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## Research Article

### Unlocking Creativity: Utilizing The 5 Whys Methodology to Illuminate Core Issues in Student Supreme Government

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#### ABSTRACT

Student engagement programs served as catalysts for student development, community building, and active participation in campus life. This research explored the state of student engagement programs within the Supreme Student Government (SSG), focusing on their effectiveness and levels of student participation. Utilizing the 5 Whys methodology, the study identified and analyzed critical challenges and opportunities related to student motivation, program structure, and alignment with student interests. The findings revealed that internal communication breakdowns and budget constraints were significant factors impeding the effectiveness of SSG programs. Student participation was only moderate due to conflicting schedules with classes and insufficient program marketing. The rigid structure of SSG programs and a lengthy approval process further limited their ability to meet student needs. A disconnect between program content and student interests hindered engagement. The research concluded that the root causes of these problems lay in the need for more structured communication channels, a complex approval process, and misalignment with student interests. By addressing these underlying motives, recommendations included enhancing internal communication, allocating funds as efficiently as possible, and creating an inclusive learning environment. These strategies aimed to develop more effective and appealing student engagement programs, ultimately fostering a more active and engaged student body.

**Keywords:** *Student Engagement, Internal Communication, Budget Allocation, 5 Whys methodology*

#### Introduction

Student engagement programs are vital to any educational institution, serving as

catalysts for student development, community building, and active participation in campus life. These programs play a crucial role in

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fostering a vibrant and inclusive environment by promoting personal growth, leadership skills, and meaningful interactions among students. They are characterized by connection and active involvement in school-related activities (Villegas, 2023). Research underscores the significance of student engagement in enhancing educational experiences and outcomes. For instance, Geraghty et al. (2019) highlighted the effectiveness of the Student Curricular Board (SCB) at the University of Illinois College of Medicine-Chicago, which utilized surveys to assess program impact and identify areas for improvement. Jones (2020) emphasized the importance of capturing comprehensive engagement metrics through time-averaged retention statistics, while Norze (2020) focused on the critical role of online engagement in educational settings. Roush et al. (2020) examined nursing student engagement within community-based learning curricula, showcasing the value of practical learning experiences. Similarly, Symons et al. (2020) explored faculty perceptions of industry sponsorships in capstone design courses, illustrating how faculty engagement can drive successful industry partnerships. Further research by Kirchner et al. (2020) and Saqr et al. (2021) shed light on strategies to increase engagement among student veterans and the importance of sustained engagement over an entire program. Alden et al. (2021) employed design-based research to promote diversity and student engagement, while Hensley et al. (2021) emphasized the need for student satisfaction in online programs. Roudebush et al. (2024) examined engagement patterns in mindfulness-based social-emotional learning programs, highlighting the impact of demographic and classroom factors. Collectively, these studies reveal that a robust framework for student engagement is essential for cultivating a thriving student body and achieving educational objectives. The Supreme Student Government (SSG) represents the collective voice of students within educational institutions, advocating for their rights, welfare, and interests. This organization is pivotal in promoting student engagement, organizing events, and spearheading initiatives that enhance campus life. Its primary goals encompass fostering unity, providing platforms for

student expression, and advocating for student-centric policies that promote holistic development. According to insights from the CPE Representative of the Student Supreme Government (SSG) interview, critical root causes behind several organizational challenges within the SSG are unveiled. The key issues identified include internal communication breakdowns and constraints in budget allocation, which impede effective coordination, decision-making, and resource utilization within the organization. Effective internal communication is paramount for organizational success, enabling seamless information flow, timely decision-making, and cohesive teamwork (Kalkantova, 2022). Similarly, efficient budget allocation is essential for optimizing resources, funding student initiatives, and ensuring the sustainability of student engagement programs. Addressing these challenges is crucial to enhancing the SSG's operational efficiency, promoting member engagement, and delivering impactful outcomes that benefit the student community. Utilizing the 5 Whys methodology, this research investigates the root causes of internal communication breakdowns and budget allocation constraints within the SSG. The study seeks to illuminate core issues, unveil innovative solutions, and provide actionable insights to enhance organizational effectiveness, optimize resource utilization, and foster a dynamic and inclusive campus environment.

