and analyze issues facing student organizations based on upcoming changes and challenges of the student's activities.	3.40	0.70	Strongly Agree	Highly Capable
Considering stakeholder analysis and identifying who is affected by or should be involved in the process of complying with the student organization's activities and events.	3.41	0.62	Strongly Agree	Highly Capable
Average	3.40	0.65	Strongly Agree	Highly Capable

Legend: 1.00-1.75 (Poorly capable); 1.76-2.50 (Moderately capable); 2.51-3.25 (Very capable); 3.26-4.00 (Highly capable)

In contrast, the lowest-rated item was “I am involved in strategic planning by determining the elements that should be included and a timeline for serving the student organizations,” with a mean of 3.36 (SD = 0.64). Although still considered “highly capable,” this result suggests there is room for improvement in involving personnel more actively in the planning process. Strategic planning is essential to align services and resources with student organizations’ needs, ensuring that resources are effectively

allocated to achieve impactful results. Institutions can improve this aspect by providing professional development opportunities and fostering a collaborative culture to strengthen the strategic planning process within Student Affairs.

Table 9
Mean Distribution of Respondents' Assessment of Their Service Capability in terms of Responsiveness

Items	Mean	SD	Description	Interpretation
I had access to information and digital communication with the student organization and my co- service personnel in the institution.	3.29	0.65	Strongly Agree	Highly capable
I experienced that technology maintenance largely varies in every department associated with finance and other demographic factors.	3.29	0.69	Strongly Agree	Highly capable
I experienced some favorable results in maintaining access to laptops and cell phones, due to universal ownership of these technology devices.	3.34	0.66	Strongly Agree	Highly capable
I constantly used the laptop and cell phone in preparing students' activities to anticipate and avoid breakdown and malfunction of the technology devices.	3.40	0.64	Strongly Agree	Highly capable
Average	3.33	0.66	Strongly Agree	Highly Capable

Legend: 1.00-1.75 (Poorly capable); 1.76-2.50 (Moderately capable); 2.51-3.25 (Very capable); 3.26-4.00 (Highly capable)

Table 9 presents the respondent's assessment of their service capability in terms of Responsiveness. The data revealed that the average means for service capability in terms of Responsiveness is 3.33 with an SD of 0.66 or "Highly capable". Service responsiveness requires individuals to be organized, efficient, and adept at prioritizing tasks (Coleman & Little, 2006). A high level of responsiveness can lead to streamlined processes, reduced waiting times, and efficient resource allocation. This can increase the productivity of the student affairs and Services Department, enabling them to handle a larger volume of student inquiries and requests effectively (UNR, 2023). Interview Respondent said, "Yes, it is important to be attending training to further develop yourself. In this way, you also will become more inclined to be innovative in your approach".

In line with this, the highest item for the respondent's assessment of their service capability in terms of Responsiveness is "I constantly used the laptop and cell phone in preparing students' activities to anticipate and avoid breakdown and malfunction of the technology devices." with a mean of 3.40 with an SD of 0.64 or "Highly capable". This implied that the respondents perceive a high level of capability within the organization when it comes to effectively utilizing technology devices for preparing students' activities. This implies that the organization has successfully integrated the use of laptops and cell phones to anticipate and prevent breakdowns or malfunctions during the preparation of student activities.

The high mean score indicates that the respondents are confident in their ability to leverage laptops and cell phones as tools to ensure the smooth functioning of technology devices. This suggests that the organization has equipped its personnel with the necessary skills and knowledge to effectively utilize these devices, mitigating potential technical issues and maintaining a high level of operational efficiency.

Also, technology has become an integral part of modern society, including the realm of Student Affairs. By utilizing laptops and cell phones, Student Affairs professionals can enhance their efficiency,

communication, and service delivery to students. These devices enable professionals to access resources, collaborate remotely, and stay connected with students. Technology utilization also facilitates the organization and preparation of students' activities, allowing for better coordination, documentation, and anticipation of potential breakdowns or malfunctions.

Student Affairs professionals who effectively employ technology devices can ensure a smooth and seamless experience for students, enhancing their engagement and overall satisfaction. Hence, it suggests that professionals are proficient in leveraging laptops and cell phones to ensure the smooth operation of technology during students' activities. The high capability rating reflects the professionals' dedication to providing a seamless and efficient experience for students, minimizing disruptions, and maximizing the benefits of technology.

On the contrary, the lowest item is “I had access to information and digital communication with the student organization and my co-service personnel in the institution.” with a mean of 3.29 with an SD of 0.65 or “Highly capable”. This implied that the respondents perceive a high level of capability within the organization when it comes to accessing information and utilizing digital communication tools. This implies that the organization has effectively provided personnel with the necessary means to access information and communicate digitally with student organizations and co-service personnel. The high mean score indicates that the respondents feel confident in their ability to access relevant information and engage in digital communication within the organization. This suggests that the organization has established robust systems and platforms that facilitate the flow of information and enable effective communication between different stakeholders.

Moreover, Access to information enables Student Affairs professionals to stay informed about the latest developments, policies, and resources relevant to student organizations and their needs. It allows them to gather data, research trends, and access relevant documents and materials that support their decision-making and service delivery. Having access to information ensures that professionals are up- to-date and equipped with the knowledge necessary to provide informed guidance and support to student organizations. Also, digital communication plays a vital role in connecting Student Affairs professionals with student organizations and their colleagues within the institution.

Table 10
Summary of Mean Distribution of Respondents' Assessment of their Service Capability

Indicators	Ave. Mean	SD	Description	Interpretation
Competency	3.45	0.68	Strongly Agree	Highly Capable
Efficiency	3.48	0.68	Strongly Agree	Highly Capable
Effectiveness,	3.40	0.65	Strongly Agree	Highly Capable
Responsiveness	3.33	0.66	Strongly Agree	Highly Capable
Overall mean	3.42	0.67	Strongly Agree	Highly Capable

Legend: 1.00-1.75 (Poorly capable); 1.76-2.50 (Moderately capable); 2.51-3.25 (Very capable); 3.26-4.00 (Highly capable)

Effective digital communication channels, such as email, instant messaging platforms, and video conferencing tools, facilitate efficient and timely communication. It allows professionals to collaborate, share information, discuss ideas, and address concerns in a convenient and accessible manner. Digital communication also promotes transparency, inclusivity, and responsiveness, ensuring that everyone involved in Student Affairs can stay connected and work together towards common goals. The summary of the mean distribution of respondents' assessment of their service capability shows an overall mean of 3.42 described as “Extremely capable”. Considering all indicators, efficiency got the highest average mean of 3.48 and the lowest was responsiveness with an average mean of 3.33.

