PRIMARY RESEARCH

Evaluation of the university consultation hours in the learning journey of college students of SPU Manila SY 2018-2019

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Abstract

The study was conducted in response to the need of the university system, St. Paul University, to address student care as part of the Paulinian Formation objectives. The research aimed to evaluate the effectiveness of implementing the consultation hours in relation to students' academic journey. The study is anchored on the humanistic theories of learning (1960). The researchers looked at the students' perception, the monitoring of academic managers, the execution of faculty members, and issues and challenges in the implementation. Interviews and survey questionnaires were used to gather the needed data. The results obtained after interviewing students, faculty members, and managers are analyzed and discussed. This study can help school administrators and teachers identify the best tools and strategies best suited.

INTRODUCTION

The study evaluates the effectiveness of the implementation of the consultation hoursbetween college educators and students in relation to their academic journey in St. Paul University Manila (SPUM). The interest in the study is part of the effort of the university's Paulinian Formation Programlaunched in 2018. Initially, "the integration of the Paulinian spirituality in all institutions' processes and programs had always been a challenge"in the university system (Maharaj, 2018; Wu, 2017). It is further addressed that existing efforts of integration as reflected in administrative and academic operations "still remain abstract." Hence, there is a need to concretize this integration to make it a reality; all employees and educators are called to become formators. In 2017, during the 27th Educators Congress, the integration of a holistic formation was formally presented as one of the key areas of St. Paul Congregation Education Ministry (SPCEM) Strategic Plan for 2017-2020. As part of the system schools, SPUM responded by integrat-

ing Paulinian Formation as one of the KRA in the Strategic Direction of the University for 2017-2020.Paulinian Formation was defined as the total dedication to the overall formation of the whole person, both the human and spiritual dimensions (Bates, 2018; Suwanwong, 2017). To be able to seamlessly integrate or deliver the expected result, each division and its corresponding units identified the need to include Student Care as part of the strategic objectives.To realize this objective, all programs of the academic division are then tasked to integrate student care as reflected in the preparation of thesyllabus and concept paperboth curricular and co-curricular in nature and inthe services provided to students.

In the University Strategic/Operational Plan (Onyeukwu, Aleshinloye, Nzelibe, & Igbokwe, 2016), student care wasdefined as activities which involve consultation, involvement and availability of teachers and administrators,genuine concern – taking the extra mile offering of activities that students will enjoy and learn, free tutorial, and peer-

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mentoring ortutorials. Having defined the parameters of student care, performance indicators were identified to ensure the achievement of such objective. This includes the necessity for faculty members to extend the services they provide to the students beyond the confines of what the curriculum and syllabus dictates. Faculty members were asked to identify in their weekly work schedule included in the non-teaching the three hours per week free tutorial and consultation to be extended to students of the tertiary level. Faculty members were also tasked to include in the preparation of their syllabus their available day and time for consultation and inform their students regarding their schedule for consultation.

The present study aimed toevaluate the effect of theimplementation of the consultation hours in the learning journey of tertiarylevel students of St. Paul University Manila SY 2018-2019 relevant to the accomplishment of one the University KRA. But more than the statistics, this study also aimed to find out problems and issues encountered in the implementation of the consultation hours both from the academic members and students' viewpoint and propose an enhancement in its implementation.

Objectives and Research Questions

This study aimed to evaluate the effect of the implementation of the consultation hours in the learning journey of tertiary level students of St. Paul University Manila SY 2018-2019relevant to the accomplishment of University KRA on Paulinian Formation as defined in the University Strategic Plan for SY 2017-2020.This research also worked on the following research questions:

1. What is the perception of tertiary students on the implementation of the University Consultation Hours?
2. What is the perception of the students on the teachers' attitudes on the University Consultation Hours?
3. How do the different colleges and programs implement the consultation hours?
4. How do the faculty members execute the implementation of consultation hours?
5. What are the challenges and issues encountered by academic heads and faculty members in the implementation of consultation hours?
6. What can be proposed to enhance the delivery of the University Consultation Hours?

Scope and Delimitation

The study covered tertiary students of St. Paul University Manila who have availed of the free consultation hours for the SY 2018-2019. Likewise, all full-time faculty members who have teaching load for SY 2018-2019 were included. The researcher intendedto evaluate the implementation of the St. Paul University Manila consultation hours relevant to the accomplishment of University KRA on PaulinianFormation.The study did not include consultations made by students to faculty members as part of their paid tutorial class.

