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Student Affairs and Services: Enhancing Academic and Personal Development in Higher Education Institution

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ABSTRACT

Higher education institutions (HEI's) have long recognized the importance of providing a comprehensive support system to students beyond academic instruction. Student Affairs Services (SAS) play a crucial role in shaping the overall college experience by offering programs that enhance both academic success and personal development. These services, including counseling, career services, extracurricular activities, and leadership development, contribute to students' holistic growth, equipping them with skills essential for their academic achievements and future career success. Student Affairs and Services (SAS) plays a critical role in fostering a safe and supportive environment for students within educational institutions. Student Affairs and Services (SAS) support students' academic engagement, well-being, and personal development in higher education. This study evaluated Student Affairs and Services (SAS) at BIT International College, (BIT IC), Tagbilaran City Main Campus focusing on awareness, participation, and perceived contributions of SAS, academic experiences, and personal development. A mixed-methods approach involved 282 students. Quantitative data from survey questionnaires were analyzed using descriptive statistics and Pearson correlation, while qualitative information from in-depth interviews and focus-group discussions was examined thematically. Students reported that counselling, career guidance, organizations, and wellness programs supported stress management, decision-making, belongingness, communication, and leadership. SAS participation had weak positive associations with academic performance (r=0.13) and leadership development (r=0.10). Students identified the needs for clearer collaboration, adequate resources, and more responsive programs. The findings point to an awareness–participation gap and the need to improve accessibility, communication, student engagement, and responsiveness. The study proposes the Student Success through Strengthened Student Affairs Services program to strengthen awareness, support, leadership development, and program evaluation. Since the study involved one institution. Correlations do not establish causation. The study provides institution-based evidence and proposes an enhancement program to improve SAS Awareness. Accessibility, participation, and evaluation, and better align services with students' evolving needs.

Keywords: *student engagement, student support services, student well-being, career guidance, peer monitoring, leadership development, academic performance, Philippines*

INTRODUCTION

Higher Education Institutions (HEIs) recognize that education extends beyond classroom instruction. Aside from providing academic knowledge and competencies, institutions must ensure that students receive appropriate support for their personal, social, emotional, and professional development.

Student Affairs and Services (SAS) play an essential role in achieving holistic student development. These services include academic advising, counseling, career guidance, scholarship programs, student organizations, leadership development, extracurricular activities, and mental health and wellness programs. Through these initiatives, students are provided with opportunities to improve their academic performance, develop interpersonal relationships, enhance leadership capabilities, and strengthen emotional well-being.

In the Philippine context, the Commission on Higher Education (CHED), through Memorandum Order No. 9, Series of 2013, provides policies and guidelines for the implementation of Student Affairs and Services in higher education institutions. These policies emphasize the importance of providing student-centered programs that address students' welfare, development, safety, and overall educational experience.

At Bohol Institute of Technology–International College (BIT-IC), the Office of Student Affairs (OSA) provides various programs and services designed to support students' academic and personal development. However, the effectiveness of these programs needs continuous evaluation to determine whether they adequately address students' needs and expectations.

Despite the availability of these services, challenges such as limited resources, inadequate awareness, low participation, socioeconomic constraints, and accessibility issues may affect their effectiveness.

Furthermore, there is a need to establish whether students' participation in SAS programs is significantly associated with their academic performance and personal development, particularly in leadership, interpersonal skills, and emotional well-being.

Therefore, this study examines the role and effectiveness of Student Affairs and Services at BIT-IC. Specifically, it seeks to identify existing services, determine their contributions to students' academic and personal development, identify challenges encountered by SAS personnel, and propose strategies to strengthen the delivery of student support programs. This study is significant to society because it emphasizes that the responsibility of higher education institutions goes beyond producing academically competent graduates. Institutions must also nurture responsible citizens, effective leaders, emotionally resilient individuals, and socially responsible professionals. Through effective Student Affairs and Services, students are given opportunities to develop the knowledge, values, and life skills

necessary to contribute to their families, workplaces, and communities. Therefore, strengthening student services is not merely an institutional concern; it is also an investment in human development, social equity, and national progress.

Research Problem

The research problem of the study entitled “Student Affairs and Services: Enhancing Academic and Personal Development in Higher Education Institutions” is the need to determine how effectively Student Affairs and Services (SAS) contribute to students' academic achievement and personal development at Bohol Institute of Technology–International College (BIT-IC). Although higher education institutions provide various student support programs, such as academic advising, counseling, scholarship assistance, leadership training, career services, student organizations, and mental health programs, the availability of these services does not necessarily guarantee that students are aware of, participate in, or benefit from them.

At BIT-IC, there is a need to examine the extent to which students utilize these services and how they perceive their contributions to academic performance and personal growth. It is also important to understand whether students' backgrounds, including scholarship grants, year level, and socioeconomic status, are relevant to their engagement with student services Furthermore, challenges encountered by Student Affairs personnel in planning, implementing, and delivering these programs may affect the accessibility and effectiveness of services. Without systematic evaluation, the institution may find it difficult to identify gaps, respond to students' needs, and determine which programs require improvement. Thus, the central research problem is to assess the role and effectiveness of Student Affairs and Services in promoting academic achievement and personal development among undergraduate students at BIT-IC, and to identify strategies for improving the delivery of these services.