3. How do the respondents assess their organizational flexibility in terms of:

- 3.1 Operational flexibility,
- 3.2 Structural flexibility,
- 3.3 Technological Flexibility, and
- 3.4 Financial flexibility?

Table 11 shows the respondent's assessment of their organizational flexibility in terms of Operational flexibility. The data revealed that the average means for organizational flexibility in terms of Operational flexibility is 3.48 with an SD of 0.71 or "Highly flexible". "Good practice in student affairs and services entails setting high expectations for student learning and development", P1, promoting active engagement in the learning process, developing ethical standards, using resources effectively, building supportive and inclusive communities, and forging educational partnerships (UNR, 2023). If an individual has high operational flexibility, it can help student affairs professionals to address the various challenges that they face in the current context of higher education, including changing student demographics, accountability demands, increasing costs, and ethical issues on campuses (Ciobanu, 2013). This flexibility can also help them to respond to the top concerns of student affairs officers on college campuses, which include student mental health and well-being (Inside Higher Ed, 2020).

Moreover, the highest item for the respondent's assessment of their organizational flexibility in terms of Operational flexibility is "I followed the organizational guidelines and policies in the execution of duties and responsibilities." with a mean of 3.59 with an SD of 0.67 or "Highly flexible". This implies that the respondents perceive a high level of adherence to guidelines and policies within the organization.

Table 11
Mean Distribution of Respondents' Assessment of Their Organizational Flexibility in terms of Operational Flexibility

Items The organization	Mean	Std. Deviation	Description	Interpretation
Favors strategic planning for the safety of the students and employees during the conduct of activities.	3.54	0.67	Strongly Agree	Highly flexible
Considers the limitations of the budget per organization and how to minimize using it.	3.56	0.67	Strongly Agree	Highly flexible
Follows the organizational guidelines and policies in the execution of duties and responsibilities.	3.59	0.67	Strongly Agree	Highly flexible
Reaches the goals and objectives of the institution due to the incentive system offered by Student Affairs.	3.23	0.83	Agree	Moderately flexible
Average	3.48	0.71	Strongly Agree	Highly flexible

Legend: 1.00-1.75 (Very poorly flexible); 1.76-2.50 (Poorly flexible); 2.51-3.25 (Moderately flexible); 3.26-4.00 (Highly flexible)

This implies that the organization has effectively established and communicated guidelines and policies, and personnel are committed to following them in the execution of their duties and responsibilities. The high mean score suggests that the respondents feel confident in their ability to comply with organizational guidelines and policies. Interviewee mentioned that "Yes, efficient processes and procedures can help service personnel to complete their tasks more quickly and accurately. This means that they can serve more customers in less time and reduce the likelihood of errors or delays, which can lead to customer dissatisfaction and frustration".

This reflects a culture of professionalism, accountability, and adherence to established norms and standards within the organization. In addition, following organizational guidelines and policies ensures

consistency, standardization, and compliance within Student Affairs. Professionals who adhere to these guidelines are equipped with a framework that helps them make informed decisions, prioritize tasks, and allocate resources effectively. By following established protocols, professionals can ensure that their actions align with the mission, vision, and values of the institution. This promotes a cohesive and unified approach to service delivery and fosters a sense of trust and reliability among student organizations and other stakeholders.

Hence, the rating suggests that professionals understand the importance of adherence to established protocols and are skilled at implementing them in their day-to-day operations. It signifies their ability to navigate organizational structures, policies, and procedures effectively, enabling them to carry out their duties and responsibilities with efficiency and professionalism. Professionals who prioritize operational flexibility by following guidelines and policies contribute to the overall effectiveness and success of Student Affairs in supporting student organizations.

In contrast, the lowest item is “I reached the goals and objectives of the institution due to the incentive system offered by Student Affairs.” With a mean of 3.23 with an SD of 0.83 or “Moderately flexible”. Incentive systems play a crucial role in motivating individuals and fostering a sense of achievement. An institutional policy to provide tangible rewards or recognition that can inspire student organizations to excel in their roles and strive towards the objectives of the institution and institutional efforts to address equity, diversity, and inclusion in educational settings (Tamtik & Guenter, 2019).

By aligning incentives with the goals and objectives, every unit of the organization can create a supportive and motivating environment that encourages professionals to go above and beyond in their work. Incentive systems can include various elements such as performance-based bonuses, recognition programs, professional development opportunities, or other forms of rewards that acknowledge and celebrate accomplishments. While this rating indicates that professionals acknowledge the influence of incentives in driving performance, it also indicates that there is room for improvement in leveraging the incentive system more effectively. This may involve evaluating the current incentive structure, aligning incentives more closely with the institution's goals, and providing clear and transparent criteria for rewarding achievements. By enhancing the incentive system, “Student Affairs can further motivate professionals and foster a culture of goal attainment and continuous improvement”. P2

Table 12
Mean Distribution of Respondents' Assessment of Their Organizational Flexibility in terms of Structural Flexibility

Items	Mean	Std. Deviation	Description	Interpretation
The organization				
Follows the organizational structure and policies in the execution of students' activities.	3.50	0.69	Strongly Agree	Highly flexible
Applies innovations and techniques in moderating students' events.	3.40	0.70	Strongly Agree	Highly flexible
Observes horizontal vertical functions in handling student organizations' activities.	3.36	0.69	Strongly Agree	Highly flexible
Applies the necessary changes in line with the mission of the school in attaining the objectives of the student organization.	3.41	0.72	Strongly Agree	Highly flexible
Average	3.42	0.70	Strongly Agree	Highly flexible

Legend: 1.00-1.75 (Very poorly flexible); 1.76-2.50 (Poorly flexible); 2.51-3.25 (Moderately flexible); 3.26-4.00 (Highly flexible)

This implies that the respondents perceive a moderate level of effectiveness in achieving the goals and objectives of the institution through the incentive system provided by the Student Affairs department.