Significance of the Study

This study on the evaluation of the implementationof SPU Manila Consultation can provide significant information with regard to how well the University has achieved one of its key priorities as defined in the University Strategic Plan for SY 2017-2020. Likewise, the generated responses of the educators and students served as the data of the study. The data became the basis for enhancing the implementation of the consultation hours in the University.

Definition of Terms

The following terms are defined operationally or how they are used in the study.

Consultation hours

Free or unpaidmeetings or sessions, that may either be academic or non-academic in nature, extended by the SPUM faculty and academic managers to the college students.

KRA

Priority areas whichSPU Manila identified for the attainment of the University goal.

Learning journey

Tertiary level students' experience and encounter with the different value-added activities initiated by the university.

Student care

Extended service of administrators and faculty in free tutorials and consultation and other academic and non-academic activities.

REVIEW OF RELATED LITERATURE
Role of Education in Individual Advancement

Different sectors have their own views and opinions as to the purpose and function of educational institutions in the total formation of an individual. But one cannot argue the formal education provided by educational institutions as theyimpact individuals' attainment of their aspirations. Generally, people view education as a tool towards the achievement of their goal in life particularly in a country such as the Philippines where majority of Filipinos believe that college degree promotes social mobility and economic

growth in modern societies. This belief is also shared by higher educational institutions; thus, providing quality education has always been the mantra of the majority of these institutions. This opinion that education opens doors to a range of possibilities for advancement of both the individual and the country was also shared by book author (Vega, 2015). Similarly, in an essay published by Maharaj (2018), it states the relationship between education and status attainment in providing opportunities in improving one's societal conditions.However, providing quality education does not only limit to quality to curriculum design, delivery of instruction, academic staff, andschool facilities. It also includes the different school policies and practices created by universities aimed to enhance the learning journey of students. The need to extend learning experience of the students beyond the confines of the subject-based prescribed curriculum was also shared by Hughes (2005) as cited by book author Bush and Bell (2002) if one has to develop a progressive future society. Young further suggests the need for the curriculum of the future to emphasize on giving students a holistic view of learning and life. From this point, the school should recognize that learning is a social process that links the purposes and activities of both students and teachers with how they relate to developments in the wider society.

Providing quality education would also mean taking into consideration the diversity of students entering tertiary level education in terms of age, gender, personality, motivation, life experiences and cultural background, and the need for universities to adopt a variety of approaches as well as learning and teachers' strategies to cater to different needs of the students in achieving their goal. It should encourage students to enquire beyond the walls of what the curriculum or a textbook prescribes in order to enhance their knowledge-building capacity.

Role of the Teacher
The role and functions associated with the word teacher have changed considerably;gone are the days when teachers were regarded as a singular figure of authority, possessing authoritative knowledge whose function is to transmit knowledge to his/her students, and who treat students as an empty vessel to be filled with knowledge (Fry, 2015; Meidrina, Mawaddah, Siahaan, & Widyasari, 2017). Today, the teacher acts as mentor, a guide and a partner in the learning process. However, this new role of teachers is being challenged and threatened by teachers whose preferred mode of teaching is transmission and whose academic identity is bound with possessing authority and authoritative

knowledge. According to Ashbaker and Morgan (2012), to view ateacher as an information giver is too simplistic; changes in the classroom over the past decades have affected the way teacher view their role. Authors Manning and Bucher (2013) mentioned the importance of applying the best ways to manage classrooms and encourage appropriate student behavior. They further stated that using the right methods, strategies and theories will help them improve student behavior in order to make teaching more effective. Teachers' responsibility may take many forms depending on the students being served; however, regardless of the learning environment, the teacher has the ultimate responsibility for managing a classroom to create a positive teacher-student relationship (Emmer & Sabornie, 2015). A study on good and effective teaching pedagogies in higher education in Hong Kong revealed that the used of varied teaching styles, commitment to the profession and empathy to student needs, together with theory-based instruction and use of student feedback are all aligned with the conditions for good or effective teaching (Hau-Fai Law, Joughin, Kennedy, Tse, & Ming Yu, 2007). However, with the advent of the fourth industrial revolution,the role of a teacher has also evolved. The educational practices of the traditional classroom are no longer effective and teachers must develop new teaching strategies that are radically different from those employed in the traditional classrooms. The contemporary classroom should be more centered on students, whileteachers should take the role of a facilitators or guide instead of being mere providers of knowledge. They must ensure that they engage their students in learning and provide effective instruction using a variety of instructional methods and following different pedagogical approaches aided with technology. They should be active participants in their own learning and must seek out professional development to improve their performance and their students' learning. They must possess the 21st century skills that their students are expected to have.