Assumptions of the Study

Present the underlying assumptions upon which the study is based. These assumptions should be reasonable, supported where applicable, and clearly distinguished from the study's hypotheses or findings.

Objectives of the Study

The general objective of this study was to examine the role and effectiveness of Student Affairs and Services (SAS) in enhancing the academic achievement and personal development of undergraduate students at Bohol Institute of Technology–International College (BIT-IC), Tagbilaran City and Dao campuses, during School Year 2024–2025.

Specifically, the study sought to:

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

    1.1 Type of scholarship grant received from BIT-IC;

    1.2 Year level;

    1.3 Socioeconomic status; and

    1.4 General Weighted Average (GWA).

2. What Student Affairs and Services Programs are currently available in the institution?

3. How do Student Affairs and Services programs contribute to students' academic performance?

4. How do Student Affairs and Services programs influence students' personal development in terms of:

    4.1 Leadership;

    4.2 Interpersonal skills; and

    4.3 Emotional well-being.

5. What are the challenges do Student Affairs and Services encountered in designing

   and delivering student support programs?

6. Based on the findings, what strategies may be proposed to improve the delivery and effectiveness of Student Affairs and Services Program?

Conceptual or Theoretical Framework

This study conceptualizes the relationship between Student Affairs Services (SAS), Academic Success, and Personal Development through a model where SAS functions as a mediator between student engagement and the outcomes of academic performance and personal growth.

Conceptual Framework Model

- Student Affairs Services: Academic advising, career services, counseling, leadership development, wellness programs, and extracurricular activities.
- Academic Success: Measured through GPA, retention rates, and academic satisfaction.

Personal Development: Measured through self-esteem, resilience, leadership skills, and emotional intelligence. The model suggests that active participation in SAS influences both academic success (e.g., higher GPA, increased retention) and personal development (e.g., improved life skills, mental well-being). The study explores how different types of SAS contribute to these outcomes and identifies strategies to optimize these services.

Student Integration focuses on the idea that students' success and persistence in higher education depend on their ability to integrate into both the academic and social aspects of campus life. The theory suggests that students need to feel connected to the institution—both in terms of their academic experiences (such as coursework, faculty, and academic expectations) and their social experiences (such as friendships, extracurricular activities, and participation in campus life). When students are well-integrated into both these areas, they are more likely to feel a sense of belonging and are less likely to drop out or disengage from their studies. In Tinto's model, academic integration refers to how well students adapt to and engage with their coursework, faculty, and academic expectations. Social integration, on the other hand, involves forming relationships with peers, participating in social activities, and feeling like a part of the campus community. Tinto argued that successful academic and social integration leads to stronger commitment to completing a degree and increased overall student satisfaction.

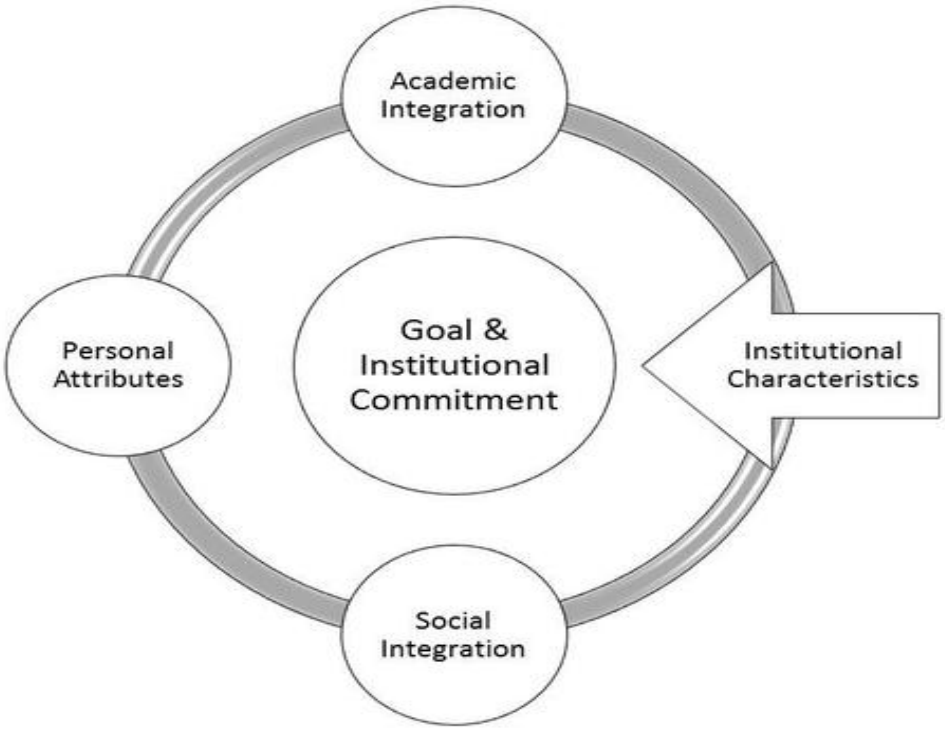


Figure 2. Tinto's Model of Student Integration (1993)

In the context of this study, which focuses on how Student Affairs and Services (SAS) contribute to students' academic achievement and personal development, Tinto's model is incredibly relevant. SAS plays a pivotal role in facilitating both the academic and social integration of students. For example: Academic Integration: SAS programs such as tutoring services, academic advising, and study skill workshops help students adjust to the academic demands of higher education. By offering targeted support, SAS can ensure that students feel confident and capable in their academic pursuits, improving their chances of academic success and retention. Students who receive personalized guidance and support are more likely to stay engaged in their studies and continue progressing toward their academic goals. Social Integration: Beyond academics, students' social experiences are vital for their well-being and persistence in school. SAS helps foster this through clubs, student organizations, leadership programs, and events that encourage students to form social connections. These experiences help students develop a sense of belonging, which Tinto identifies as crucial to student retention. When students feel they are part of a community and have strong social ties on campus, they are more likely to stay enrolled and succeed in their academic endeavors.