The conceptual framework shown in Figure 1 outlines the study's key components, inputs, processes, and outcomes. The framework highlights the significance of key components, such as the 5 Whys Methodology, internal communication, budget allocation, Supreme Student Government (SSG), and student engagement programs. These components serve as a basis for analyzing the fundamental problems in the SSG's student engagement programs. During the input phase, a literature review and data collection through surveys and interviews are part of the framework. Incorporating primary and secondary data offers a foundation for understanding the current situation and difficulties of SSG programs. In the process phase, the data is gathered, and the 5 Whys Methodology is used to systematically discover the underlying causes of the issues found (Serrat, 2009).

Data analysis is carried out simultaneously to derive significant insights. The output phase concludes with the identification of these underlying causes and the formulation of proposed solutions. These outputs aim to improve

internal communication and resource allocation practices within the SSG and address underlying issues to increase the effectiveness of student engagement initiatives.

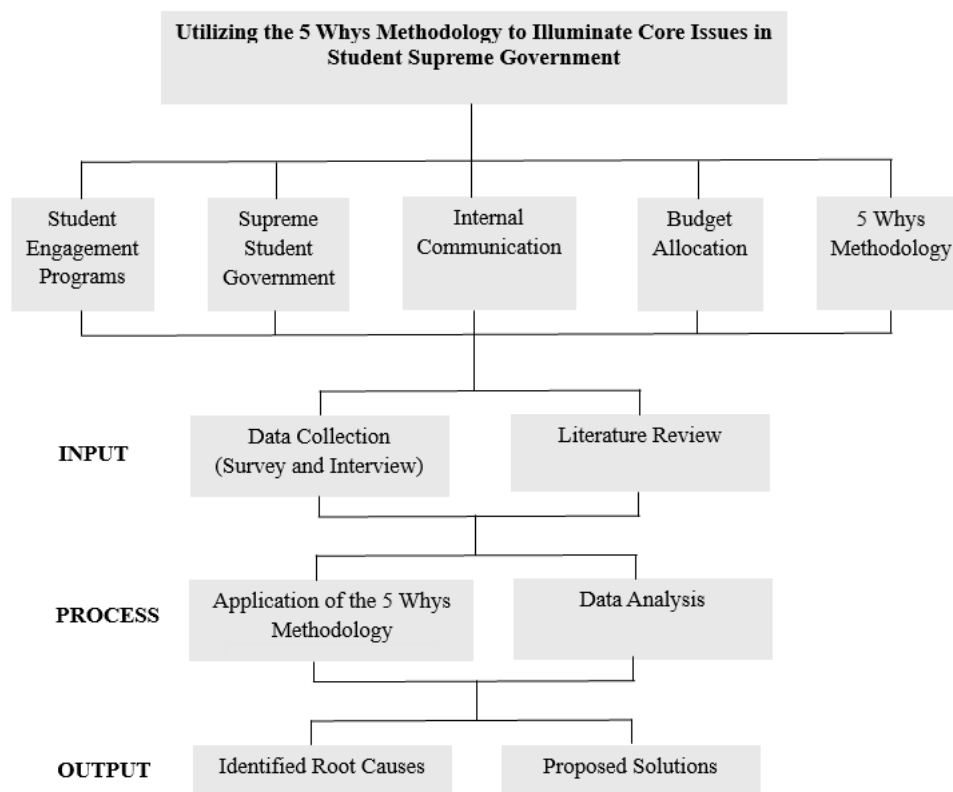


Figure 1. Author's Developed Conceptual Framework

### Objectives

The study aimed to explore and apply the 5 Whys methodology as a creative thinking tool to identify and illuminate fundamental issues, particularly those of the Supreme Student Government organization.

Specifically, it aims to address the following:

1. To analyze the current state of student engagement programs within the Supreme Student Government (SSG), focusing on their effectiveness and levels of student participation.
2. To identify key challenges and opportunities within the SSG's student engagement programs, specifically examining factors such as student motivation, program structure, and alignment with student interests.
3. To explore potential solutions and strategies for addressing the identified

challenges using the 5 Whys methodology within the context of the SSG, aiming to delve deeper into root causes and uncover innovative approaches to enhancing student engagement.