This implies that while the incentive system is in place and practiced, there may be room for improvement in terms of its impact on goal attainment. The moderate mean score indicates that the respondents believe that the incentive system offered by Student Affairs contributes to their ability to reach the goals and objectives of the institution, albeit with some variability in responses. This suggests that the incentive system has the potential to motivate and incentivize personnel to perform at a higher level and contribute to the overall success of the institution.

Table 12 demonstrates the respondent's assessment of their organizational flexibility in terms of Structural flexibility. The data revealed that the average means for organizational flexibility in terms of Structural flexibility is 3.42 with an SD of 0.70 or "Highly flexible". "Good practice in student affairs and services involves setting high expectations for student learning and development", P4, promoting engagement, and building supportive communities (Brajkovic, 2020). High structural flexibility can help professionals address challenges in higher education, including changing demographics and ethical issues (Ludeman et al., 2009). It can also help them respond to top concerns such as student mental health and well-being (UNESDOC, 2009). Therefore, if a person has high structural flexibility in student affairs and services, it can lead to better outcomes in terms of student success and well-being.

Consequently, the highest item for the respondent's assessment of their organizational flexibility in terms of Structural flexibility is "I followed the organizational structure and policies in the execution of students' activities." with a mean of 3.50 with an SD of 0.69 or "Highly flexible". In the organizational structure, professionals can identify their respective roles and responsibilities, understand reporting lines, and effectively communicate and collaborate with colleagues. This fosters a sense of order and clarity within Student Affairs, promoting smooth workflow and efficient execution of students' activities.

Adhering to policies also ensures consistency and compliance with institutional guidelines, promoting fairness, transparency, and accountability in decision-making processes. This implies that the respondents perceive a high level of adherence to the organizational structure and policies within the organization. This implies that personnel consistently adhere to the established structure and policies when executing students' activities. The high mean score suggests that the respondents feel confident and committed to following the organizational structure and policies.

This reflects a culture of discipline, order, and adherence to established guidelines within the organization. Thus, It fosters clarity, order, and accountability within the organization, facilitating smooth workflow and the efficient execution of students' activities. The perception of being highly practiced indicates professionals' understanding of the significance of the organizational structure and their ability to implement it effectively. By prioritizing structural flexibility, professionals contribute to the overall success of Student Affairs by promoting efficient communication, collaboration, and adherence to policies.

Contrasted, the lowest item is "I observed horizontal and vertical functions in handling student organizations' activities." with a mean of 3.36 with an SD of 0.69 or "Highly flexible". Strategic planning is a crucial process that enables Student Affairs professionals to align their services and resources with the goals and needs of student organizations. "By engaging in strategic planning, professionals can establish a clear vision, set objectives, identify key elements, and define a timeline for delivering effective services to student organizations", P3.

Strategic planning helps professionals make informed decisions, allocate resources efficiently, and implement initiatives that promote the growth and success of student organizations (Hogan, 2023). It ensures that services are delivered in a coordinated and intentional manner, maximizing the impact on student engagement and achievement. This implies that the respondents perceive a high level of

practice in implementing both horizontal and vertical functions within the organization when handling student organizations' activities. This implies that the organization effectively integrates both horizontal collaborations across different departments and vertical coordination within the hierarchy to ensure the smooth execution of student organizations' activities.

The high mean score indicates that the respondents feel confident in their ability to observe and implement both horizontal and vertical functions when dealing with student organizations' activities. Abdunazarov, R. (2022). Thus, “strategic planning ensures that services are purposeful, aligned with organizational objectives, and delivered systematically” P4. The positive perception of professionals' capability in this area signifies their contributions to effective planning processes, which can positively impact the growth, development, and overall experience of student organizations.

Also, the results emphasize the need for continuous improvement in strategic planning practices. While the mean score indicates a high level of capability, institutions can leverage the feedback received to enhance professionals' involvement in strategic planning by providing additional training, resources, and support. This reflects a culture of cross-departmental collaboration and clear communication channels within the organization.

Table 13 outlines the respondent's assessment of their organizational flexibility in terms of Technological flexibility. The data revealed that the average means for organizational flexibility in terms of Technological flexibility is 3.33 with an SD of 0.69 or “Highly flexible”. According to Barak & Levenberg (2016) on flexible thinking, which is a higher-order thinking skill important for learning in technology- enhanced environments, a person with high technological flexibility is more likely to have behavioral engagement and better academic performances in an e-learning environment.

Table 13
Mean Distribution of Respondents' Assessment of Their Organizational Flexibility in terms of Technological Flexibility

Items	Mean	Std. Deviation	Description	Interpretation
The organization				
Access reliable Wi-Fi in school during the strategic planning for students' activities.	3.28	0.72	Strongly Agree	Highly flexible
Uses new technology in conducting training for the students to enhance learning with additional materials.	3.31	0.66	Strongly Agree	Highly flexible
Collaborates with my fellow service personnel on the tools used in technology to engage students in the planning and learning process.	3.38	0.68	Strongly Agree	Highly flexible
Uses technology for creative and critical-thinking tasks during student activities.	3.34	0.68	Strongly Agree	Highly flexible
Average	3.33	0.69	Strongly Agree	Highly flexible

Legend: 1.00-1.75 (Very poorly flexible); 1.76-2.50 (Poorly flexible); 2.51-3.25 (Moderately flexible); 3.26-4.00 (Highly flexible)

This suggests that if a student has high technological flexibility, they are more likely to benefit from online learning and technology-based academic advising services (NACADA, 2013). Therefore, student affairs and services may need to consider incorporating tools such as the Flexible Thinking in Learning (FTL) scale to measure students' technological flexibility and provide them with appropriate support and resources to enhance their learning experience (Kokoç, 2019). The interviewee stated that Student Affairs may “Improve technology-related facilities” P12 for improving the services of the unit.

