

The Influence of Implementation and Compliance on the Quality of Student Services at Northern Mindanao Colleges, Inc. in Cabadbaran City

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ABSTRACT

This study examined the influence of implementation and compliance with CHED Memorandum Order No. 9, Series of 2013, on the quality of student services at Northern Mindanao Colleges, Inc., Cabadbaran City. Utilizing a descriptive-correlational design, the study assessed seven core areas of student affairs and services, including management and administration, student services funds, welfare, development, institutional programs, research, and monitoring and evaluation. Data collected from 50 respondents were analyzed using Kendall's Tau B to determine relationships between compliance levels and quality indicators—effectiveness, accessibility, and student satisfaction. Results revealed significant positive correlations across all domains, indicating that higher implementation and compliance with CHED policies are strongly associated with improved quality of student services. Findings suggest that rigorous adherence to CHED standards fosters effective, accessible, and satisfying student services, highlighting the importance of structured policy implementation in higher education institutions.

Keywords: *Implementation, Compliance, Student Affairs and Services, and Quality of Student Services*

INTRODUCTION

The Commission on Higher Education (CHED) Memorandum Order No. 9, Series of 2013 (CMO 09, s. 2013) provides enhanced policies and guidelines on student affairs and services for higher education institutions (HEIs) in the Philippines. Specifically, this memorandum is mandated by legal instruments such as Republic Act No. 7722 (Higher Education Act of 1994), the 1987 Philippine Constitution, and CHED's Commission En Banc Resolution No. 321-2013, which collectively emphasize the State's commitment to ensuring accessible, quality, and holistic education for all Filipino citizens. In particular, the Constitution asserts the State's duty to protect and promote the right to quality education and to establish a complete and integrated educational system relevant to societal needs. Accordingly, CHED, as the regulatory body, is tasked with setting minimum standards and monitoring compliance in HEIs to achieve these goals. Student affairs and services under this mandate extend beyond academic instruction to include the holistic development, welfare, and leadership formation of students as future productive citizens (Commission on Higher Education [CHED], 2013; Philippine Constitution, 1987; Republic Act No. 7722, 1994).

Northern Mindanao Colleges, Inc., a private higher education institution committed to offering quality programs aimed at developing competent professionals and responsible citizens, continuously seeks to improve its student services in alignment with CHED policies. Given this context, this study investigates the extent of implementation and compliance with CMO 09, s. 2013 at Northern Mindanao Colleges, Inc., focusing on core areas such as management, student welfare and development, institutional programs, research, and evaluation. The background of this study arises from the growing

recognition that quality student services enhance student satisfaction, academic performance, and institutional effectiveness. Nevertheless, there remains a need to systematically assess how well HEIs comply with CHED's policies and how this compliance impacts the quality of student services (Lumasag and Gawahan (2025)).

This study is grounded in the importance of ensuring that policies designed to elevate higher education are properly implemented to provide students with a supportive environment conducive to holistic growth. Therefore, it will provide empirical evidence on the effectiveness of policy implementation at Northern Mindanao Colleges, Inc., thereby guiding administrative decisions, improving service delivery, and ultimately contributing to national development through quality education. The findings will benefit students, administrators, and policymakers by highlighting best practices and areas requiring intervention to enhance student services in compliance with CHED standards (CHED, 2013; Republic Act No. 7722, 1994).

Moreover, this study is guided by Total Quality Management (TQM) Theory, introduced by Deming (1986) and Juran (1988). TQM emphasizes continuous improvement, customer satisfaction, and shared responsibility for quality across the whole organization. In education, students are considered the main stakeholders, and the quality of student services plays a key role in their learning and development.

TQM suggests that student services should not only follow the requirements of CHED Memorandum Order No. 09, series of 2013, but also be continuously improved to respond to the changing needs of students (Commission on Higher Education, 2013). Filippi (2024) highlights the importance of both formal feedback and evaluation of strategies and processes in achieving continuous improvement in TQM. This supports the idea that beyond compliance, TQM relies heavily on ongoing monitoring and feedback loops to deliver enhanced service quality and efficiency.

Finally, this study examines the relationship between the independent variables—implementation and compliance levels with CHED Memorandum Order No. 9, 2013, across areas such as management and administration, student services funds, welfare, development, institutional programs, research, and monitoring & evaluation—and the dependent variable, which is the quality of student services. Quality is measured through indicators of student satisfaction and service effectiveness. Hence, the framework hypothesizes that greater implementation and compliance positively influence the quality of student services.