The 21st Century Students
The fire brought about by the 4th Industrial revolution gave rise to new sets of skills and attributes that 21stcentury students must possess. The Partnership for 21st Century Skills or P21 Bush and Bell (2002) created the framework that describes the skills, knowledge and expertise students should possess to succeed in work and life in the 21st century. These are: Learning and Innovation Skills-(4Cs) which include creativity and innovation, critical thinking and problem solving, communication, and collaboration; Media and Technology - functional and critical thinking skills in infor-

mation literacy, media literacy and ICT; and Life and Career Skills – ability to navigate the complex life and work environments in the globally competitive information age requires students to developed life and career skills such flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability and leadership and responsibility. A school that aspires more engagedstudents in the learning process and better prepared to thrive in today's global economy has to build on this foundation and combining the entire framework with the necessary support systems, standards, assessments, curriculum and instruction, professional development and learning environments.

Teaching Methodology: Tutorial and Consultation

Tutorials as a teaching methodology and the service provided by tutors is an integral component of students learning in the undergraduate education. Bates (2018) defined tutorial aseither a one-on-one session between a teacher and a student,or a very small group (three or four) of students and an instructor, where the learners are at least as active in discussion and presentation of ideas as the teacher. Moreover, the above-mentioned author emphasized the need for learners to go beyond memorization and surface comprehension of facts, ideas and principles. Thus, there is a need for approaches that will place heavy emphasis on networking with all participants learning through interaction and discussion among each other. Retna, Chong, and Cavana (2009) stated in their study on students' perception on tutors and tutorials in New Zealand University that "tutors play an important role in the delivery of undergraduate education." Tutors perform roles such as acting intermediary between lecturer and students. Tutors extend help beyond their classroom hours clarifying issues that are covered in lectures, facilitating group work and guidance for assignment. The study also summarized tutorial roles under three main categories: (1) enabling a learning environment that meets each student's learning needs; (2) provide positive and constructive feedback on student's progress and performance; and (3) facilitate intellectual growth that result in high quality student learning. The authors further stated that an improvement in these categories could lead to better student retention and improved student satisfaction.

Consultations are also a venue for feedback giving and receiving. A study by Hampton and Reiser (2004) on the effects of a theory-based feedback and consultation process on instruction and learning in college classrooms cited the findings of Cornelius-White and Harbaugh (2009) and

Hughes (2005) on the effect of feedback and consultation as an effective tool in improving college teaching. Hampton and Reiser (2004) also revealed students who were given personal consultation scored higher on their final examination than students in the no-feedback group. The researchers attributed this to the personal consultation sessions as part of the intervention given by teachers' assistant.

Academic Support and Services

In her study on the Role of Student Services in Improving of Student Experience in Higher Education, Ciobanu (2013) stated that aside from the quality of teaching, student support and services contribute to the quality of learning in the student's academic success. She further mentioned that service systems and support given by academic institutions and quality of teaching/learning are important determinants in quality education assurance. This view was also shared by Maharaj (2018) who further recommended the need for support services that will assist students to be able to improve their academic performance. In an interview with Bok and Shushok Jr (2014), a Harvard professor of Law, she said that although universities provide students with vast arrays of major and extracurricular opportunities, undergraduate students do not feel that the materials and lectures given to them have much effect on their lives which could suggest that instructors are not taking sufficient time to explain the larger aims of their courses and its importance to them. In a study that examined the effectiveness of mentoring for a career advancement among Nigerian youth,mentoring was recommended as an important component in Nigerian learning institutions in order to bring about sustainable development (Onyeukwu et al., 2016). Similarly, a study conducted among faculty and students on the relevance of mentoring program in a dental school revealed that such programs help establish rapport, that is beyond what is experienced in the classroom (Mascarenhas, Townsend, Caballero, Yu, & Fidel Jr, 2019). Mentoring programs likewise yielded a positive result in the college life and career of students as revealed in a study conducted by the digital department of East Tennessee State University (Bates, 2018).

Challenges in the Delivery of Student Support and Services

Educational institutions are confronted with problems and challenges in the delivery of a quality education. These include curriculum design, hiring competent and qualified faculty members, delivery of instructions, appropriate facilities and laboratories, and other student support and ser-

vices activities. One of these challenges is on how to design value added courses that will develop 21st century skills and also mirror the needs of the industry.Over the years, as students become diverse in many ways, the challenge about curriculum content have also intensified. According to Fry (2015), higher education is changing;as students become more diverse, educators also need to adapt a student-learning focused approach to be able to bridge the gap in order to develop the attributes expected of graduates. Moreover, Hughes (2005) observed that students tend to achieve academic success in a school that practice good leadership and promote collegiality where students feel happy with their environment. Similarly, Bettinger, Boatman, and Long (2013) cited that improving the quality and delivery of support system remains the major challenge for school administers and teachers and that the type of support system is a factor in increasing the college degree attainment in the United States. According to Fry (2015), enhancing student experience is largely based on how the institutions allocate their resources and organize their curriculum, other learning opportunities and student support services, and that the student participation in the institutions' quality enhancement will result in the improvement of their learning journey.