Moreover, the highest item for the respondent's assessment of their organizational flexibility in terms of Technological flexibility is “I collaborated with my fellow service personnel on the tools used in technology to engage students in the planning and learning process.” with a mean of 3.38 with an

SD of 0.68 or “Highly flexible”. This implies that the respondents perceive a high level of practice in collaborating with their fellow service personnel on technology tools to engage students. Also, collaboration among service personnel is essential in leveraging technology effectively. By working together, professionals can share knowledge, expertise, and best practices related to technological tools and platforms. Collaborative efforts ensure that technology is used strategically to engage students in the planning and learning process, promoting interactive and innovative approaches.

By collaborating, professionals can harness the power of technology to create meaningful learning experiences, facilitate communication, and streamline administrative tasks. This implies that the organization fosters a culture of collaboration and teamwork, where personnel effectively utilize technology to enhance the planning and learning experiences of students. The high mean score indicates that the respondents feel confident and skilled in collaborating with their colleagues on technology tools. This reflects a culture of knowledge-sharing, cooperation, and innovation within the organization. Hence, the rating indicates professionals' understanding of the importance of collaboration in leveraging technology effectively. It demonstrates their ability to work together, share ideas, and collectively explore the possibilities of technology to engage students. Professionals who prioritize technological flexibility contribute to the overall effectiveness of Student Affairs by embracing technological advancements and utilizing them to enhance student experiences and outcomes.

Hence, collaborating on the tools used in technology enables professionals to leverage digital platforms and resources effectively to engage students in the planning and learning process (Smith, 2023). The perception of being highly practiced indicates professionals' understanding of the importance of collaboration and their ability to work together to harness technology for student engagement. By prioritizing technological flexibility, professionals contribute to the overall success of Student Affairs by utilizing technology as a strategic tool to enhance student experiences and outcomes.

Table 14

Mean Distribution of Respondents' Assessment of Their Organizational Flexibility in terms of Financial Flexibility

Items	Mean	Std. Deviation	Description	Interpretation
The school management				
Applies financial flexibility for greater access to financial chance and to raise funds for combating the unexpected financial situation.	3.32	0.68	Strongly Agree	Highly flexible
Monitors to hold better cash and budget position to grab favorable results from students' activities and events.	3.32	0.66	Strongly Agree	Highly flexible
Expands students' activities and carefully managed the services for the financial arena.	3.28	0.69	Strongly Agree	Highly flexible
Applies financial flexibility as one of the best tools to combat Students Affairs personnel services activities problems.	3.36	0.72	Strongly Agree	Highly flexible
Average	3.32	0.69	Strongly Agree	Highly flexible

Legend: 1.00-1.75 (Very poorly flexible); 1.76-2.50 (Poorly flexible); 2.51-3.25 (Moderately flexible); 3.26-4.00 (Highly flexible)

On one hand, the lowest item is “I accessed reliable Wi-Fi in school during the strategic planning for students' activities.” with a mean of 3.28 with an SD of 0.72 or “Highly flexible”. In addition, reliable Wi-Fi connectivity plays a crucial role in supporting the strategic planning process. Professionals rely on the internet to access online platforms, databases, and resources that aid in gathering information and conducting research. It enables them to stay connected with colleagues, communicate with student

organizations, and access real-time information. The availability of reliable Wi-Fi empowers professionals to leverage technology tools and platforms to enhance the strategic planning process and make informed decisions (Dresser et al., 2020).

This implies that the respondents perceive a relatively high level of practice in accessing reliable Wi-Fi for strategic planning related to students' activities. This implies that the organization has established and maintained a reliable Wi-Fi infrastructure that enables personnel to effectively utilize digital resources and tools during the planning process. The high mean score indicates that the respondents feel confident in their ability to access reliable Wi-Fi for strategic planning (Dresser et al., 2020).

This reflects a positive experience and the availability of technological resources within the school environment. Thus, the rating indicates that professionals understand the importance of a stable internet connection and have consistently been able to access reliable Wi-Fi in their work environment. It reflects their ability to leverage digital resources and online platforms effectively to support the strategic planning process. Professionals who prioritize and have access to reliable Wi-Fi contribute to the efficiency and effectiveness of Student Affairs in supporting student organizations (Smith, 2023).

Table 14 outlines the respondent's assessment of their organizational flexibility in terms of financial flexibility. The data revealed that the average means for organizational flexibility in terms of financial flexibility is 3.32 with an SD of 0.69 or "Extremely flexible". According to research in the field of student affairs, having strong financial knowledge and decision-making skills can greatly benefit college students in their personal and academic lives (Chamberlain, 2018). When students are financially flexible, they can better manage their finances and make informed decisions about their futures (Suknanan, 2021). This can lead to reduced stress and anxiety, which in turn can positively impact their overall well-being. Additionally, schools can play a crucial role in helping students develop financial literacy by providing opportunities for learning and teaching practical financial skills (CFPB, 2023).

Moreover, the highest item for the respondent's assessment of their organizational flexibility in terms of Financial flexibility is "The school management applied financial flexibility as one of the best tools to combat Students Affairs personnel services activities problems." with a mean of 3.36 with an SD of 0.72 or "Highly flexible". "Applying financial flexibility entails strategic financial planning and management practices within Student Affairs" P3. It involves the school management understanding the dynamic nature of the personnel services activities and allocating appropriate financial resources to address emerging needs and challenges. Financial flexibility allows for the allocation of funds (Almagtome, 2019) in a responsive and adaptable manner, enabling Student Affairs personnel to effectively execute their duties and provide high-quality support to students. It helps in maintaining a robust and well-functioning support system by ensuring the availability of resources for personnel, training, programming, and student initiatives. Also, this implies that the respondents perceive a relatively high level of practice in the application of financial flexibility by the school management to address problems related to Students Affairs personnel services activities.