MATERIALS & METHODS

This study employs a descriptive-correlational research design to quantify the extent of implementation and compliance with CHED Memorandum Order No. 9, Series of 2013, and to examine their influence on the quality of student services. This design is appropriate as it facilitates the description of current conditions and the exploration of relationships between variables without manipulation, thus providing insight into real-world educational settings (Scribbr, 2023). Stratified random sampling will be used to select participants, ensuring representation across different student subgroups by dividing the population into homogeneous strata and randomly selecting samples from each (Qualtrics, 2024). Data will be collected using a structured questionnaire developed from the provisions of CHED Memorandum Order No. 9, with reliability confirmed by a Cronbach's alpha exceeding 0.90, indicating high internal consistency. Descriptive statistics such as mean, standard deviation, and percentages will be computed to assess the levels of implementation and compliance across various sections of the memorandum. Additionally, correlation and regression analyses will be conducted to investigate the significance and strength of the relationships between implementation, compliance, and the quality of student services, providing empirical evidence of the influence of policy adherence on service outcomes (Scribbr, 2023; Qualtrics, 2024).

RESULTS AND DISCUSSION

1. To what extent are the implementation and compliance with the provisions of CHED Memorandum Order No. 9, Series of 2013, on student affairs and services at Northern Mindanao Colleges, Inc., in Cabadbaran City, specifically in the following areas:

Extent of Implementation of CHED CMO No. 9, Series of 2013, of Northern Mindanao Colleges, Inc., in terms of Student Affairs and Services in Cabadbaran City

Table 1.1

A. Management and Administration of Student Affairs and Services	WM	SD	VD
1. Establish clear policies and procedures for managing student affairs and services.	4.28	0.681	MI
2. Organize student affairs operations to promote efficient service delivery.	4.08	0.681	MI
3. Define and communicate roles and responsibilities among student affairs staff.	4.14	0.568	MI
4. Coordinate effectively with other institutional units to support student services.	4.00	0.681	MI
5. Review and improve administrative processes regularly to enhance service quality.	3.88	0.728	MI
AVERAGE	4.00		MI

Legend: 1:00-169 (Not Implemented), 170-259 (Partially Implemented), 2.60-3.39 (Moderately Implemented), 3.40-419 (Mostly Implemented), 4.20-5.00 (Fully Implemented)

The results reveal that the weighted mean scores range from 3.88 to 4.28, all rated as Mostly Implemented (MI). With an overall average of 4.00 (Mostly Implemented), this means that management and administration of student affairs and services are generally practiced, but still need improvement to reach full implementation. The findings of this study are supported by Maisog's (2024) evaluation of student affairs and services implementation at San Agustin Institute of Technology, which revealed high satisfaction ratings in management areas such as coordination and administration, but identified the need for improving administrative processes to enhance service quality. Similarly, reported that the University of Eastern Philippines system's student services scored "Very Good" in organization and administration, emphasizing the importance of clear policies and effective communication among staff to boost service delivery. These Philippine-based studies highlight that while management and administration in student affairs are generally practiced well, continuous assessment and capacity building are necessary to achieve full implementation and excellence in service (Maisog, 2024; Cagurangan, 2022).

Table 1.2

B. Student Services Funds	WM	SD	VD
1. Allocate sufficient budget to support all student service programs and activities.	3.84	0.858	MI
2. Manage student services funds transparently and responsibly.	4.00	1.042	MI
3. Review and adjust fund allocation regularly to meet changing student needs.	3.94	0.877	MI
4. Monitor expenditures to ensure funds are used as intended for student services.	3.98	0.85	MI
5. Report the financial status of student services funding clearly to stakeholders.	3.90	0.89	MI
AVERAGE	3.91		MI

Legend: 1:00-169 (Not Implemented), 170-259 (Partially Implemented), 2.60-3.39 (Moderately Implemented), 3.40-419 (Mostly Implemented), 4.20-5.00 (Fully Implemented)

The results show that the weighted mean scores for Student Services Funds range from 3.84 to 4.00, all rated as Mostly Implemented (MI). The highest was in managing funds responsibly (4.00), while the lowest was in allocating enough budget (3.84). With an overall average of 3.91 (Mostly Implemented), this means fund management is generally practiced, but budget allocation and financial reporting still need improvement. A recent study highlights the critical role of proper budgeting and management of student services funds in Philippine higher education. Manasan (2022) found that

while government subsidies and institutional funds are generally allocated and managed responsibly, challenges such as budget constraints and inefficient fund utilization remain, affecting the quality of student services. This underscores the importance of regular review, adjustment of fund allocation, and transparent financial reporting to ensure resources are effectively used to support student needs and program sustainability, aligning with the current study's findings.

Table 1.3

C. Student Welfare	WM	SD	VD
1. Provide comprehensive welfare programs including counseling, health, and guidance.	4.20	0.776	MI
2. Ensure welfare services are accessible to all students.	4.06	0.629	MI
3. Update welfare programs regularly to address emerging student issues.	4.14	0.828	MI
4. Train staff adequately to handle diverse student welfare concerns.	4.06	0.802	MI
5. Collaborate with external agencies to enhance student welfare provisions.	4.16	0.774	MI
AVERAGE	4.12		MI

Legend: 1:00-169 (Not Implemented), 170-259 (Partially Implemented), 2.60-3.39 (Moderately Implemented), 3.40-419 (Mostly Implemented), 4.20-5.00 (Fully Implemented)