4. To provide recommendations for improvement based on the research findings, offering actionable insights and practical suggestions for optimizing student engagement programs and fostering a more dynamic and inclusive learning environment.

### Methodology

The research environment provided a dynamic setting rich in academic materials and historical context. Data collection primarily took place at a university institution, where both quantitative and qualitative methods were employed to gather comprehensive

insights. The research utilized a mixed-method approach, combining both quantitative and qualitative data collection techniques to ensure a robust analysis of issues concerning student engagement initiatives. Questionnaires were administered to both students and Supreme Student Government (SSG) members. The student sample was selected using random sampling to ensure external validity by representing a broad segment of the student body. For SSG members, purposive sampling was utilized due to time constraints, focusing on individuals with specialized knowledge and relevant perspectives. This sampling method provided a comprehensive view of the benefits and limitations of student engagement programs. Slovin's formula was employed to calculate the required sample sizes: 38 SSG members and 156 students, totaling 194 respondents. This calculation considered research objectives, methodology, and practical limitations such as data collection and resource availability. To supplement the survey data, interviews with SSG members were conducted. The qualitative approach was specifically employed to validate and enrich the survey findings. This method facilitated a deeper exploration of the challenges

and opportunities within student engagement programs, providing context to the quantitative data. By integrating qualitative insights, the researchers aimed to confirm the accuracy and reliability of the survey results, thereby enhancing the robustness of the overall data collection process. The 5 Whys methodology was applied to identify and understand the root causes of problems related to student engagement initiatives. This technique involves asking "why" repeatedly (typically five times) until the fundamental cause of an issue is identified. The insights gained from this process guided the formulation of targeted solutions aimed at addressing the fundamental issues rather than just the symptoms. Ethical considerations were paramount throughout the research process. The researchers adhered to ethical guidelines to ensure the integrity and respect of all participants. Informed consent was obtained from all respondents before their participation. Participants were fully informed about the study's purpose, the nature of their involvement, and their right to withdraw at any time without consequence. Confidentiality was maintained by anonymizing responses and securely storing data to prevent unauthorized access.

*Table 1. Range for the Descriptive Rating on the Level of Satisfaction*

<b>Weighted Mean Range</b>	<b>Interpretation</b>
4.00 – 5.00	Positive
3.00 – 3.99	Neutral
1.00 – 2.99	Negative

The level of satisfaction was measured through their rating scores, and the results were categorized based on Table 1, which calculated the weighted mean for each response. Online surveys broadened the scope of research by gathering a large amount of data from various demographics, improving external validity, and offering valuable information for efficient policy and decision-making. A five-point Likert scale was conducted among library visitors to gain a user-centric perspective and assess their preferences and needs. The scale used to collect the data was set up with five categories: (1) highly agree, (2) agree, (3) neutral, (4) disagree, and (5) strongly disagree. Essential concepts such as advocacy, communication,

representation, and efficacy were included in the poll, along with opportunities and problems.

Through direct interaction with respondents, on-site interviews enabled researchers to obtain specific opinions and helpful information that could be used to identify opportunities and challenges. The interview questions were semi-structured, allowing flexibility by combining both structured and unstructured elements (Bell & Waters, 2014). Diverse data types, including books, papers, reports, photographs, and videos, were available in web search results from search engines like Google, Microsoft Edge, and Bing, which helped academics acquire relevant materials (Wilkinson,

2023). Recorders captured participants' exact words and packed the records for data aggregation, maintaining data integrity and ensuring no insights were lost in the analysis process. Mobile or DSLR cameras provided high-quality picture and video documentation, offering capabilities that were customized for comprehensive visual recordings. Surveys gathered quantitative and qualitative information from selected respondents, offering insightful data on various study issues (Hardwick, 2023).