This implies that the school management has recognized the importance of financial flexibility and actively utilizes it as a tool to overcome challenges and ensure the smooth operation of Students Affairs personnel services activities. The high mean score indicates that the respondents believe that financial flexibility is effectively applied by the school management. This reflects the management's commitment to allocating and managing financial resources flexibly (Habib, 2021) and adaptively to address the specific needs and requirements of Students Affairs personnel services activities.

On one hand, the lowest item is "The school management expanded students' activities and carefully managed the services for the financial arena." with a mean of 3.28 with an SD of 0.69 or "Highly flexible". This implies that the respondents perceive a relatively high level of practice in the school

management's expansion of students' activities and careful management of services in the financial arena. This implies that the school management has taken proactive measures to broaden the scope of students' activities and ensure efficient financial management to support those activities. The high mean score indicates that the respondents believe that the school management has effectively expanded students' activities and demonstrated careful management of the financial services. This reflects a positive perception of the management's efforts to provide diverse and enriching experiences for students while maintaining a responsible approach to financial management (Jasmis et al., 2021)

Thus, the rating reflects professionals' acknowledgment of the school management's efforts in understanding the importance of financial flexibility and their ability to allocate resources strategically. It indicates “a positive perception of the organization's commitment to providing adequate financial support, which enables Student Affairs personnel to deliver quality services and overcome challenges effectively” P2. Therefore, by understanding the dynamic nature of the support system and allocating resources strategically, the school management demonstrates its commitment to addressing the evolving needs and challenges faced by Student Affairs personnel. The perception of being highly practiced indicates professionals' recognition of the school management's efforts and the positive impact of financial flexibility on their ability to provide effective support to students. By applying financial flexibility, the school management contributes to the overall success and effectiveness of Student Affairs by ensuring the availability of resources to meet personnel and student needs. (Burnside et al., 2019).

Table 15
Summary of Mean Distribution of Respondents' Assessment of their Organizational Flexibility

Indicators	Ave. Mean	Std. Deviation	Description	Interpretation
Operational Flexibility	3.48	0.71	Strongly Agree	Highly flexible
Structural flexibility	3.42	0.70	Strongly Agree	Highly flexible
Technological Flexibility	3.33	0.69	Strongly Agree	Highly flexible
Financial flexibility	3.32	0.69	Strongly Agree	Highly flexible
Overall Mean	3.39	0.70	Strongly Agree	Highly flexible

Legend: 1.00-1.75 (Very poorly flexible); 1.76-2.50 (Poorly flexible); 2.51-3.25 (Moderately flexible); 3.26-4.00 (Highly flexible)

The summary of the mean distribution of respondents' assessment of their organizational flexibility depicts an overall mean of 3.39 described as “Highly flexible”. Considering all indicators, operational flexibility got the highest average mean of 3.48 and the lowest was financial flexibility with an average mean of 3.32.

4. How do the respondents assess their performance in terms of:

4.1 Self-management;

4.2 Professionalism and Ethics;

4.3 People Management and Development; and

4.4 Result focus?

Table 16 discusses the respondent's assessment of their performance in terms of Self-management. The data revealed that the average means for respondent's performance in terms of Self- management is 3.33 with an SD of 0.72 or “Very high service performance”. Individuals with high self-management performance take ownership of their responsibilities and actions. They are reliable and committed to meeting their obligations. This personal accountability can foster a sense of trust and confidence from

students, colleagues, and stakeholders in the institution. It also contributes to a positive work environment and collaboration within the student affairs and services team (Hogan, 2023).

Table 16
Mean Distribution of Respondents' Assessment of Their Performance in terms of Self-management

Items	Mean	Std. Deviation	Description	Interpretation
As personnel,				
I was able to manage the number of programs and/or attendance at each student organization.	3.31	0.72	Strongly Agree	Very High service performance
I was able to manage the number/percentage of students in organizations.	3.33	0.70	Strongly Agree	Very High service performance
I monitored the officer/student leader outcomes.	3.32	0.75	Strongly Agree	Very High service performance
I was able to moderate the participation of students and officers in elections.	3.35	0.72	Strongly Agree	Very High service performance
Average	3.33	0.72	Strongly Agree	Very High service performance
<i>Legend: 1.00-1.75 (Very low service performance); 1.76-2.50 (Low service performance); 2.51-3.25 (High service performance); 3.26-4.00 (Very high service performance)</i>				

Furthermore, the highest item for the respondent's assessment of their performance in terms of Self-management is "I was able to moderate the participation of students and officers in elections." with a mean of 3.35 with an SD of 0.72 or "Very high service performance". Moderating the participation of students and officers in elections requires strong self-management skills. Professionals must demonstrate the ability to maintain composure, fairness, and objectivity while overseeing the election process. They need to create an inclusive and transparent environment that encourages active student engagement and promotes democratic decision-making. Effective self-management allows professionals to navigate complex situations, address conflicts, and ensure a fair and orderly election process. This implies a relatively high level of service performance in moderating the participation of students (Mostert & Pienaar, 2020) and officers in elections. This implies that the respondent, as well as the organization, has demonstrated effective skills and capabilities in ensuring fair and inclusive election processes. The high mean score suggests that the respondent feels confident and competent in moderating the participation of students and officers in elections. This reflects the individual's ability to effectively manage and facilitate the election process, ensuring that it is conducted in a transparent, impartial, and inclusive manner. Hence, the rating indicates professionals' confidence in their ability to exhibit self-control, impartiality, and effective decision-making during this critical process. It reflects their capacity to handle the dynamics of elections, manage different perspectives, and create an environment that promotes student involvement and democratic principles.

Moreover, professionals who excel in self-management skills create an atmosphere conducive to fair and inclusive elections, fostering student engagement and democratic practices. The perception of very high service performance suggests professionals' confidence in their ability to exhibit self-control, fairness, and effective decision-making (Mostert & Pienaar, 2020). By demonstrating strong self-management skills, professionals contribute to the overall success of Student Affairs by ensuring a smooth and transparent election process that empowers student voices and upholds democratic values.