Tinto's model also emphasizes the importance of student engagement and support network factors that are at the core of SAS programs. Whether it's through peer mentorship,

counseling services, or community-building events, SAS helps students build the relationships and connections that are key to their success. When students feel supported academically and socially, they are more likely to remain motivated, overcome challenges, and persist in graduation. Tinto's model enhances your study by providing a deeper understanding of how Student Affairs and Services (SAS) contribute to student persistence, which directly relates to both academic achievement and personal development. By focusing on the integration of students into the campus community, Tinto's model highlights that students who engage with both academic and social support structures (like those offered by SAS) are more likely to stay motivated, succeed in their studies, and develop the skills they need for personal growth.This model gives you a framework for understanding the multifaceted role SAS plays in students' lives. It helps explain that academic success is not solely dependent on how well students perform in the classroom, but also on how well they feel integrated into the broader campus environment. Similarly, personal development occurs not only through individual efforts but also through interactions with others and their engagement in campus life. SAS, therefore, helps create the conditions for students to thrive academically and personally by fostering both academic and social integration. Astin's Theory of Student Involvement and Tinto's Model of Student Integration both provide essential perspectives on the role of engagement in academic success and personal development. While Astin focuses on the depth of students' involvement in academic and co-curricular activities, Tinto emphasizes the importance of feeling connected to both the academic and social aspects of the institution. Together, these theories suggest that engagement and integration—whether through attending classes, joining clubs, participating in leadership programs, or receiving support from academic services—are all critical to students' success and persistence. Both theories reinforce the idea that when students actively engage with the resources and support systems available to them, they are more likely to experience positive outcomes in terms of both academic achievement and personal development. Ultimately, these theories provide the framework for understanding how OSA not only support academic success but also create a sense of belonging and community, which is essential for students to thrive in higher education.