The results show that Student Welfare has weighted mean scores from 4.06 to 4.20, all rated Mostly Implemented (MI). The highest was on providing welfare programs (4.20), while the lowest was on service accessibility and staff training (4.06). With an overall average of 4.12 (Mostly Implemented), this means welfare services are generally effective but need better accessibility and staff preparation. Student welfare programs in Philippine higher education have been recognized as essential for supporting student development and well-being, with ongoing efforts to improve their accessibility and effectiveness. A recent report of the Philippine Institute for Development Studies (PIDS) emphasized that while counseling, health, and guidance services are generally available, gaps remain in staff training and program updates to respond to new student concerns. The study also highlighted the importance of collaboration with external agencies and continuous program evaluation to ensure welfare services meet evolving student needs (Bayudan-Dacuyucuy et al., 2025).

Table 1.4

D. Student Development	WM	SD	VD
1. Conduct leadership, skills development, and values formation programs.	4.32	0.535	MI
2. Encourage student participation in development activities.	4.32	0.535	MI
3. Monitor and document student involvement in development initiatives.	4.08	0.63	MI
4. Innovate student development programs to address current trends.	4.08	0.75	MI
5. Provide resources and support for student-led development activities.	4.14	0.728	MI
AVERAGE	4.19		MI

Legend: 1:00-169 (Not Implemented), 170-259 (Partially Implemented), 2.60-3.39 (Moderately Implemented), 3.40-419 (Mostly Implemented), 4.20-5.00 (Fully Implemented)

The results show that Student Development has weighted mean scores from 4.08 to 4.32, all rated Mostly Implemented (MI). The highest were on leadership programs and student participation (4.32), while the lowest were on monitoring involvement and innovating programs (4.08). With an overall average of 4.19 (Mostly Implemented), this means student development is generally strong but needs better monitoring and more updated programs. Recent research in the Philippine higher education sector shows that student development programs emphasizing leadership, skills training, and student participation are generally well-implemented and contribute positively to student engagement. However, there is a continued need for enhanced monitoring and innovation of programs to keep up with evolving trends and ensure the effectiveness of student-led activities (Campus Labs, 2023).

Table 1.5

E. Institutional Student Programs and Services	WM	SD	VD
1. Offer various student programs aligned with institutional and CHED standards.	4.36	0.629	MI
2. Implement co-curricular and extra-curricular activities supporting student growth.	4.06	0.669	MI
3. Evaluate the relevance and effectiveness of student programs regularly.	4.22	0.837	MI
4. Promote student engagement through diverse and inclusive programs.	4.08	0.858	MI
5. Ensure student programs foster academic success and holistic wellness.	4.26	0.731	MI
AVERAGE	4.22		MI

Legend: 1:00-169 (Not Implemented), 170-259 (Partially Implemented), 2.60-3.39 (Moderately Implemented), 3.40-419 (Mostly Implemented), 4.20-5.00 (Fully Implemented)

The results show that Institutional Student Programs and Services have weighted mean scores from 4.06 to 4.36, all rated Mostly Implemented (MI). The highest was on programs aligned with CHED standards (4.36), while the lowest was on co-curricular and extra-curricular activities (4.06). With an overall average of 4.22 (Mostly Implemented), this means programs are effective and standards-aligned but need stronger co-curricular and extra-curricular support. A study highlighted that student affairs programs in Philippine higher education institutions are generally implemented effectively, supporting both academic and extracurricular development. However, the study called for continuous evaluation and enhancement of these programs to better address student needs and ensure sustained student engagement and holistic development. (Aberientos, 2022). The choice of teachers not to incorporate research results in their instruction is influenced by the overlapping institutional requirements, the pressure of their daily workload, and the lack of professional support. The theme brings out that the non-use of research is not necessarily because of negative attitudes toward research but because of the contextual realities that limit teachers' ability to experiment and innovate. Teachers' competing priorities, lack of encouragement, and hard-set curricular expectations diminish research-informed practice opportunities to a great extent.

Table 1.6

F. Research on Student Affairs and Services	WM	SD	VD
1. Conduct research to assess student needs and satisfaction with services.	4.18	1.042	MI
2. Use research findings to inform policy and program improvements.	4.12	0.98	MI
3. Document and disseminate outcomes of student affairs research.	4.06	1.015	MI
4. Encourage staff involvement in student affairs research initiatives.	4.14	0.89	MI
5. Regularly update research methodologies to improve data validity.	4.04	0.964	MI
AVERAGE	4.11		MI

Legend: 1:00-169 (Not Implemented), 170-259 (Partially Implemented), 2.60-3.39 (Moderately Implemented), 3.40-419 (Mostly Implemented), 4.20-5.00 (Fully Implemented)

The results show that Research on Student Affairs and Services has weighted mean scores from 4.04 to 4.18, all rated Mostly Implemented (MI). The highest was on assessing student needs (4.18), while the lowest was on updating research methods (4.04). With an overall average of 4.11 (Mostly Implemented), this means research is being done, but needs better methods and wider sharing of results. A recent study emphasized the importance of research to assess student needs and satisfaction in Philippine higher education institutions. Their descriptive study used both quantitative and qualitative methods, including surveys and focus group discussions, to evaluate the implementation and effectiveness of student affairs services, finding that while research is being done, there is a need for improved methodologies and broader dissemination of results to inform policy and program improvements effectively. (Loren, M. S., Miranda, M. A., & Correos, C. K. A. (2023).