Synthesis

Teaching and learning not only extend beyond the walls of the classroom, they also evolve. The changing times demand changing strategies in reaching out to students and ensuring the quality of their learning. The role of the teacher is critical in this age of information. Although they are no longer seen as the sole source of information in the pedagogical process, they serve as mentors and facilitators of learning. Teachers themselves need to update and advance their skills as learners are expected to possess the 21st century skills. Consequently, the growing demands among students follow the growing demands among teachers. One teaching methodology that is highlighted is tutorials and consultation hours. This is critical among undergraduate students because of a number reason. As studies suggest, this method does not only cater to the well-being of students, this is also a proper channel for feedback gearing towards teacher improvement.

Service systems and support also contribute to student learning in the tertiary level. Academic institutions need to extend such service to their students because quality education and academic successdo not only rely on highly educated teachers, state of the art facilities or specialized curriculum.It is also vital that students are contented and that

they feel valued in their respective programs. Students need to truly experience the meaning of a learning journey while they are in the institution. As such, they have to be provided with different learning opportunities and support services so they fully experience a learning environment where they feel challenged but also welcomed and accepted.

Theoretical Framework

There are several theories that explain how an individual acquires, retainsand recallsknowledge. An understanding of these theories can help school administrators and teachers identify the best tools and strategies best suited to promote meaningful learning. This study is anchored on the Humanistic Theories of Learning (1960). Humanism started in the United States as a reaction to schools which emphasize academic achievements at the expense of student needs thus making schools a sterile and aloof place (Pila, 2013). Proponents of Humanism include Carl Rogers and Abraham Maslow. Humanism believes that learning is student-centered and personalized in the development of the total formation of a student where the educator's role is that of a facilitator in a cooperative and supportive learning environment that minimizes student anxiety, thus promoting a positive interpersonal relationship between teacher and the students. Feedback is more immediate than teaching in a large class. Humanism views the teacher-student relationship as essential to student motivation and learning. In an article published by (Emmer & Sabornie, 2015), Rogers believed that for an individual to develop fully, they need an environment that will give them a genuine acceptance and empathy. Thus, the higher institutions role is to provide students with a non-threatening environment where they will feel secure to learn. In humanistic education, the tutor or lecturer tends to be more supportive than critical, more understanding than judgmental (K12-Academics). St.Paul University Manila applied the face-to-face teaching method in its consultation meeting with its students. This teaching strategy is anchored on the institution's belief that adopting this method could enhance student motivation and a venue for teachers to convey their care and commitment to students.

Conceptual Framework

As mentioned above, the objective of the study is to evaluate how the consultation hours have helped the students in their learning journey and to offer suggestions on how to enhance its implementation to better serve its purpose. To achieve this objective, the researchers looked into the how the different colleges and programs implement the con-

sultation and its allotted time stated in the syllabus. This includes how the faculty members execute the said activity.For this purpose, deans, chairpersons, and faculty members were interviewed. Secondly, the researchers evaluated the consultation hours from the students' perception and its effect in their learning journey at the University. The needed data were gathered through the use of survey questionnaire and focused group discussions.
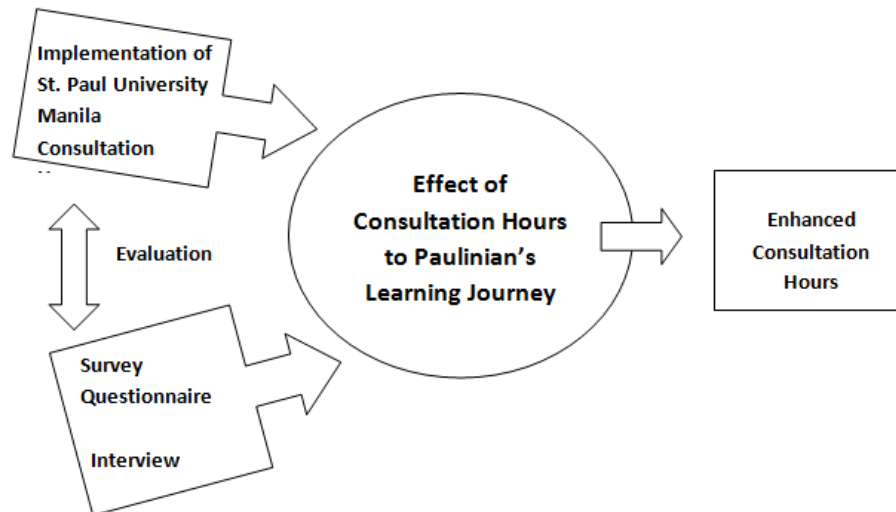