In contrast, the lowest item is "I was able to manage the number of programs and/or attendance at each student organization." with a mean of 3.31 with an SD of 0.72 or "Very high service performance". Managing the number of programs and attendance at student organizations is a multifaceted task. Professionals must consider factors such as available resources, time constraints, student interests, and organizational objectives. Effective management involves strategizing the program calendar, evaluating the capacity of each student organization to handle events, and ensuring a balanced and

diverse range of programs. It also entails monitoring and promoting attendance, implementing marketing and communication strategies, and evaluating the success of each program to make informed decisions for future events.

This implies a very high level of service performance in managing the programs and attendance of student organizations. Hence, the rating indicates professionals' confidence in their ability to effectively plan, coordinate, and execute programs while ensuring optimal attendance. It reflects their capacity to balance the demands of multiple student organizations, allocate resources appropriately, and provide engaging and relevant programming opportunities. Professionals who excel in this aspect of their role contribute to the vibrancy and success of student organizations within Student Affairs. This implies that the respondent, as well as the organization, has demonstrated effective skills and capabilities in ensuring successful (Burnside et al., 2019) and well-attended programs for student organizations. The high mean score indicates that the respondent feels confident and competent in managing the number of programs and/or attendance at each student organization. This reflects the individual's ability to effectively plan, coordinate, and execute various programs, ensuring a balanced and engaging calendar of activities for student organizations. Thus, professionals who demonstrate very high service performance in this area possess the skills and expertise to plan and coordinate diverse programs while maximizing student engagement. The perception of very high service performance indicates professionals' confidence in their ability to balance resources, evaluate organizational capacity, and provide impactful programming opportunities. By effectively managing the number of programs and attendance, professionals contribute to the overall success and satisfaction of student organizations within Student Affairs.

Table 17
Mean Distribution of Respondents' Assessment of Their Performance in terms of Professionalism and Ethics

Items	Mean	Std. Deviation	Description	Interpretation
I am accountable for the impact of events sponsored by the office.	3.41	0.71	Strongly Agree	Very High service performance
I participated in the determination of service- learning courses and satisfaction students in the organization.	3.44	0.69	Strongly Agree	Very High service performance
I respected co-service personnel's opinions and suggestions for favorable outcomes of the student organization activities.	3.57	0.67	Strongly Agree	Very High service performance
I was able to practice the right decision-making in the students' organization activities and events.	3.48	0.65	Strongly Agree	Very High service performance
Average	3.48	0.68	Strongly Agree	Very High service performance

Legend: 1.00-1.75 (Very low service performance); 1.76-2.50 (Low service performance); 2.51-3.25 (High service performance); 3.26-4.00 (Very high service performance)

Table 17 defines the respondent's assessment of their performance in terms of Professionalism and ethics. The data revealed that the average means for respondent's performance in terms of Professionalism and ethics is 3.48 with an SD of 0.68 or "Very high service performance". Demonstrating a high level of professionalism and ethics builds trust and credibility among students, colleagues, and other stakeholders (West, 2019).

When students perceive student affairs professionals as trustworthy and ethical, they are more likely to seek their guidance and support. Also, student affairs professionals often face complex ethical

dilemmas that require careful consideration and judgment. Someone with a high level of professionalism and ethics is more likely to approach these situations with ethical principles in mind, making sound decisions that prioritize the well-being and best interests of students (Henning & Roberts, 2023).

Consequently, the highest item for the respondent's assessment of their performance in terms of Professionalism and ethics is "I respected co-service personnel's opinions and suggestions for favorable outcomes of the student organization activities." with a mean of 3.57 with an SD of 0.67 or "Very high service performance". This statement highlights the importance of displaying professionalism and ethical conduct (Henning & Roberts, 2023) in respecting the opinions and suggestions of co-service personnel within Student Affairs. Demonstrating respect for colleagues' perspectives fosters a collaborative and inclusive environment that promotes teamwork, effective decision-making, and positive outcomes for student organization activities. This implies a very high level of service performance in managing the programs and attendance of student organizations. This implies that the respondent, as well as the organization, has demonstrated effective skills and capabilities in ensuring successful and well-attended programs for student organizations. The high mean score indicates that the respondent feels confident and competent in managing the number of programs and/or attendance at each student organization. This reflects the individual's ability to effectively plan, coordinate, and execute various programs, ensuring a balanced and engaging calendar of activities for student organizations. Hence, respecting the opinions and suggestions of co-service personnel is essential for creating a supportive and cohesive work environment. It requires professionals to value the expertise, experiences, and insights of their colleagues. (Pope et al., 2019).

By actively listening and considering different viewpoints, professionals can leverage the collective knowledge and skills of the team to enhance the planning, execution, and evaluation of student organization activities. Respecting the opinions and suggestions of others also demonstrates professionalism and ethical behavior by promoting fairness, open-mindedness, and mutual respect within the workplace. Also, the rating indicates professionals' confidence in their ability to establish and maintain positive working relationships with colleagues. It reflects their commitment to creating an inclusive and collaborative culture that values diverse perspectives and fosters a supportive and respectful work environment. Professionals who demonstrate high levels of professionalism and ethical conduct contribute to the overall success and well-being of the Student Affairs team (Henning & Roberts, 2023).

On the contrary, the lowest item is "I am accountable for the impact of events sponsored by the office." with a mean of 3.41 with an SD of 0.71 or "Very high service performance". Accountability is a crucial aspect of professional conduct within Student Affairs. Professionals must recognize that their actions and decisions directly contribute to the success or failure of events and programs. They must be willing to take ownership of their responsibilities, demonstrate integrity in their work, and actively seek opportunities for improvement. By being accountable, professionals enhance their credibility and reputation, gain the trust of stakeholders, and ensure the continued growth and development of the office. Also, this implied a very high level of service performance in terms of accountability for the impact of sponsored events (Bingham et al., 2023).