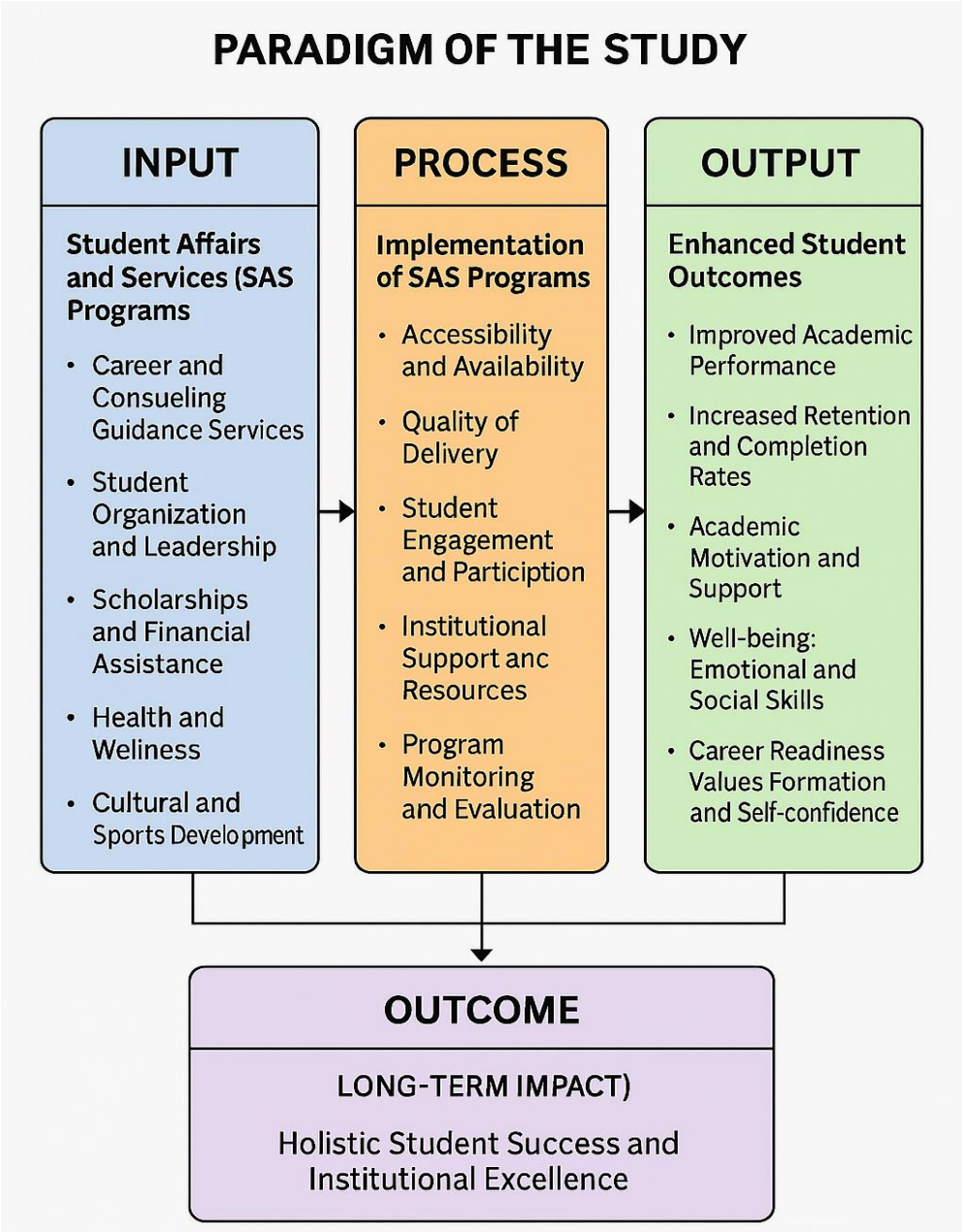


Figure 1
Paradigm of the Study

METHODOLOGY

Research Design

The study employed a mixed-method research design, integrating quantitative and qualitative approaches. The quantitative component uses descriptive and correlational

methods to determine students' profiles, participation in SAS programs, academic performance, and personal development. The qualitative component uses interviews and focus group discussions to explore the experiences, challenges, and recommendations of students and SAS personnel. The dissertation also describes its research design as descriptive, correlational, and causal. However, the actual statistical analysis primarily supports descriptive and correlational interpretations.

Research Locale or Study Setting

The study was conducted at Bohol Institute of Technology–International College (BIT IC), particularly its Tagbilaran campus in Bohol, Philippines. The institution was selected because it provides different student support programs through its Office of Student Affairs.

Research Locale or Study Setting

Describe the location, environment, institution, laboratory, organization, community, or other setting where the study was conducted. Explain its relevance to the research and discuss any contextual factors that may have influenced the study.

Participants or Data Sources

The study involved 282 undergraduate students from different colleges and academic programs of BIT IC. The respondents were selected through random sampling, as indicated in the methodology. The qualitative component also involved interviews with faculty members and student affairs professionals, as well as focus group discussions with students.

Research Instruments or Materials

A questionnaire will be distributed to students and OSA staff to assess their experiences with SAS, their level of satisfaction, and perceived benefits on academic and personal development. Quantitative data from surveys will be analyzed using descriptive statistics, while qualitative data from interviews and focus groups will be coded and analyzed thematically. The findings will be triangulated to provide a comprehensive understanding of the effectiveness of OSA on student success.

Data Gathering Procedure

The data gathered from the 282 student respondents through the survey questionnaires were systematically organized, tabulated, and analyzed using appropriate statistical tools. Frequency and percentage were used to describe the demographic profile of the respondents in terms of scholarship grant, year level, socioeconomic status, and general weighted average (GWA). These statistical measures were also used to present the

distribution of students' awareness and participation in the various Student Affairs and Services (SAS) programs. The weighted mean was employed to determine the respondents' assessments of the contributions of SAS to their academic performance and personal development, particularly in the areas of leadership, interpersonal skills, and emotional well-being. Furthermore, the Pearson Product-Moment Correlation Coefficient was utilized to determine the degree and direction of the relationship between students' participation in SAS programs and their academic performance, as well as personal development. For the qualitative data gathered through structured interviews and focus group discussions, thematic analysis was applied to identify recurring ideas, experiences, challenges, and suggestions concerning the implementation and effectiveness of SAS programs. Finally, the quantitative and qualitative findings were integrated, interpreted, and presented in tables and narrative discussions to provide a comprehensive understanding of how Student Affairs and Services contribute to students' academic and personal development.

Data Analysis

Descriptive statistics was used to summarize and present the data collected from the participants. These statistics provided a clear and organized overview of the sample's characteristics. Thru Frequency Distribution showed the number of students who participate in different Student Affairs and Services (SAS) programs. For example, the frequency of students engaged in extracurricular activities, academic advising, or counseling. Using Correlation Analysis to explore the relationship between the variables, **Pearson's correlation** will be used to analyze the degree and direction of the relationship between two continuous variables, such as: **Academic Performance (GWA)** and **Student Involvement in SAS Programs**: This showed if there is a positive or negative correlation between students' engagement in SAS programs and their academic performance. **Personal Development** (measured by a survey or questionnaire) and **SAS Program Participation**: This revealed whether students who engage in SAS programs report greater personal development in areas like leadership, communication, and emotional resilience. The researcher utilized the control variables that had been collected for each school to more fully understand potential causation. .

Ethical Considerations

Ethical considerations in research are a collection of guidelines that direct your study procedures and designs, according to Bhandari (2021). There is a code of conduct that scientists and researchers must always follow when gathering information from subjects. Understanding real-life occurrences, researching effective therapies, examining habits, and enhancing lives in other ways are frequently the objectives of human research. There are important ethical considerations in both what you choose to research and how you conduct that research. These factors contribute to preserving scientific integrity, strengthening the validity of the research, and defending the rights of research participants. The participation is voluntary, as stated in the request to join. According to Fink (2022), confidentiality is the

protection of information. The completed surveys won't leave the researcher's house to protect confidentiality. All unprocessed and aggregated survey data will also be password-protected on an electronic device.