FIGURE 1. Conceptual framework of the evaluation of St. Paul University Manila's consultation hours

METHODOLOGY

Research Design

This study employs mixed design in analyzing the implementation of consultation hours. It used the descriptive approach because the researcher endeavored to describe and document the extent of entrepreneurial venture created and attempted by the graduates after graduation. According to Garcia (2011) descriptive research involves collecting data in order to test hypotheses or answer questions regarding the subjects of the study. It is concerned with condition, relationships, opinions processes, evident effect developing. The data are typically collected through a questionnaire, interview, or through observation. Furthermore, descriptive research purpose is to understand the world as experienced by another (Ary, Jacobs, Sorenson, & Walker, 2014).

Population and Sampling Technique

The population generated in this study included tertiary level students from the different colleges of St. Paul University Manila who have availed of the free tutorial and consultation for academic year 2018-2019. The researchers also asked for the tutorial and monitoring form from the faculty and academic managers as basis for selecting the student respondents. The study used the complete enumeration method as sampling technique.

Respondents of the Study

The study covered the entire students in the tertiary level who have availed of the free tutorials and consultation for academic year 2018-2019. A total of 436 participants were generated by the study. From the total population 92 tertiary students responded. Their responses were tabulated and analyze by the researcher. The respondents were chosen to primarily determine how well the consultation hours have helped them in their learning journey at the University.The participants of the study came from the following tertiary level students: College of Business and Managament (CBM) (52), CASE (26), CNHAS (7), and CMPA (7). College Deans, Program chairs and full-time faculty members without administrative position but have teaching loads in the tertiary level for the SY 2018-2019 were also interviewed regarding the implementation, challenges and issues and suggestion on how to enhance the implementation of consultation hours.

Research Instrument

For the quantitative part,one of the researchers constructed a questionnaire for gathering the needed data. The questionnaire consists of three main (3) parts. In part 1 the respondents were asked on the college/program affiliation of the student, as well as the number of time the consultation was availed and their purpose for consultation. In part II, the respondents were asked to rate how the consultation program has helped them in their learning journey as students of SPUM. In part III, the respondents were asked

to rate the faculty members' execution of the consultation hours. The respondents were also asked to give suggestions on how to improve the consultation activity.

Prior to administration, the survey questionnaire was presented to Dr. Mary Grace Leong son the current dean of the CBM and Dr. Maria Encarnacion Dychangco to determine the content validity of the questionnaire. the interview with the deans, program chairs and faculty members, a guide-questionnaire wasprepared. The researchers recorded all the response of the respondents.

Validation of the Instrument

The content of the researcher-made survey questionnaire and guide questions were shown and discussed with the Vice-President of Academic Services, Dean of the College of Business and Management, and Dean of College of Arts and Sciences for validation of the research instruments. Suggestions and comments of the two administrators were taken into consideration in the drafting of the final survey questionnaire.

Data Collection Procedure

On September 19, 2018 a memo was issued by the researchers to the College Deans and Program Chairpersons reminding them to encourage their respective faculty members to use the consultation hours. Program chairpersons were also asked to submit to the researcher their respective faculty's consultation hours as reflected in their syllabus.

Prior to the administration of the questionnaire, the researcher sought the assistance of the different program chairs. The questionnaire for the students were floated and retrieved from March 18, 2019 to April 11, 2019. Similarly, interview with the different college deans and programs chairs were held on these dates. Faculty members without administrative position but currently haveteaching load were also interviewed.

A total of three (3) college deans and six (6) program chairs were interviewed. From the total21 faculty members without administrative position but currently have teaching load in the tertiary level, 15surveyquestionnaires were retrieved.

Data Analysis

The research data were analyzed using descriptive statistics using 4-point Likert-scale.

RESULTS AND DISCUSSION

SOP No. 1. What is the perception of tertiary students on the implementation of the University Consultation Hours?