Table 1.7

G. Monitoring and Evaluation	WM	SD	VD
1. Develop a system to regularly monitor the performance of student services.	4.16	1.094	MI
2. Evaluate student programs periodically to ensure continuous improvement.	4.06	0.994	MI
3. Incorporate feedback from evaluations into action plans for service enhancement.	4.18	0.785	MI
4. Share monitoring and evaluation results with relevant stakeholders.	4.18	0.837	MI
5. Train personnel on effective monitoring and evaluation techniques.	4.02	0.802	MI
AVERAGE	4.10		MI

Legend: 1:00-169 (Not Implemented), 170-259 (Partially Implemented), 2.60-3.39 (Moderately Implemented), 3.40-4.19 (Mostly Implemented), 4.20-5.00 (Fully Implemented)

The results show that Monitoring and Evaluation has weighted mean scores from 4.02 to 4.18, all rated Mostly Implemented (MI). The highest was on using feedback and sharing results (4.18), while the lowest was on training personnel (4.02). With an overall average of 4.10 (Mostly Implemented), this means monitoring is done well but needs better staff training. Monitoring and evaluation of student affairs and services in Philippine higher education are generally practiced with an emphasis on using feedback and sharing results to inform improvements. However, training for staff on effective monitoring and evaluation techniques remains insufficient, highlighting the need for capacity building to enhance these processes for continuous quality improvement (Aberientos, 2025).

Table 1.8

Management and Administration of Student Affairs and Services	Student Services Funds	Student Welfare	Student Development	Institutional Student Programs and Services	Research on Student Affairs and Services	Monitoring and Evaluation
N	50	50	50	50	50	50
Mean	4.1	3.91	4.12	4.19	4.22	4.1
Standard Deviation	0.6	0.699	0.564	0.686	0.622	0.566

The quality of student services at Northern Mindanao Colleges, Inc. is generally high, with most areas scoring above 4.0. The strongest service is Institutional Student Programs and Services (4.22), while Student Services Funds scored the lowest (3.91). Overall, the services are well-rated, but some improvements could be made in fund management. A study on the effectiveness of institutional student programs and services at Nueva Vizcaya State University-Bambang Campus found generally high effectiveness in areas such as scholarship and financial assistance, sports development, and cultural programs, with slightly lower but still high effectiveness in admission, food, health, and safety services. The study aligns with findings at Northern Mindanao Colleges, noting overall strong service quality but recommending continued improvement, especially in fund management and student welfare services. (Marquez, V., Castriciones, S., & Vadil, C. (2022).

The Level of Compliance with CHED CMO No. 9, Series of 2013, of Northern Mindanao Colleges, Inc. in terms of Student Affairs and Services in Cabadbaran City

The results show that Management & Administration of Student Affairs and Services has weighted mean scores from 4.02 to 4.18, all rated Compliant (C). The highest was on following CHED standards (4.18), while the lowest was on record-keeping (4.02). With an overall average of 4.09 (Compliant), this means the institution follows CHED standards but needs better records and staff training. A recent study supports the findings on the management and administration of student affairs, noting that Philippine higher education institutions generally comply with CHED standards by employing

qualified staff and following required documentation procedures. However, the study emphasizes the need for improved record-keeping and continuous staff training to enhance administrative efficiency and regulatory compliance, aligning with the study's conclusion on areas needing improvement. (Danila, C. T. (2023).

Table 2.1

A. Management & Administration of Student Affairs and Services	WM	SD	VD
1. Follow CHED standards in organizing student affairs management.	4.18	0.547	C
2. Comply with required documentation and administrative procedures.	4.08	0.679	C
3. Employ staff qualified according to CHED guidelines for student affairs.	4.12	0.73	C
4. Conduct regular staff training to maintain compliance standards.	4.04	0.868	C
5. Maintain clear records for auditing and regulatory purposes.	4.02	0.621	C
AVERAGE	4.09		C

Legend: 1:00-169 (Not Compliant), 170-259 (Less Compliant), 2.60-3.39 (Moderately Compliant), 3.40-419 (Compliant), 4.20-5.00 (Highly Compliant)

The results show that Student Services Funds have weighted mean scores from 3.84 to 3.96, all rated Moderately Compliant (MC). The highest were on meeting funding requirements and procurement compliance (3.96), while the lowest was on responding to audit findings (3.84). With an overall average of 3.92 (Moderately Compliant), this means the institution follows funding rules but needs to improve reporting, auditing, and follow-up actions. A recent study on student services funds in Philippine higher education shows that institutions generally comply with CHED's minimum funding requirements and policies for fund management and procurement. However, challenges remain in timely and accurate financial reporting and responsiveness to audit findings, suggesting the need for strengthened auditing processes and follow-up mechanisms for better compliance and transparency (Halili, 2023).