RESULTS AND DISCUSSION

The findings are organized according to the specific research questions presented in Chapter 1. Quantitative data obtained through the survey questionnaires are presented using frequency, percentage, weighted mean, and Pearson Product-Moment Correlation Coefficient. Meanwhile, qualitative information gathered through interviews and focus group discussions is analyzed thematically to identify common experiences, challenges, and recommendations concerning the implementation of Student Affairs and Services (SAS). The results are discussed to determine how SAS programs contribute to students' academic performance, personal development, and overall college experience.

Results for Objective or Statement of the Problem 1

1. Demographic Profile of Respondents
This section outlines the characteristics of the 282 student respondents based on the following variables:
1.1 Type of Scholarship Grant Received
Table 1. Distribution of Respondents by Type of Scholarship

Scholarship Type	Frequency	Percentage (%)
Balite Movement	79	28.01%
Balite Scholarship	1	0.35%
Board of Trustees	66	23.40%
CHED Scholarship	1	0.35%
Founder's Grant	50	17.73%
Grand Scholarships Grant	46	16.31%
MOU	15	5.32%
Performing Arts	3	1.06%
Striver	1	0.35%
Top 20 Academic Merit Scholar	6	2.13%
Varsity (Athletic)	1	0.35%
None Scholars	13	4.61%
Total	**282**	**100%**

Interpretation: The data revealed that the distribution of 282 respondents by scholarship type is displayed in Table 1. The Balite Movement is the most popular scholarship among

respondents, with 79 students (28.01%) making up the largest group of responders. Next in line are Founder's Grant awardees with 50 students (17.73%) and Board of Trustees scholars with 66 students (23.40%). A sizeable amount is also covered by the Grand Scholarships Grant, which covers 46 students (16.31%). In the meantime, 15 students (5.32%) took advantage of MOU scholarships. Only one student, or 0.35% of the total population, was awarded any of the other scholarship categories, which were the Top 20 Academic Merit Scholar (2.13%), Performing Arts (1.06%), Balite Scholarship, CHED Scholarship, Striver, and Varsity (Athletic). Furthermore, 13 students (4.61%) stated that any scholarship does not cover them. With a heavy focus on specialized scholarship programs, especially those associated with the Balite Movement and institutional awards, this distribution shows that most students receive some kind of scholarship help.

The study revealed that the Balite Movement scholarship is the most commonly awarded among BIT-IC students, with 28% of respondents benefiting from it, followed by 23% receiving the Board of Trustees scholarship. Most respondents (61%) are third-year students, suggesting higher engagement or eligibility at this level. A significant majority of students, 70.57%, come from low-income households earning below ₱10,000 monthly, with over 92% earning ₱25,000 or less, highlighting widespread financial challenges. Despite these economic constraints, 92.56% of students maintain a General Weighted Average (GWA) of 2.0 or better, indicating that most students are performing well academically.

1.2 Year Level Distribution

Table 2. Distribution of Respondents by Year Level

Year Level	Frequency	Percentage (%)
First Year	64	22.70%
Second Year	43	15.25%
Third Year	172	61%
Faculty/Staff	3	1.06%
Total	**282**	**100%**

Interpretation: The distribution of the 282 respondents by current college year level was shown in Table 2. There was a high concentration of participants at this level, as seen by the data showing that 172 students, or 61% of the responses, were in their third year. Subsequently, 64 respondents (22.70%) were first-year students, and 43 respondents (15.25%) were second-year students. Only three responses (1.06%) were from the faculty/staff. More of them did not answer the surveys. According to this distribution, the study is largely based on the opinions of third-year college students, who may already have

a great deal of academic and institutional experience, which could have an impact on their perceptions and answers.

1.3 Socio-Economic Status

Table 3. Distribution of Respondents by Socio-Economic status

Income Bracket (Monthly)	Frequency	Percentage (%)
Below ₱10,000	199	70.57%
₱10,001–₱15,000	42	14.89%
₱15,001–₱20,000	19	6.74%
₱20,001–₱25,000	10	3.55%
Above ₱25,000	12	4.26%
Total	**282**	**100%**

Interpretation: The socio-economic status of the 282 respondents was shown in Table 3 according to their stated monthly household income. According to the data, the bulk of respondents—199 students, or 70.57%, came from homes with monthly incomes under ₱10,000, suggesting that the student body is primarily low-income. After that, 19 respondents (6.74%) are from households that make between ₱15,001 and ₱20,000 per month, and 42 respondents (14.89%) are in the ₱10,001–₱15,000 income range. Twelve students (4.26%) report a monthly income above ₱25,000, whereas only ten respondents (3.55%) fall into the ₱20,001–₱25,000 range. Based on this distribution, a sizable portion of the student body appears to be from low-income families. When thinking about resources, educational opportunities, and the possible effects of financial aid programs like scholarships on their academic achievement and personal growth, this background is crucial.