This implies that the respondent, as well as the office, has demonstrated a strong commitment to ensuring the successful and impactful outcomes of sponsored events. The high mean score indicates that the respondent feels a strong sense of responsibility and ownership for the impact of the events sponsored by the office. This reflects the individual's dedication to planning, organizing, and evaluating events in a manner that ensures they are meaningful, relevant, and impactful for the intended audience.

Thus, professionals who exhibit very high service performance in this aspect demonstrate their commitment to taking responsibility for the outcomes and impact of their initiatives. The perception of very high service performance suggests professionals' confidence in their ability to evaluate the success of events, seek feedback from stakeholders, and make necessary improvements. By being accountable, professionals contribute to the overall effectiveness and success of the office, ensuring that events sponsored by the office continue to meet the needs and expectations of students and stakeholders (Henning & Roberts, 2023).

Table 18 evaluates the respondent's assessment of their performance in terms of People management and development. The data revealed that the average means for respondent's performance in terms of People management and development is 3.42 with an SD of 0.70 or "Very high service performance". Effective people management and development directly impact the student experience. When staff members in student affairs and services are well-managed, motivated, and engaged, they are more likely to provide high-quality services and support to students. (Henning & Roberts, 2023). This, in turn, contributes to a positive and fulfilling student experience.

Table 18
Mean Distribution of Respondents' Assessment of Their Performance in terms of People Management and Development

Items	Mean	Std. Deviation	Description	Interpretation
As personnel,				
I engaged in knowledge sharing with the student organization for a better output of the activities.	3.52	0.69	Strongly Agree	Very High service performance
I employed strategic leadership to the student organization leaders for a favorable performance.	3.41	0.70	Strongly Agree	Very High service performance
I applied a learning process of mentoring the members of the student organization	3.39	0.71	Strongly Agree	Very High service performance
I monitored the competency development of the leaders of the student organization for favorable outcomes of the activities.	3.35	0.68	Strongly Agree	Very High service performance
Average	3.42	0.70	Strongly Agree	Very High service performance

Legend: 1.00-1.75 (Very low service performance); 1.76-2.50 (Low service performance); 2.51-3.25 (High service performance); 3.26-4.00 (Very high service performance)

In connection to this, the highest item for the respondent's assessment of their performance in terms of People management and development is "I engaged in knowledge sharing with the student organization for a better output of the activities." with a mean of 3.52 with an SD of 0.69 or "Very high service performance". This implies a very high level of service performance in terms of knowledge sharing with the student organization. Also, knowledge sharing is a vital component of effective student organization management (Small, 2023).

Professionals within Student Affairs possess valuable expertise and insights that can benefit student organizations. By actively sharing their knowledge and experiences, professionals empower students to make informed decisions, develop new skills, and create meaningful activities. Knowledge sharing promotes a culture of learning, growth, and innovation within student organizations, ultimately leading to improved outputs and outcomes. This implies that the respondent, as well as the organization, has demonstrated a strong commitment to sharing knowledge and expertise to enhance the outcomes of the activities conducted by student organizations. The high mean score indicates that the respondent

actively engages in knowledge sharing with the student organization. This reflects the individual's willingness to collaborate, mentor, and provide valuable insights and guidance to the student organization members, contributing to their learning, growth, and the overall success of their activities. Hence, the perception of very high service performance suggests professionals' confidence in their ability to foster a culture of collaboration, learning, and innovation. By engaging in knowledge sharing, professionals contribute to the growth, development, and overall success of student organizations within Student Affairs (Magolda et al., 2023).

On the other hand, the lowest item is "I monitored the competency development of the leaders of the student organization for favorable outcomes of the activities." with a mean of 3.35 with an SD of 0.68 or "Very high service performance". This implies a very high level of service performance in terms of monitoring the competency development of student organization leaders. Hence, knowledge sharing is a vital component of effective student organization management. Professionals within Student Affairs possess valuable expertise and insights that can benefit student organizations. By actively sharing their knowledge and experiences, professionals empower students to make informed decisions, develop new skills, and create meaningful activities. Knowledge sharing promotes a culture of learning, growth, and innovation within student organizations (Magolda et al., 2023) ultimately leading to improved outputs and outcomes. This implies that the respondent, as well as the organization, has demonstrated a strong commitment to supporting and enhancing the leadership skills and competencies of student organization leaders.

The high mean score indicates that the respondent actively monitors and assesses the competency development of student organization leaders. This reflects the individual's dedication to ensuring that the leaders have the necessary skills, knowledge, and capabilities to effectively lead and achieve favorable outcomes in the activities conducted by the student organizations. Thus, the perception of very high service performance suggests professionals' confidence in their ability to foster a culture of collaboration, learning, and innovation. By engaging in knowledge sharing, professionals contribute to the growth, development, and overall success of student organizations within Student Affairs (Bingham, 2023).

Table 19
Mean Distribution of Respondents' Assessment of Their Performance in terms of Result focus

Items	Mean	Std. Deviation	Description	Interpretation
As personnel,				
I focused on the quality of work and performance in dealing with the activities.	3.50	0.65	Strongly Agree	Very High service performance
I strictly followed the timeline of the activities and tasks.	3.35	0.70	Strongly Agree	Very High service performance
I applied the task rotation of student leaders in the student organization for favorable results of the activities.	3.34	0.73	Strongly Agree	Very High service performance
I focused on the frequency of computer usage by the student leaders of the student organization for rapid completion of their reports.	3.21	0.76	Agree	High service performance
Average	3.35	0.71	Strongly Agree	Very High service performance

Legend: 1.00-1.75 (Very low service performance); 1.76-2.50 (Low service performance); 2.51-3.25 (High service performance); 3.26-4.00 (Very high service performance)

Table 19 illustrates the respondent's assessment of their performance in terms of Result focus. The data revealed that the average means for respondent's performance in terms of Result focus is 3.35 with an SD of 0.71 or "Very high service performance". A result-focused individual will continuously seek opportunities to improve performance in student affairs and services. They will analyze data, assess outcomes, and identify areas for enhancement. This can result in the implementation of strategies and initiatives that lead to positive outcomes and better services for students. Moreover, while a high focus on results can bring positive outcomes, it should be balanced with other factors such as ethics, student well-being, and the development of a supportive and inclusive environment. Striking the right balance is essential for ensuring holistic student success and well-rounded student affairs and services.