Table 2.2

B. Student Services Funds	WM	SD	VD
1. Meet CHED minimum funding requirements for student services.	3.96	0.629	MC
2. Adhere to mandated processes for managing and auditing funds.	3.94	0.711	MC
3. Submit timely financial reports on student services as required.	3.88	0.973	MC
4. Ensure procurement and expenses comply with institutional and CHED policies.	3.96	0.868	MC
5. Respond promptly to audit findings or recommendations.	3.84	0.814	MC
AVERAGE	3.92		MC

Legend: 1:00-169 (Not Compliant), 170-259 (Less Compliant), 2.60-3.39 (Moderately Compliant), 3.40-419 (Compliant), 4.20-5.00 (Highly Compliant)

The results show that Student Welfare has weighted mean scores from 4.00 to 4.82, all rated Compliant (C). The highest was on qualified and trained welfare personnel (4.82), while the lowest was on maintaining facilities and services (4.00). With an overall average of 4.18 (Compliant), this means the institution meets CHED standards but needs to improve facilities and services. A recent study supports that Philippine higher education institutions largely comply with CHED standards for student welfare by providing qualified and well-trained personnel and maintaining welfare programs that meet quality and availability requirements. However, the study highlights that there is still a need to improve facilities and services to fully meet CHED protocols and enhance student health, safety, and guidance (CHED Memorandum Order No. 09, 2013).

Table 2.3

C. Student Welfare	WM	SD	VD
1. Provide welfare programs that meet CHED quality and availability standards.	4.02	0.814	C
2. Maintain facilities and services required for student health, safety, and guidance.	4.00	0.928	C
3. Ensure welfare personnel meet required qualifications and training standards.	4.82	0.681	C
4. Review welfare program compliance periodically for improvements.	4.06	0.681	C
5. Follow CHED protocols for handling student welfare incidents and concerns.	4.02	0.724	C
AVERAGE	4.18		C

Legend: 1:00-169 (Not Compliant), 170-259 (Less Compliant), 2.60-3.39 (Moderately Compliant), 3.40-419 (Compliant), 4.20-5.00 (Highly Compliant)

The results show that Student Development has weighted mean scores from 3.96 to 4.04, mostly rated Compliant (C) with some Moderately Compliant (MC). The highest was on conducting programs based on CHED guidelines (4.04), while the lowest was on inclusiveness and continuous improvement (3.96). With an overall average of 4.00 (Compliant), this means the institution meets CHED standards but needs to improve inclusiveness and ongoing development. A study highlights that Philippine higher education institutions generally comply with CHED guidelines by conducting student development programs aligned with CHED's scope and frequency, maintaining proper documentation, and supporting inclusive access. However, the study emphasizes ongoing challenges in improving the inclusiveness of programs and strengthening continuous improvement efforts to meet evolving student needs effectively. (Estacio, E. (2021).

Table 2.4

D. Student Development	WM	SD	VD
1. Conduct development programs consistent with CHED scope and frequency guidelines.	4.04	0.682	C
2. Maintain proper records and documentation of student development activities.	4.02	0.682	C
3. Ensure development programs are inclusive and accessible to all students.	3.96	0.73	MC
4. Align student development programs with CHED learning outcomes.	4.00	0.728	C
5. Support continuous improvement of student development services through compliance reviews.	3.96	0.728	MC
AVERAGE	4.00		C

The results show that Institutional Student Programs and Services have weighted mean scores from 3.98 to 4.10, mostly Compliant (C) with one Moderately Compliant (MC).

Table 2.5

E. Institutional Student Programs and Services	WM	SD	VD
1. Comply with CHED standards in designing and delivering student programs.	3.98	0.724	MC
2. Maintain accurate documentation and reporting for all student programs.	4.10	0.731	C
3. Align program offerings with CHED regulations and student needs.	4.00	0.679	C
4. Implement required policies governing student programs effectively.	4.02	0.681	C
5. Participate in CHED-led program evaluations and audits.	4.00	0.535	C
AVERAGE	4.02		C

Legend: 1:00-169 (Not Compliant), 170-259 (Less Compliant), 2.60-3.39 (Moderately Compliant), 3.40-419 (Compliant), 4.20-5.00 (Highly Compliant)

The highest was on documentation and reporting (4.10), while the lowest was on program design and delivery (3.98). With an overall average of 4.02 (Compliant), this means the institution meets CHED

requirements but should improve in designing and delivering programs. A study supports that Philippine higher education institutions comply with CHED standards in designing and delivering student programs, ensuring alignment with regulations and student needs. However, the study found that there is room for improvement in program design and delivery, highlighting the need for ongoing evaluation and enhancement to better address student development. (Santos, M. L. (2023).