1.4 General Weighted Average (GWA)

Table 4. Distribution of Respondents by General Weighted Average (GWA)

General Weighted Average	Frequency	Percentage (%)
1.0 – 1.25	6	2.13%
1.26 – 1.5	60	21.28%
1.51 – 1.75	26	9.22%
1.76 – 2.0	169	59.93%
2.01 – 2.25	1	0.35%
2.26 – 2.5	15	5.32%
2.51 – 2.75	0	0.00%

2.76 – 3.0	5	1.77%
3.1 – 5.0	0	0.00%
Total	**282**	**100%**

Interpretation: Based on their General Weighted Average (GWA), the academic performance of the 282 respondents is displayed in Table 4. With a GWA ranging from 1.76 to 2.0, most students, 169 respondents, or 59.93%, maintain above-average academic standing. A sizable percentage of students, 60 respondents, or 21.28% perform well academically, falling between 1.26 and 1.5. Six students (2.13%) have a good standing with a GWA of 1.0 to 1.25, whereas 26 students (9.22%) have a GWA between 1.51 and 1.75. Conversely, 5 students (1.77%) fall between 2.76 and 3.0, while 15 students (5.32%) had a GWA between 2.26 and 2.5. A GWA of 2.01 to 2.25 was recorded by just 1 responder (0.35%). Interestingly, none of the pupils are in the 2.51–2.75 or 3.1–5.0 ranges. With a cumulative GWA of 2.0 or higher, 92.56% of the respondents maintain a solid academic profile, indicating that they normally perform well academically, according to the statistics.

2. Results for Objective or Statement of the Problem 2
Student Affairs and Services Programs in BIT IC

Table 5. Awareness and Participation in SAS Programs

SAS Program	Aware (f)	Aware (%)	Participated (f)	Participated (%)
Guidance and Counseling	230	81.56%	57	20.21%
Career and Placement Services	241	85.46%	44	15.60%
Student Leadership Training	235	83.33%	53	18.79%
Academic Advising	227	80.50%	58	20.57%
Peer Mentoring/Tutoring	239	84.75%	46	16.31%
Mental Health and Wellness	218	77.30%	69	24.47%
Extracurricular Activities	203	71.99%	88	31.21%
Student Organization Involvement	224	79.43%	64	22.70%
Total Respondents: 282				

Interpretation: The respondents' knowledge of and involvement in the various Student Affairs and Services (SAS) programs at BIT IC are shown in Table 5. The three areas with the highest awareness among the 282 respondents were student leadership training (83.33%), peer mentoring/tutoring (84.75%), and career and placement services (85.46%). This implies that the student body was aware of these services and that they are comparatively well-publicized. However, participation in these initiatives was noticeably lower, even if awareness was high. For example, just 18.79% of students took part in Student Leadership Training, and only 15.60% of students used Career and Placement Services. Similarly, despite being well-known, peer mentoring and tutoring only had a 16.31% participation rate. Extracurricular Activities had the greatest involvement rate (31.21%), followed by Student Organization Involvement (22.70%) and Mental Health and Wellness Programs (24.47%). According to these results, students are more likely to participate in social or immediately emotional support-oriented activities. In contrast, Academic Advising demonstrated a more balanced level of involvement than other services, with an awareness level of 80.50% and a participation rate of 20.57%. Although SAS programs at BIT-IC are well-publicized and widely recognized by students, this does not translate into active participation. Students tend to engage more in social and well-related activities, suggesting that programs offering immediate personal or emotional benefits attract more involvement. The gap between awareness and participation points to a need for improved strategies to encourage greater student engagement across all SAS offerings. All things considered, the data shows a noticeable discrepancy between awareness and participation in all SAS programs, indicating that BIT-IC must not only keep students informed but also put strategies in place to promote active participation, like advocacy campaigns, incorporating SAS offerings into academic programs, or offering incentives for involvement. The data indicates that while SAS programs at BIT-IC are well-publicized and widely recognized by students, this does not translate into active participation. Students tend to engage more in social and well-related activities, suggesting that programs offering immediate personal or emotional benefits attract more involvement. The gap between awareness and participation points to a need for improved strategies to encourage greater student engagement across all SAS offerings.

3. **Results for Objective or Statement of the Problem 3**

Contribution of SAS to Academic Performance and Engagement

Table 6. Student Perception of SAS Impact on Academic Life

Statements	SD	Verbal Interpretation	
You are actively participating in the valuable programs of BIT-IC.	3.85	0.78	Agree
OSA adequately enhances the Student's Academic Performance.	3.77	0.71	Agree
Your skills are developed when you started to study in BIT-IC.	3.75	0.69	Agree

Overall satisfaction with OSA services	3.74	0.65	Agree
Satisfaction with the availability of OSA staff when needed	3.70	0.66	Agree
Satisfaction with the responsiveness of OSA to student concerns.	3.71	0.67	Agree
Satisfaction with the accessibility of OSA programs and services.	3.73	0.65	Agree
The OSA services have helped improve my academic performance.	3.69	0.68	Agree
The OSA services have positively impacted on my well-being.	3.72	0.67	Agree
The OSA has helped provide support during stressful situations.	3.64	0.72	Agree
The OSA programs have encouraged my participation in student activities.	3.71	0.70	Agree
OSA has supported my leadership development by creating clubs	3.65	0.71	Agree
Collaboration with faculty and staff.	3.71	0.69	Agree
First-year student orientation and Career Orientation.	3.84	0.73	Agree