Furthermore, the highest item for the respondent's assessment of their performance in terms of Result focus is "I focused on the quality of work and performance in dealing with the activities." with a mean of 3.50 with an SD of 0.65 or "Very high service performance".

This implies a very high level of service performance in terms of emphasizing quality in work and performance. Moreover, a strong emphasis on result focus is crucial in the context of Student Affairs. By prioritizing the quality of work and performance, professionals ensure that their efforts align with the desired outcomes and contribute to the overall success of the activities. Result focus allows professionals to maintain a clear vision of their objectives and consistently strive for excellence in their work (Bingham, 2023).

This reveals that the respondent, as well as the organization, has demonstrated a strong commitment to delivering high-quality work and performance in the activities they are involved in. The high mean score indicates that the respondent places a strong emphasis on ensuring the quality of their work and performance. This reflects their dedication to excellence, attention to detail, and a desire to consistently deliver outcomes that meet or exceed expectations. Hence, professionals who demonstrate very high service performance in this aspect prioritize the quality of work and performance to ensure the attainment of desired outcomes. The perception of very high service performance suggests professionals' confidence in their ability to set clear goals, implement effective strategies, and deliver high-quality results. By focusing on results, professionals contribute to the overall success and impact of activities within the realm of Student Affairs.

In comparison, the lowest item is "I focused on the frequency of computer usage by the student leaders of the student organization for rapid completion of their reports." with a mean of 3.21 with an SD of 0.76 or "High service performance". This implies a high level of service performance in terms of emphasizing the frequency of computer usage for efficient report completion. Moreover, Focusing on the frequency of computer usage reflects professionals' recognition of the importance of technology in streamlining processes and enhancing efficiency. In today's digital age, computers play a crucial role in data management, report generation, and communication. By emphasizing the frequency of computer usage, professionals aim to ensure that student leaders have regular access to technology resources, enabling them to complete their reports on time. (Tull et al., 2023).

This implies that the respondent recognizes the importance of utilizing computer technology and encourages student leaders to make effective use of computers to expedite the report completion process. The high mean score indicates that the respondent considers the frequency of computer usage as a significant factor in ensuring the timely completion of reports by student leaders.

This reflects the individual's awareness of the advantages of using computers for efficient data processing, analysis, and report generation. Thus, it suggests a slightly lower performance compared to other items, it still reflects a satisfactory level of service performance. Professionals recognize the value of technology in streamlining processes and emphasize (Small, 2023) the need for student leaders

to have regular access to computers for rapid report completion. By focusing on the frequency of computer usage, professionals contribute to the efficiency and effectiveness of student organization activities within Student Affairs (Small, 2023).

The summary of the mean distribution of respondents' assessment of their performance reveals an overall mean of 3.40 described as "Very high service performance". Considering all the indicators, professionalism and Ethics got the highest average mean of 3.48 described as "Very high service performance" and the lowest was self- management with an average mean of 3.33 described as "Very high service performance".

Table 20
Summary of Mean Distribution of Respondents' Assessment of their Performance

Indicators	Ave. Mean	Std. Deviation	Description	Interpretation
Self- management	3.33	0.72	Strongly Agree	Very High service performance
Professionalism and ethics	3.48	0.68	Strongly Agree	Very High service performance
People management and development	3.42	0.70	Strongly Agree	Very High service performance
Result focus	3.35	0.71	Strong Agree	Very High service performance
Overall mean	3.40	0.70	Strongly Agree	Very High service performance

Legend: 1.00-1.75 (Very low service performance); 1.76-2.50 (Low service performance); 2.51-3.25 (High service performance); 3.26-4.00 (Very high service performance)

CONCLUSION

The study reveals that both service capability and organizational flexibility play critical roles in enhancing personnel performance in student affairs and services at state university campuses. Service capability, particularly in terms of competency, efficiency, and effectiveness, was found to significantly contribute to high performance among service personnel. The results indicate that personnel were most effective in providing services when they felt highly capable in these areas, especially in supporting student organizations and engaging in strategic planning. Additionally, organizational flexibility, notably in operational and structural areas, was found to have a positive influence on performance outcomes. While financial flexibility was acknowledged as essential, it was identified as an area requiring further enhancement to ensure better adaptability in addressing emerging challenges. The study also highlighted the importance of addressing issues related to student mental health, diversity, and inclusion, which continue to challenge student affairs professionals. These findings emphasize the necessity of continuous professional development, improved organizational policies, and more robust planning frameworks to enhance the overall effectiveness of student affairs services in universities.

Recommendations

Based on findings and conclusion, this study recommends two (2) main areas in order for the Philippine government to fight against increasing rate of juvenile delinquency.

First is to address the main cause of juvenile delinquency. The government should address well the poverty aspect of this country as it is one of the main causes of juvenile engaging in illegal activities.

Department of Social and Welfare Development (DSWD) should also formulate a program of assistance for new program that will handle cases on juvenile delinquency. Aside from it, comprehensive program dissemination together with Philippine National Police (PNP) should be conducted to fight and prevent juvenile delinquency.

Poor educational attainment of the community should also be addressed well. It was found out to be one of the causes of juvenile delinquency; the government should maximize its resources in promoting free education in the country since most of the juvenile delinquents are out-of-school youth. They should also provide seminars and proper guidance to the parents to educate them on how to train and guide their children despite their busy schedule.

Secondly, in order to encourage existing juvenile delinquency to exit and stop their illegal activities, the government may consider forming a working committee that will thoroughly study, investigate, and eventually apply the “KKK or Karunungan tungo sa Karapatan ng mga Kabataan Program” as the study suggests for an Intervention Program. This is only attainable if the government utilizes its resources from different schools, Local Government Units, up to the different departments such as DSWD, DepEd, and PNP.

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