## Results and Discussion

### Supreme Student Government (SSG) Members Interview

#### The current state of student engagement programs within the Supreme Student Government (SSG)

The current state of the student engagement initiatives and student involvement levels were discussed in an interview with the SSG commissioner on May 27, 2024. The commissioner stated that while the agendas usually corresponded with the student's interests, there was no assurance that all students would participate in some events. Instead of focusing on having fun during school events and commemorations, students often reconsidered the advantages of taking part due to pending work and assignments. While the commissioner admitted that participation could have been more assured, the programs often corresponded with the student's interests. Instead of concentrating on enjoying the events themselves, students frequently considered the advantages of partaking. The existing student engagement initiatives, which combined efficacy with varying student participation, characterized the SSG offers. Even though many programs and feasts were made to accommodate students' wide range of interests, from the daycare to the college level, several obstacles affected their overall performance. Low student engagement, class scheduling issues, and venue shortages hampered the programs' efficacy. Many students remarked on a need for more enthusiasm for participating, indicating that the marketing and administration of these programs needed to be improved.

### Key challenges and opportunities within the SSG's student engagement programs

#### Factor 1: Student Motivation

One of the main challenges in encouraging student participation in SSG programs was conflicting schedules with their classes. According to the SSG commissioner, many students needed help balancing their academic responsibilities with extracurricular activities, leading to lower participation rates. Societal pressure and changing attitudes toward social events discouraged student involvement in SSG programs.

#### 5 Whys Analysis:

1. Why is student participation in SSG programs only moderate?  
"Because students have conflicting schedules with their classes."
2. Why do students have conflicting schedules with their classes?  
"Because SSG programs are often scheduled at times that overlap with class hours or other academic commitments."
3. Why are SSG programs scheduled at conflicting times?  
"Because there is a lack of coordination between the SSG and academic departments to find suitable times for events."
4. Why is there a lack of coordination between the SSG and academic departments?  
"Because there are no established communication protocols or collaborative planning sessions to align schedules."
5. Why are there no established communication protocols or collaborative planning sessions?  
"Because the SSG has not prioritized or formalized a process for scheduling coordination with academic departments."

Despite these challenges, some factors motivated students to show potential interest in participating in SSG programs. According to the SSG commissioner, students were drawn to these programs because they addressed a variety of interests and needs, making them appealing to a broad range of students. Research indicated that the diverse nature of the programs ensured something for everyone, which helped

attract participation from different student groups (Purdue Global, 2023).

### **Potential Solution:**

To address the challenge of moderate student participation in SSG programs due to conflicting schedules with academic commitments, establishing structured communication channels with academic departments would facilitate coordinating event schedules, ensuring that SSG programs did not overlap with class hours, which could involve regular meetings or designated liaisons to foster collaboration and identify suitable event times. Research showed that tailored engagement strategies could increase student involvement (Mowreader, 2023).

### **Factor 2: Program Structure**

The current SSG programs' rigid schedules and challenging, lengthy approval process made it difficult to successfully satisfy the students' demands. According to the SSG commissioner, the SSG was implementing a program involving multiple approval stages, requiring numerous signatures and endorsements. This procedure hindered the initiatives for flexibility and potential, delaying the execution of said projects and events, which lowered participation and made the programs less successful and joinable. As a result, programs frequently had to fully address the demands of the students to meet in the middle, making it extremely difficult to provide the student body with the best programs.

### **5 Whys Analysis:**

1. Why does the current program structure fail to meet student needs effectively?  
Because the programs have inflexible scheduling and a lengthy approval process.
2. Why do the programs have inflexible scheduling and a lengthy approval process?  
Because implementing a program involves multiple stages of approval, requiring numerous signatures and endorsements.
3. Why does implementing a program require numerous signatures and endorsements?  
Because each project proposal must be reviewed and approved by various commit-

tees and individuals, including the Committee/Commission head, the legislative body, a specific commission, the SSG President and Adviser, and the University President.

4. Why must each project proposal be reviewed and approved by so many committees and individuals?  
Because the approval process is designed to ensure that projects are thoroughly vetted for technical accuracy, feasibility, and alignment with university policies and objectives.
5. Why does the approval process need to be so thorough and involve so many steps?  
Because there is a need to maintain high standards, accountability, and compliance with institutional regulations, which inadvertently results in delays and reduced flexibility for project implementation.