Interpretation: Students' opinions about how Student Affairs and Services (SAS) has affected their academic lives at BIT-IC were shown in Table 6. The findings indicate a consistent "Agree" interpretation across all markers, with all mean scores falling between 3.64 and 3.85. This implies that the services offered by the Office of Student Affairs (OSA) are viewed well overall. The statements "You are actively participating in the valuable programs of BIT IC" (M = 3.85, SD = 0.78) and "First-year student orientation and career orientation" (M = 3.84, SD = 0.73) received the highest ratings. These findings suggest that students are involved with OSA programs, especially during the transition and orientation phases. Students concurred that OSA supports the development of skills and improves academic achievement. Statements like “Your skills are developed when you started to study in BIT IC” (M = 3.75) and “OSA adequately enhances the Student’s Academic Performance” (M = 3.77) demonstrate that the services are seen as having a positive impact on students’ educational journeys. With mean scores ranging from 3.70 to 3.74, student satisfaction also extends to the accessibility, responsiveness, and availability of OSA personnel and services. According to these impressions, students believe that the OSA supports them in both academic and extracurricular activities. Furthermore, the findings imply that OSA programs support leadership development and emotional health in addition to academic achievement. The claims that "OSA has supported my leadership development by creating

clubs" (M = 3.65) and "The OSA services have positively impacted on my well-being" (M = 3.72) show that the holistic development of students is being taken into consideration. Although it was still evaluated as "Agree," the statement "The OSA has helped provide support during stressful situations" had the lowest mean score (M = 3.64, SD = 0.72), indicating that support systems may still need to be enhanced. In summary, the findings show that students are typically satisfied and agree that SAS programs have a beneficial impact on their academic achievement, personal growth, and overall BIT-IC experience. OSA's efficacy and dependability in carrying out its student-centered purpose are further demonstrated by the ratings' consistency.

Overall, students perceive the SAS programs at BIT-IC as valuable contributors to their academic success, personal development, and engagement in campus life. The strong participation in orientation programs highlights their importance in easing student transitions and fostering early involvement. While academic and leadership support are well-appreciated, the slightly lower rating on stress-related support indicates that emotional and mental health services could be strengthened. These findings confirm that SAS plays a crucial role in enhancing both academic performance and student engagement but also point to opportunities for growth in student well-being support.

4. Contribution of SAS Programs to Students' Personal Development

Table 7. Influence on Personal Growth Dimensions

Dimension	Mean	SD	Verbal Interpretation
Leadership	3.83	0.72	Agree
Interpersonal Skills	3.88	0.68	Agree
Emotional Well-being	3.85	0.70	Agree

Interpretation: Students' opinions of how Student Affairs and Services (SAS) programs affect three important aspects of personal development—leadership, interpersonal skills, and emotional well-being—are shown in Table 7. The mean scores for all three dimensions were between 3.83 and 3.88, which is equivalent to a verbal interpretation of "Agree." With a mean score of 3.88 (SD = 0.68), the highest-rated category was Interpersonal Skills, suggesting that students think SAS programs have greatly improved their capacity for interpersonal interaction, teamwork, and communication. This implies that socially relevant abilities, which are critical in academic and future professional settings, are effectively fostered by the services. Following closely behind with a mean score of 3.85 (SD = 0.70) was emotional well-being. This demonstrates how SAS programs are typically seen by students as beneficial to their mental and emotional well-being, especially when it comes to managing the pressures and tensions of school life.

Finally, Leadership also fell into the "Agree" group with a mean score of 3.83 (SD = 0.72). This implies that students understand how SAS programs help them grow as leaders through initiatives for leadership development, organization involvement, and student governance. Overall, the findings support students' perceptions of SAS programs as beneficial to their personal growth, particularly in areas that support holistic development. The students' appreciation of the assistance that BIT-IC offers through its Student Affairs and Services is shown in the consistent "Agree" scores across all parameters.

The findings reveal that Student Affairs and Services (SAS) programs at BIT-IC significantly contribute to students' personal development. Students reported high levels of agreement regarding the positive influence of SAS on leadership (M = 3.83), interpersonal skills (M = 3.88), and emotional well-being (M = 3.85). These results highlight the effectiveness of SAS in enhancing communication and teamwork, supporting mental health, and fostering leadership potential. Overall, students perceive SAS as a valuable support system for their holistic growth.

5. **Results for Objective or Statement of the Problem 5**

Challenges Faced by SAS Personnel (Qualitative Findings)

Theme 1: Limited Resources

“We want to offer more programs, but our budget and manpower are too limited.” – SAS Staff

Theme 2: Low Student Participation

“Not many students attend unless it’s a requirement. We need better strategies to engage them.”

Theme 3: Need for Capacity Building

“Our team needs regular training, especially for new issues like mental health and digital literacy.”

Theme 4: Penalty or sanctions

“Every time the students did not attend the program or events, there is a corresponding amount that serves as our penalty or fines sometimes from P 500-1000. Depending on the number of hours absent per program. That leads us to question why there is corruption and abuse of authority. “

Theme 5.: Disqualification from the Scholarship

“If the students were unable to attend the orientation for the said scholarships, we will be automatically removed from the scholarship. That gives us a burden to pay enrolment fees and negative connotation on the management”. Sometimes they are inconsistent and unfair in giving scholarships and grants.