TABLE 1. Summary of overall weighted mean and departmental weighted mean student

The Consultation Sessions has Enabled me to	Departmental Weighted Mean					Overall Weighted Mean
	CAS	CMPA	EDUC	CNAHS	CBM	
1. Enrich my understanding of the specific problem topic or situation	3.7	4	3.3	3.6	3.6	3.6
2. Identify possible solutions to my present situations	3.4	4	3.1	3.6	3.6	3.5
3. Improve my academic standing	3.6	3.6	3.1	3.3	3.7	3.5
4. Be more prepared in my course related situations or tasks assigned to me	3.6	4	3.4	3.4	3.8	3.6
5. Inspire me to become more goal and result oriented.	3.7	4	3.6	3.6	3.7	3.7
6. become more open to my mentor/teacher in the future when faced with problem situations either academic or non-academic related.	3.6	3.9	3.3	3.9	3.7	3.7
7. Learn new techniques/insights that I can apply in my future studies	3.4	3.7	3.3	3.4	3.7	3.5
8. Create a closer connection/bonding with the faculty /mentor	3.4	3.9	3.6	3.6	3.7	3.6
9. Appreciate the learning I had during the consultation.	3.6	4	3.4	3.4	3.8	3.6
10. Re-direct my perspective and decisions	3.5	3.9	3.4	3.6	3.8	3.6
Departmental Weighted Mean	3.6	3.9	3.4	3.5	3.7	3.6

Rating Scale: 1.0-1.7 5Strongly Disagree 1.76-2.50 Moderately Disagree2.60-3.25 Agree 3.26-4.00 Strongly Agree

Table 1 reveals the perception of the students on the implementation of the university consultation hours. The questionnaire indicated 10 items which the consultation hours seek to provide. These are not limited to academic goals or cognitive needs of students, but also extend to behavioral and affective ones, such as the need for inspiration, closer relationship, and others. The 10 items got an overall weighted mean of 3.6, which is interpreted as Strongly Agree. Out of the five colleges, CMPA were the strongest to agree with a departmental weighted mean of 3.9, followed by CBM at 3.7, CAS at 3.6, CNAHS at 3.5, and EDUC at 3.4. The numbers show a highly positive response from the students

on the effectiveness of the implementation of consultation hours in the university.

To be truly called a 21st century student, one has to possess specific skills, which cannot be acquired inside the classroom alone. Extension services by the university such as consultations are necessary for students to be holistically developed.

SOP No. 2 What is the perception of the students on the teacher's attitudes on the University Consultation Hours?

TABLE 2. Summary of the perception of the students on the teacher's attitude on the university consultation hours

	(CAS)	(CMPA)	(EDUC)	(CNHAS)	(CBM)	TWM
1. He or she is available during consultation hours.	3.2	3.9	3.5	3.6	3.7	3.6
2. He or she provides ample time for the consultation ours.	3.4	3.9	3.5	3.6	3.7	3.6
3. He or she was able to simplify consulted topic or situation	3.7	3.7	3.3	3.4	3.7	3.6
4. He or she is welcoming for consultation.	3.5	3.5	3.4	3.4	3.8	3.5
Departmental Weighted Mean	3.5	3.8	3.4	3.5	3.7	3.6
Overall Weighted Mean	3.6	3.9	3.4	3.5	3.7	3.6

Table 2 shows the perception of the students on how they were received by their teachers when they had their consultation. Four areas, which reflect the attitude of the teachers were evaluated: (1) availability of the faculty, (2) ample time for consultation, (3) simplification of the topic at hand, and (3) welcoming presence of the faculty. All the four items got a weighted mean of 3.6, which is equal to the interpretation, Strongly Agree. This interpretation validates the level of satisfaction the students have towards the attitude of the faculty across all colleges during the consultation hours.

Interview with the Deans, Program Chairs and Faculty Members

This section of the interview narrates the actual experiences of faculty regarding their practice and implementation of the consultation hours. The themes are presented based on the questions in the interview.

SOP No. 3. How did the different colleges and programs implement the consultation hours?

Implementation of Consultation Hours: Deans and Chairs

The implementation of the consultation by the faculty to the students is closely monitored and documented by the academic managers because the syllabi which is presented in the first day of classes also declares the consultation hours of the faculty. One of the deans said "faculty members are asked to include in their syllabi their scheduled consultation hours." Each program also keeps a logbook for monitoring the students who have consulted. The faculty on the other hand, is also required to submit a monitoring form of the said sessions as part of their clearance at the end of the semester. Program chairs constantly remind their students of the consultation hours whenever they are asked if they have problems with their subjects. "Schedules are posted in group chats to inform students" said one program chair.