According to the SSG commissioner, incorporating structural changes such as more flexible scheduling and considering student feedback could have enhanced the effectiveness of SSG programs. Flexibility in scheduling accommodated students' busy academic schedules, making it easier for them to participate in SSG activities. This practice ensured that students could engage in extracurricular activities without compromising their academic responsibilities (Amy Kurfist, 2022).

### **Potential Solution:**

Implementing a simplified, tiered approval system would have made the current structure of the SSG program more efficient. This system would have allowed smaller-scale, low-risk projects to be approved more swiftly at the departmental or committee level. Standardized templates and guidelines for project proposals could have further expedited the review process by ensuring submissions met necessary criteria upfront, thereby reducing delays and fostering more dynamic project initiation and execution (Chandra, 2022).

### **Factor 3: Alignment With Student Interests**

According to the SSG commissioner, students felt that SSG programs did not align with their interests primarily because there was a

disconnect between the content of these programs and the current trends or issues that mattered to them. While most programs aimed to align with student interests, some needed to be more effectively marketed or communicated to students. Additionally, there were instances where the organizers needed to convey or execute projects adequately. The disconnection between the programs' intended content and students' perception of their relevance contributed to the challenge of engaging students effectively.

### 5 Whys Analysis:

1. Why are SSG programs not fully aligned with student interests?  
Because learners believe that the curricula need to adequately represent their interests, needs, or choices.
2. Why do students feel that the programs do not reflect their needs, preferences, and interests?  
Due to the possibility of a discrepancy between the program's content and concerns or the trends that are relevant to students in this innovative era.
3. Why is there a disconnect between the program content and current trends or issues that matter to students?  
Due to a lack of adequate research or feedback systems to comprehend and incorporate most of the demands of all the students.
4. Why is there insufficient research or feedback mechanisms?  
Due to the SSG's lack, and time constraint of organized procedures, initiatives or resources for routinely gathering and reviewing student input.
5. Why **does the SSG need more resources or structured feedback collection and analysis processes?**  
Due to possible shortcomings in the strategic planning, building, and funding of feedback mechanisms.

The SSG commissioner claimed that matching SSG initiatives to all student interests could have improved participation. Students were likelier to engage and stick with activities that spoke to their best interests. The SSG could have developed programs that connected intensely with students and promoted involvement by learning about and accommodating their interests and preferences. Higher involvement and longer-lasting engagement would have resulted from this congruence with students' interests (Amy Kurfist, 2022).

### Potential Solution:

To address the challenge of aligning SSG programs with student interests, the SSG could have established a structured feedback mechanism by forming a dedicated Student Feedback Committee (Chandra, 2022). The committee aimed to gather information about changing student preferences through frequent or quarterly surveys, focus groups, and trend studies. Spending 10–15% of the yearly budget on the initiatives would have paid for the necessary survey instruments, data processing software, and committee member training. In order to improve program promotion to students, a portion of the funding should have also gone toward employing a part-time communications professional or utilizing student volunteers with experience in marketing and social media management. This role would have primarily concentrated on producing engaging content and using focused marketing techniques to ensure SSG programs were effectively communicated to all students. Student engagement and involvement could have been increased by effectively communicating the recompenses of joining and the applicability of SSG programs through interesting, appealing material and focused marketing techniques (Costa et al., 1970).

**Supreme Student Government (SSG) Members (Online Survey)**  
**Current State of Student Engagement Programs**

Table 2. Author’s Computed Weighted Mean of Student Engagement and its Interpretation

Statement:	Weighted Mean	Interpretation
Q1. The SSG's student engagement programs are effective in achieving their goals.	5.00	Positive Satisfaction
Q2. Student participation in SSG programs is high.	4.50	Positive Satisfaction

Table 2 presented the weighted mean of student participation for the SSG's programs and an explanation. Two statements and their related values were shown in the table. The table indicated a positive perception of student engagement with the SSG's programs. The first statement, "The SSG's student engagement

programs are effective in achieving their goals," had a weighted mean of 5.00, interpreted as "Positive Satisfaction." The second statement, "Student participation in SSG programs is high," had a weighted mean of 4.50, interpreted as "Positive Satisfaction."