Table 2.6

F. Research on Student Affairs and Services	WM	SD	VD
1. Conduct required research activities on student affairs per CHED directives.	3.94	0.961	MC
2. Follow ethical standards in research data collection and management.	4.08	0.935	C
3. Report research findings to CHED or relevant governing bodies as required.	4.10	0.894	C
4. Protect confidentiality and rights of participants in student affairs research.	4.00	0.86	C
5. Use research to meet institutional compliance goals for student services.	4.06	0.932	C
AVERAGE	4.06		C

Legend: 1:00-169 (Not Compliant), 170-259 (Less Compliant), 2.60-3.39 (Moderately Compliant), 3.40-4.19 (Compliant), 4.20-5.00 (Highly Compliant)

The results show that Research on Student Affairs and Services has weighted mean scores from 3.94 to 4.10, mostly Compliant (C) with one Moderately Compliant (MC). The highest was on reporting findings to CHED (4.10), while the lowest was on conducting required research (3.94). With an overall average of 4.06 (Compliant), this means the institution follows CHED standards but needs to improve in carrying out required research activities. A recent study underscores that Philippine higher education institutions generally follow CHED's directives on conducting research on student affairs, including ethical standards, reporting requirements, and protecting participant confidentiality. However, the study also highlights a need to strengthen the execution of required research activities and improve the dissemination of findings to maximize institutional compliance and program improvement. (Loren, M. S., Miranda, M. A., & Correos, C. K. A. (2023).

Table 2.7

G. Monitoring and Evaluation	WM	SD	VD
1. Conduct required research activities on student affairs per CHED directives.	4.06	0.571	C
2. Follow ethical standards in research data collection and management.	4.08	0.682	C
3. Report research findings to CHED or relevant governing bodies as required.	3.98	0.765	MC
4. Protect confidentiality and rights of participants in student affairs research.	4.04	0.661	C
5. Use research to meet institutional compliance goals for student services.	4.02	0.73	C
AVERAGE	4.04		C

Legend: 1:00-169 (Not Compliant), 170-259 (Less Compliant), 2.60-3.39 (Moderately Compliant), 3.40-4.19 (Compliant), 4.20-5.00 (Highly Compliant)

The results show that Monitoring and Evaluation has weighted mean scores from 3.98 to 4.08, mostly Compliant (C) with one Moderately Compliant (MC). The highest was on following ethical standards (4.08), while the lowest was on reporting findings to CHED (3.98). With an overall average of 4.04 (Compliant), this means the institution meets CHED requirements but needs to improve in reporting research results. A study reveals that Philippine higher education institutions comply with CHED guidelines on monitoring and evaluation of student affairs by regularly conducting research activities, adhering to ethical standards, and protecting participant confidentiality. However, challenges remain in timely and effective reporting of findings to CHED and relevant bodies, indicating a need for improved dissemination systems to enhance policy and program development. (Aberientos, 2025).

Table 2.8

	Management and Administration of Student Affairs and Services 1	Student Services Funds 1	Student Welfare 1	Student Development 1	Institutional Student Programs and Services 1	Research on Student Affairs and Services 1	Monitoring and Evaluation 1
Mean	4.09	3.92	4.18	4	4.02	4.06	4.04
Standard deviation	0.763	0.835	1.3	0.779	0.815	0.785	0.761

The student services at Northern Mindanao Colleges, Inc. are generally rated highly, especially in satisfaction and student welfare (both 4.18). Accessibility scored the lowest (3.92), indicating it could be improved. Overall, the services are effective and well-received by students. A study at the University of Baguio found that student services and programs are generally effective in supporting academic and personal growth, leading to high satisfaction among students. However, the study noted accessibility as an area needing improvement, especially in extending service hours and enhancing awareness, which aligns with the findings at Northern Mindanao Colleges. (Estacio, L., Aberientos, M., & Banguete, M. (2023).

2. What is the degree of quality of student services at Northern Mindanao Colleges, Inc., in Cabadbaran City?

The Perceived Quality of Student Services with CHED CMO No. 9, Series of 2013, of Northern Mindanao Colleges, Inc., in terms of Student Affairs and Services in Cabadbaran City.

Table 3.1

A. Effectiveness	WM	SD	VD
1. Provide student services that effectively meet academic needs.	4.14	0.817	A
2. Deliver programs that support students' personal growth.	4.26	0.898	A
3. Address student concerns promptly and satisfactorily.	4.20	1.167	A
4. Tailor services to address diverse student requirements.	4.06	0.877	A
5. Foster an environment that supports student success through quality services.	4.16	0.932	A
AVERAGE	4.16		A

Legend: 1:00-169 (Strongly Disagree), 170-259 (Disagree), 2.60-3.39 (Neutral), 3.40-419 (Agree), 4.20-5.00 (Strongly Agree)

The sub-theme "Time and Workload Management" underlines the necessity of adequate time and The results show that Effectiveness has weighted mean scores from 4.06 to 4.26, all rated Agree (A). The highest was on programs that support personal growth (4.26), while the lowest was on tailoring services to diverse needs (4.06). With an overall average of 4.16 (Agree), this means student services are effective but need improvement in meeting diverse needs. A recent study on student support services at Quezon City University highlights that student services effectively support academic needs and personal growth, contributing positively to student success and satisfaction. However, the study also found that services need to be more tailored to address the diverse requirements of students to further enhance their effectiveness and foster a more inclusive environment. (Dela Cruz, M. P., Cueva, A. R. L., Jungco, R. L., & Mostajo, S. P. (2024).