Sub-Question: Consultation Hours as an Effective tool to Show Care for Students: Deans and Program Chairs

Consultation hours are designed so that students and teachers have the chance for a one-on-one chat about academic or non-academic discussions. According to Bates (2018), the sessions may also be in a small group. Another feature of the consultation is that it is face to face. As dean mentioned that "spending time with students is very important to know them better and see/find out the concerns." One participant also emphasized on the importance of nonverbal gestures which may be communicating other messages other than what is being said. All the participants agreed on the effectiveness of the consultation as a tool in showing student care. Furthermore, two participants also recognized that some students may feel aloof with personal or face-to-face sessions. Not all students feel comfortable about this, so they resort to other modes of reaching out to their students such as through social media or online communication. One participant also mentioned that students use the digital platform for its accessibility or convenience. The consultation hours is a form of an extended student service provided by educators and several studies have proven the efficiency of such activities to improve overall academic performance (Bettinger et al., 2013; Bok & Shushok Jr, 2014; Ciobanu, 2013; Fry, 2015; Hughes, 2005; Maharaj, 2018).

SOP No. 4 How do the faculty members execute the implementation of consultation hours?

Methods in Implementing Consultation Hours

The response of the faculty regarding their methods in implementing the consultation hours is consistent with the responses of the deans and chairs. Two general comments

occurred as to their method and these are to follow their set schedule of consultation hours as stipulated in their syllabus, and to conduct it face-to-face and one-on-one. Majority of the faculty try to strictly follow their hours and guarantee their availability for their students. They also find it necessary to conduct the sessions with a more personal approach, so as to ensure that the students feel secure especially when the issues are not necessarily academic-related, like personal issues. One faculty said she sees to it that she listens intently to anything that is presented to her. She also added that she brings the student to a place where she feels comfortable. Other teachers extend their service as they would accommodate students even outside the consultation hours, even anytime or anywhere as they see fit. Some students also do not avail of the consultation hours, so it is important that their teachers encourage them to set a session. One teacher mentioned: "I encourage them to come to me whenever they feel the necessity. Hughes (2005) presented the academic success also means that the students feel happy about their environment. An accommodating faculty can contribute to a positive learning journey for undergraduate students.

Sub –question: Did the faculty follow their scheduled consultation hours as reflected in their syllabus?

On strictly following the schedule of the consultation hours provided by the faculty, more than half of them answered "yes" because they simply indicate their vacant or available period. One participant also weighs the urgency of the student's issue first. However, several also answered "no" because their schedule do not coincide with the availability if their students. Consequently, the teachers would simply conduct the consultation whenever they are approached by their students, sometimes, even along the corridor. One solution is also to conduct the consultation through online means like in Facebook Messenger.

Sub-questions: Frequency of Consultation: Faculty Members

Based on the data provided by the faculty, the frequency of consultation varies, but they all conduct it regularly, some as often as every day. Others conduct consultation once or twice a week. It is critical that they conduct as often as possible especially to accommodate students who are having difficulty in the subject. Furthermore, most consultations are academic-related although there are also students who open personal or family matters.

Manner of Disseminating to Students their Available Consultation Hours: Faculty Members

As the consultation hours is part of the syllabus which is presented during the first day of classes, almost all the participants disseminate this information early on. A few teachers even give their weekly work schedule and mobile number to their student in class and through online platform like Facebook Messenger. One teacher assured he students that she is available anytime for consultation.

Extra Efforts Extended by the Faculty Members to Effectively Implement the Consultation Hours

Most of the participants expressed their efforts in extending the consultation service to their students. One is closely monitoring of their students and making adjustments with the consultation hours or schedule just to accommodate the students. Some students may also need longer hours or more frequent sessions, so the faculty also takes note of it. The online platform is also an easy and convenient way to extend the said service. Sometimes the teacher extends her roles to being a financial adviser, spiritual mentor, friend, parent, and guidance counselor. "I also needed to look for ways to handle them psychologically in order to help them with their issues," one of the participants answered. More importantly, there should be a follow-up with the student. This is why the consultation is very regular as revealed by the participants.

SOP 5. What are the challenges and issues encountered by academic heads and faculty members in the implementation of consultation hours?

Issues and Challenges: Deans and Program Chairs

Majority of the academic managers said that conflict of schedule is the main challenge in the implementation of the consultation. Sometimes, the students do not have a common vacant time with their teacher, which make it difficult for them to set the meeting. Added to conflict of schedule are unannounced activities that the student or the faculty needs to attend, other meetings, and off-campus engagements. Two managers responded differently as they said that there are no issues or challenges. One of them elaborated that "students seem to assume that faculty could be approached anywhere anytime." In such case, scheduling a meeting is not even a hindrance; however, this may catapult to other issues.