Figure 2. Author’s Identified Strategies to Increase Student Participation in SSG Programs

Figure 2 resulted from the online survey, in which all SSG participants concurred on several strategies to increase student involvement in SSG activities. These included using social media, like the Facebook page, to raise awareness and draw in many students, hosting live events that would offer chances for conversation and education that both sides benefited from, working with other student groups to increase reach and resources, and offering incentives and prizes to encourage involvement.

**Challenges and Opportunities**

Based on the feedback from the SSG members during the online survey, here are the top challenges they face in organizing student engagement programs:

1. Student Participation
2. Conflicting schedules with classes

3. Availability of Venue
4. Gathering participants
5. Approval process of the documents
6. Gathering working committee

SSG members reported facing similar challenges in organizing student engagement programs. These challenges fell into two main categories: generating student interest and participation and overcoming logistical hurdles. The SSG explored new program formats to address student participation, gauged student interest through surveys, and improved event promotion. Logistics like venue availability and lengthy approvals were tackled through better planning and communication with the administration. Assigning a point person to secure venues and navigate approvals well in advance streamlined the process.



**Table 3. Author's Computed Weighted Mean of Challenges and Opportunities, and its Interpretation**

<b>Statement:</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
Q1. Students are motivated to participate in SSG programs.	3.00	Neutral Satisfaction
Q2. The current program structure of the SSG effectively meets student interests.	4.00	Positive Satisfaction

Table 3 presented the perceptions of 156 students on the efficacy of the SSG in student engagement initiatives. It delved deeply into the opinions of student government (SSG) members about the opportunities and difficulties the SSG faced. The two statements had a

weighted mean of 3.50, considered "Neutral Satisfaction." In contrast, a statement about encouraging student engagement in SSG activities had a weighted mean of 3.00, read as "Neutral Satisfaction."

### **Student Feedback on the SSG (Online Survey) Communication**

**Table 4. Author's Computed Weighted Mean of Communication and its Interpretation**

<b>Statement:</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
Q1. The SSG effectively communicates important information to the student body.	3.01	Neutral Satisfaction
Q2. I am aware of the different ways the SSG communicates with students (e.g., social media, announcements, website).	2.97	Negative Satisfaction
Q3. The SSG communicates in a clear and timely manner.	2.93	Negative Satisfaction

Table 4 displayed the perceptions of the 156 students on the SSG's communication efficacy. It exposed a communication breakdown between the students and the SSG. While student satisfaction ratings for the SSG's

communication strategies (such as social media) were essentially "Neutral," low ratings for the SSG's ability to communicate clearly and effectively indicated room for improvement.

### **Representation**

**Table 5. Author's Computed Weighted Mean of Representation and its Interpretation**

<b>Statement:</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
Q1. I feel that the SSG represents the diverse voices and needs of the student body.	3.01	Neutral Satisfaction
Q2. The SSG is approachable and easy to contact with any concerns I may have.	3.09	Neutral Satisfaction

Table 5 displayed the opinions of the 156 students about the SSG's efficacy in promoting their issues and voices. To measure student satisfaction, survey items were presented together with corresponding weighted averages.

The table suggested student attitudes toward the SSG's representation were relatively balanced. The two statements had a weighted mean of 3.05, translated as "Neutral Satisfaction."

## Advocacy

Table 6. Author's Computed Weighted Mean of Advocacy and its Interpretation

Statement:	Weighted Mean	Interpretation
Q1. The SSG effectively advocates for student rights and interests with the school administration.	3.199	Neutral Satisfaction
Q2. I am aware of the initiatives and programs the SSG has implemented to benefit students.	3.08	Neutral Satisfaction
Q3. The SSG has a positive impact on the overall student experience.	3.12	Neutral Satisfaction

Table 6 presented the perceptions of 156 students on the SSG's efficacy in championing students' rights and interests. The statements and accompanying weighted means were

shown in the table. The weighted mean of 3.133 for the three items was read as "Neutral Satisfaction," indicating that students' opinions of the SSG's efforts were neutral.