Table 3.2

B. Accessibility	WM	SD	VD
1. Ensure student services are easy to access when needed.	4.22	0.828	A
2. Provide sufficient service hours and personnel to accommodate students.	4.16	0.907	A
3. Maintain facilities and online platforms that allow convenient access to services.	4.22	0.961	A
4. Remove barriers preventing students from using available services.	4.08	0.923	A
5. Promote student awareness of available services and resources.	4.04	1.022	A
AVERAGE	4.15		A

Legend: 1:00-169 (Strongly Disagree), 170-259 (Disagree), 2.60-3.39 (Neutral), 3.40-419 (Agree), 4.20-5.00 (Strongly Agree)

The results show that Accessibility has weighted mean scores from 4.04 to 4.22, all rated Agree (A). The highest was on ease of access and online platforms (4.22), while the lowest was on promoting awareness (4.04). With an overall average of 4.15 (Agree), this means services are accessible but need better promotion to students. A recent study on accessibility for students with physical disabilities in a Philippine higher education institution highlights significant progress in providing ramps, handrails, and responsive faculty support, yet ongoing barriers such as unsafe infrastructure and inadequate disability awareness training persist. The study emphasizes that true accessibility requires comprehensive policies, regular audits, and continuous improvements to ensure inclusive education beyond just physical modifications (Andres & Adducul, 2025).

Table 3.3

C. Satisfaction	WM	SD	VD
1. Satisfy students with the overall student services experience.	4.18	0.858	A
2. Respond adequately to student feedback on service quality.	4.08	1.015	A
3. Foster a welcoming and supportive environment through student services.	4.20	0.877	A
4. Recognize and address service deficiencies reported by students.	4.14	0.894	A
5. Continuously improve services to meet or exceed student expectations.	4.30	0.675	A
AVERAGE	4.18	A	A

Legend: 1:00-169 (Strongly Disagree), 170-259 (Disagree), 2.60-3.39 (Neutral), 3.40-419 (Agree), 4.20-5.00 (Strongly Agree)

The results show that Satisfaction has weighted mean scores from 4.08 to 4.30, all rated Agree (A). The highest was on continuous improvement (4.30), while the lowest was on responding to feedback (4.08). With an overall average of 4.18 (Agree), this means students are satisfied, but the school needs to improve how it responds to feedback. A study found that students at Quezon City University generally express satisfaction with the overall student services experience, particularly valuing continuous improvements that address their needs. However, the study also indicates the need for institutions to enhance their responsiveness to student feedback to further boost satisfaction levels and service quality. (Dela Cruz, M. P., Cueva, A. R. L., Jungco, R. L., & Mostajo, S. P. (2024).

Table 3.4

	Effectiveness	Accessibility	Satisfaction
N	50	50	50
Mean	4.16	4.15	4.18
Standard Deviation	0.644	0.635	0.688

The table shows that student services at Northern Mindanao Colleges, Inc. are rated highly in terms of effectiveness (4.16), accessibility (4.15), and satisfaction (4.18). The scores are very close, indicating consistent positive perceptions across these areas. The relatively low standard deviations (around 0.64 to 0.69) suggest that responses were fairly consistent among the 50 respondents. Overall, students perceive the services as effective, accessible, and satisfactory. A study on student services at Surigao del Norte State University found high levels of satisfaction, effectiveness, and accessibility among students, with slight areas for improvement in service promotion and facility maintenance. The study emphasizes that consistent quality and accessibility of services greatly contribute to positive student perceptions and overall satisfaction, mirroring the ratings observed at Northern Mindanao Colleges. (Patulini, E. P. (2025).

3. Is there a significant influence of implementation and compliance on the quality of student services at Northern Mindanao Colleges, Inc., in Cabadbaran City?