Issues and Challenges: Faculty Members

Also revealed by the academic managers, the faculty too has conflicting schedules with their students, so it is difficult to set sessions. Sometimes, lunch breaks are being sacrificed

because it is the only common time. Irregular students are frequently unavailable because they have a different schedule from their classmates. According to a few teachers, even if the students are aware of the said service, they refuse to avail of it because they are shy. "Most students feel shy about approaching their teachers they would avoid it, unless it's a mandatory consultation ex. Grade consultation," a faculty mentioned. Another challenge is conducting the sessions faithfully and keeping record of the sessions as well. Not all sessions are documented especially the ones that are done randomly.

SOP No. 6. What can be proposed to enhance the delivery of the University Consultation Hours?

Enhancement on the Implementation: Deans and Program Chairs

Aside from continuous monitoring, the participants suggested three major improvements: first is providing proper venue, second is a regular schedule, and third is regarding information dissemination. There is currently no designated room for consultation, so they are being held in classrooms, offices, or the faculty room. One of the participants suggested to "provide a consultation room." Another participant gave emphasis to a "closed room set up so as not to broadcast info or concerns of students."Aside from the venue, they also suggested a set schedule or a regular schedule for consultation like a couple of days before the major exams according to one participant. Another participant mentioned that in other schools, they have an institution-wide practice of having a consultation hour once a week. Lastly, the consultation hours can be implemented more effectively if there is a massive campaign about it like in assemblies. Students need to be reminded of the said sessions as they tend to forget or they may be unaware about it. A participant suggested instilling awareness and importance among students and providing them with their teachers' schedule in their program.

Enhancement on the Implementation: Faculty Members

The faculty shared some insights on how to enhance the implementation if the program. Their suggestions are answers to the issues or challenges that they have narrated as well. First is regarding time and availability. For example, Mondays can be dedicated as a day for consultation as most classes are scheduled from Tuesdays to Fridays and some, Saturdays. Similar to the suggestion of the deans and chairs, the faculty too, feel the need for a space or a room dedicated for consultation. For easy monitoring, one participant sug-

gested to have consultation slips as well. Of course the strict observance must be part of the practice, equally important is also the awareness of faculty about the issues of students that they might have divulged during their guidance interview. Information that are not too sensitive should be relayed to the faculty so that they know how to treat the students accordingly. Even in an inclusive type of learning and teaching environment, specific students still have specific needs that need to be addressed inside and outside the classroom.

CONCLUSION

The researchers looked into the perception of the students, the monitoring of academic managers, execution of faculty members, and issues and challenges in the implementation of the consultation hours in the SPU Manila. The students showed a very positive feedback towards the consultation sessions that they have experienced. The same optimism was shown on how they perceive the attitude of their teachers when they were accommodated. Based on the survey, they students were given enough attention when they asked their concerns to be addressed. Moreover, consultation hours are duly monitored according to the academic managers who were interviewed. Different efforts are done to record this student care activity to ensure that the faculty are extending their service. Additionally, the deans and program chairs see the consultation hours as an effective tool in showing student care especially since this is done on a one-on-one basis, which is more personal compared to a classroom set up. The faculty members validated the response of the academic managers regarding the implementation of the consultations. Moreover, they also revealed that they execute this in different manners to accommodate the specific needs of each student. With this, some issues and challenges were also brought up, such as conflict of schedule and the unavailable rooms for consultation. Lastly, to enhance the said activity, the participants suggested a more regular schedule for consultation hours, more aggressive awareness campaign of student care, and proper venues for one-on-one discussions.

LIMITATIONS AND RECOMMENDATIONS

This study was limited in scope as it only addressed the issue/need of St Paul University. However, similar studies must be conducted in other institutes to analyze diverse point of views.

Follwoing recommendations are being given.

1. Continue the implementation of the student consultation hours with the following enhancements:

a. Create a designated room for student consultation where schedule (time and day) of the faculty members is clearly posted. Program Chairs should monitor the attendance of the faculty members with provision for a close room set-up for delicate issues or concerns of the students.

b. Explore the possibility of an institutional consultation schedule between faculty and students. Mondays or Saturdays can be dedicated for consultation.

c. Faculty members to diligently follow/observe their consultation hour schedule and to use the prescribed monitoring form.

d. Submission of a monthly monitoring reportto the Program Chairs of the faculty concerned this is done to efficiently monitor the progress on the implementation of the consultation hour.

2. Continuously disseminate awareness information campaign on and encourage students to avail of the consultation hours. Program assemblies and other meetings with the students can be tapped as a venue to create student awareness on the consultation hours.

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