## Effectiveness

Table 7. Author's Computed Weighted Mean of Advocacy and its Interpretation

Statement:	Weighted Mean	Interpretation
Q1. The SSG is successful in achieving its goals and objectives.	3.24	Neutral Satisfaction
Q2. I am satisfied with the overall performance of the SSG.	2.79	Neutral Satisfaction

Table 7 displayed the total satisfaction level of the 156 students with the SSG's performance. Two statements and their respective weighted means were shown in the table. The weighted mean of 3.02 for the statements indicated "Neutral Satisfaction," implying that students' perceptions of the overall efficacy of the SSG were relatively neutral.

According to the comments, communication was the most often mentioned area for improvement in the SSG's performance. Respondents recommended better use of social media and email to notify students about events and opportunities. A few students suggested re-scheduling events to fit in with more fun activities and prevent test conflicts. Concerns were also raised over SSG members' excessive workloads and their ability to effectively represent the demands of some students. Some felt that the organization was controlled by luminaries instead of needed majors and needed a stronger voice in implementing projects. Overall, the comments showed that to serve the student body effectively, the SSG needed to increase openness, communication, and response to student concerns.

## Opinion survey

### What is one thing the SSG is doing well?

Responses to a survey given to 156 students about the Student Supreme Government's (SSG) performance were inconsistent. Some respondents did not respond or said they were unaware of the SSG's activities, while others cited instances where they believed the SSG was doing a good job. According to the survey, some students noted areas for improvement, such as increasing announcements and promotions to ensure all students were informed and taking a more proactive approach to addressing student concerns.

### What is one area where the SSG could improve?

## Conclusion

The study examines student engagement programs led by the Supreme Student Government (SSG), which currently faces challenges with internal communication and budget allocation. These issues affect the overall success of

the programs and the level of student participation, impacting factors such as student motivation, program structure, and alignment with student interests. Scheduling conflicts are a significant barrier, with students struggling to balance extracurricular activities and academic work. Societal pressures and changing perspectives on social events further discourage participation. Additionally, inflexible scheduling and a lengthy approval process hinder the success of SSG initiatives by delaying project implementation and reducing flexibility. Misalignment between program content and contemporary student interests, coupled with poor marketing and communication, exacerbates the problem. Using the 5 Whys methodology, the study identifies the root causes of these problems: inadequate communication channels, insufficient budget allocation, and a misalignment between program content and student interests. To address these issues and enhance student engagement, the following recommendations are made:

1. Improve Internal Communication and Scheduling:

Establish structured coordination with academic departments through regular meetings or appointed liaisons. This ensures that event schedules align with class hours, helping students balance academic and extracurricular activities.

2. Enhance Communication and Promotion:

Implement a multi-channel communication strategy involving social media, email, and campus bulletin boards to keep students informed about events and opportunities. Appoint a communications specialist or trained student volunteers to manage this effort. Use Google Workspace tools, such as Google Chat and Google Meet, for structured communication, and provide monthly training sessions and weekly check-ins to ensure effective use.

3. Strengthen Feedback Mechanisms:

Conduct regular online surveys and focus groups to gather student input on their needs and preferences. Incentivize survey participation and hold quarterly virtual focus group sessions for continuous feedback. Create a structured process to integrate this

feedback into program planning through a dedicated team or committee.

4. Enhance Resource Allocation:

Allocate specific resources for student engagement, including budget, personnel, and technology. Form partnerships with other student organizations and departments to pool resources and enhance program offerings.

Implementing these recommendations not only addresses the specific challenges faced by the SSG but also has broader implications for student engagement and organizational effectiveness in educational institutions. By improving communication and resource management, the SSG can serve as a model for other student organizations facing similar issues. Enhanced student engagement can lead to a more vibrant campus community, where students are more motivated and involved in their educational experience. Moreover, these improvements can contribute to higher retention rates and better academic performance, as students who are actively engaged tend to be more satisfied with their overall college experience. The strategies recommended also underscore the importance of adaptability and responsiveness in student organizations, promoting a culture of continuous improvement and student-centric programming. Ultimately, the study demonstrates that effective management of communication and resources, coupled with a strong feedback mechanism, can significantly enhance the impact and success of student engagement programs, benefiting not only the SSG but also the wider educational environment.

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