Test of Significant Difference in the Extent of Implementation of CHED CMO No. 9, Series of 2013

Table 4.1

		Management and Administration of Student Affairs and Services	Student Services Funds	Student Welfare	Student Development	Institutional Student Programs and Services	Research on Student Affairs and Services	Monitoring and Evaluation
Effectiveness	Kendall's Tau B	0.476	0.355	0.599	0.456	0.439	0.553	0.503
	p-value	< .001	< .001	< .001	< .001	< .001	< .001	< .001
	Decision	Significant	Significant	Significant	Significant	Significant	Significant	Significant
Accessibility	Kendall's Tau B	0.451	0.316	0.597	0.514	0.394	0.53	0.476
	p-value	< .001	0.003	< .001	< .001	< .001	< .001	< .001
	Decision	Significant	Significant	Significant	Significant	Significant	Significant	Significant
Satisfaction	Kendall's Tau B	0.513	0.387	0.57	0.462	0.474	0.533	0.606
	p-value	< .001	< .001	< .001	< .001	< .001	< .001	< .001
	Decision	Significant	Significant	Significant	Significant	Significant	Significant	Significant

The table presents Kendall's Tau B correlation coefficients and p-values assessing the influence of implementation with CHED CMO No. 9, Series of 2013 on the quality indicators of student services—effectiveness, accessibility, and satisfaction—at Northern Mindanao Colleges, Inc. All Kendall's Tau B values are positive and statistically significant ($p < .001$), indicating a strong and significant positive influence of implementation and compliance across all dimensions, including Management and Administration, Student Services Funds, Student Welfare, Student Development, Institutional Student Programs and Services, Research on Student Affairs and Services, and Monitoring and Evaluation. This means that higher levels of implementation and adherence to CHED standards are strongly associated with better student service effectiveness, accessibility, and satisfaction, affirming the critical role of structured and compliant student affairs programs in improving service quality.

Aberientos (2025) highlights similar findings, emphasizing that compliance with CHED guidelines significantly enhances the quality of student services in Philippine higher education institutions. The study notes that effective management, adequate funding, robust student welfare programs, continual student development, research, and systematic monitoring collectively contribute to meeting student

needs and improving overall satisfaction, reinforcing the importance of rigorous implementation and compliance for quality enhancement.

Table 4.2

		Management and Administration of Student Affairs and Services 1	Student Services Funds 1	Student Welfare 1	Student Development 1	Institutional Student Programs and Services 1	Research on Student Affairs and Services 1	Monitoring and Evaluation 1
Effectiveness	Kendall's Tau B	0.478	0.448	0.478	0.553	0.542	0.564	0.557
	p-value	< .001	< .001	< .001	< .001	< .001	< .001	< .001
	Decision	Significant	Significant	Significant	Significant	Significant	Significant	Significant
Accessibility	Kendall's Tau B	0.407	0.431	0.472	0.446	0.442	0.449	0.485
	p-value	< .001	< .001	< .001	< .001	< .001	< .001	< .001
	Decision	Significant	Significant	Significant	Significant	Significant	Significant	Significant
Satisfaction	Kendall's Tau B	0.46	0.49	0.523	0.579	0.59	0.545	0.567
	p-value	< .001	< .001	< .001	< .001	< .001	< .001	< .001
	Decision	Significant	Significant	Significant	Significant	Significant	Significant	Significant

The table indicates that compliance with CHED CMO No. 9, Series of 2013 have a significant positive influence on the quality of student services at Northern Mindanao Colleges, Inc. All dimensions—Management and Administration of Student Affairs and Services, Student Services Funds, Student Welfare, Student Development, Institutional Student Programs and Services, Research on Student Affairs and Services, and Monitoring and Evaluation—show significant correlations with Effectiveness, Accessibility, and Satisfaction (Kendall's Tau B ranging from 0.407 to 0.564, all p-values < .001). This implies that better adherence and thorough implementation of CHED guidelines correspond to higher perceived quality and satisfaction with student services.

Supporting this, Aberientos (2025) found that higher compliance with CHED policies in student affairs leads to improved service delivery, student engagement, and satisfaction in Philippine Higher Education Institutions. Effective management, adequate fund allocation, robust welfare programs, and continuous research and evaluation are crucial for sustaining quality student services aligned with CHED standards.

CONCLUSION

The study concludes that there is a significant and positive influence of implementation and compliance with CHED Memorandum Order No. 9, Series of 2013 on the overall quality of student services at Northern Mindanao Colleges, Inc. All evaluated areas of student affairs and services, including management, funding, welfare, development, institutional programs, research, and evaluation, contribute significantly to the effectiveness, accessibility, and satisfaction perceived by students. Thus, diligent adherence to CHED guidelines is essential in delivering high-quality, responsive, and student-centered services. The study affirms that institutional commitment to compliance not only enhances service delivery but also supports holistic student development and academic success.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are drawn:

1. Northern Mindanao Colleges, Inc. should continue to strengthen its compliance with CHED CMO No. 9, focusing on areas with moderate compliance, such as student services funds, to ensure financial transparency and adequate funding allocation.
2. The institution should invest in ongoing staff training and capacity building in student welfare and monitoring and evaluation to sustain quality improvements and adapt to evolving student needs.
3. Enhanced mechanisms for regular assessment and feedback collection from students should be institutionalized to promote continuous quality improvement in student services and programs.
4. The college should prioritize awareness campaigns to improve student accessibility and engagement with available services, particularly through digital and physical platforms.
5. Future research could investigate specific challenges and barriers faced in implementing CHED policies across different HEIs to develop more tailored intervention strategies.

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