Theme 6:
“Issuance of passbooks and grades are frequently delayed which became the primary reason why some of the students were not qualified to avail scholarships especially from the first year. We are unaware of the policies. They do not disclose it. There is a lack of information dissemination on the part of the administration.”

Interpretation: The main challenges include resource constraints, low engagement levels, and the need for further training of SAS personnel. The qualitative data revealed several significant challenges faced by the Student Affairs and Services (SAS) personnel at BIT IC. First, limited financial and human resources hinder their capacity to offer a broader range of programs. Second, low student participation remains a critical issue, with many students attending only when attendance is mandatory, highlighting a need for more effective engagement strategies. Third, SAS staff express a need for continuous training, particularly on emerging topics like mental health and digital literacy, to better serve the student population. Further challenges involve disciplinary measures and scholarship management. Staff note concerns about penalties imposed on students for non-attendance, which sometimes raise questions of fairness and misuse of authority. Similarly, scholarship disqualifications due to missed orientations create financial burdens and contribute to negative perceptions about management fairness. Lastly, delays in issuing passbooks and grades, alongside poor communication of policies, hinder students’ eligibility for scholarships, indicating systemic inefficiencies and poor information dissemination.

The qualitative findings highlight key challenges faced by Student Affairs and Services (SAS) personnel at BIT IC. These include limited resources such as budget and staffing, low student participation in programs unless mandated, and a pressing need for ongoing capacity building among staff. These issues affect the effectiveness and reach of SAS initiatives, particularly in addressing emerging students’ needs like mental health and digital literacy. The findings suggest that students at BIT-IC recognize the importance of Student Affairs and Services (SAS) but believe these services need to be more adaptive, inclusive, and adequately supported to meet their evolving needs. The most common recommendation was to develop more student-centered programs (52.8%), indicating a strong desire for initiatives that reflect students' real-life concerns and interests. Students also emphasized the need for improved promotion and communication of SAS programs (51.4%) and stronger collaboration between faculty and staff (41.8%).

6. **Results for Objective or Statement of the Problem 6**
Strategies to Improve SAS Delivery

Table 8. Suggested Strategies from Respondents

Strategy	Frequency	Percentage
Increase funding and resources	109	38.7%
Develop more student-centered programs	149	52.8%
Improve promotion and communication of SAS programs	145	51.4%
Strengthen collaboration of faculty and staff	118	41.8%
Regular training for SAS staff	73	25.9%
Create feedback mechanisms for students	96	34%

Interpretation: The tactics recommended by student respondents to improve Student Affairs and Services (SAS) implementation and impact at BIT-IC are compiled in Table 8. The findings highlight important areas in which students think advancements may be made to further assist their academic and personal growth. "Develop more student-centered programs" is the most often recommended tactic, with 149 respondents (52.8%) citing this as a top priority. This suggests a significant demand for curricula that better suit the needs, interests, and contemporary issues of students. It highlights how crucial it is to customize SAS solutions to guarantee relevance and engagement. The recommendations to "Strengthen collaboration of faculty and staff" (118 respondents, or 41.8%) and "Improve promotion and communication of SAS programs" (145 respondents, or 51.4%) come in close succession. These findings imply that although initiatives might be in place, active cooperation and awareness are still issues.

While SAS participation shows a small positive association with both academic performance and leadership development, the correlations are too weak to indicate a strong or direct impact. This implies that other factors beyond SAS involvement likely play a more significant role in influencing students' academic success and leadership abilities at BIT IC. Limited resources restrict the scope and quality of SAS programs. Student participation is low, often limited to mandatory attendance. SAS staff require capacity building through training on relevant and emerging student issues. Penalty systems and scholarship policies are viewed as inconsistent, unfair, and burdensome by both staff and students. Poor communication and delays in administrative processes adversely affect students' scholarship eligibility and trust in management.

Variables	Pearson r	Interpretation
SAS Participation & GWA	0.13	**Very weak positive correlation**: As SAS participation slightly increases, academic performance (GWA) tends to improve, but the relationship is weak.
SAS Participation & Leadership Score	0.10	**Very weak positive correlation**: There is a slight tendency that students who participate in SAS programs also show slightly higher leadership scores, though the correlation is minimal.

probably believe that stronger support networks and greater participation could result from improved communication. Another noteworthy recommendation is to "Increase funding and resources" (109 respondents, or 38.7%), which emphasizes the idea that financial limitations may limit the extent or quality of some services. The reach and efficacy of SAS programs may be increased by increasing financial and logistical support. Additionally, it was determined that one strategy to guarantee that student opinions are heard and incorporated into the creation and improvement of SAS programs is to "create feedback mechanisms for students" (96 respondents, or 34%). Finally, while it still shows concern for retaining knowledgeable and responsive staff, "Regular training for SAS staff" garnered the fewest replies (73, or 25.9%). In conclusion, the answers demonstrate the demand from students for more resourced, inclusive, and well-publicized SAS programs that are backed by active
faculty cooperation and student involvement. By implementing these tactical recommendations, BIT-IC's student services might become much more efficient and responsive.

7. Correlation Analysis

Table 9. Correlation Between SAS Participation and Academic Performance

A very small positive association was found between SAS involvement and leadership score, as indicated by the Pearson r value of 0.10. This suggests that students who participate more in SAS programs might somewhat improve their leadership skills, although the relationship is still small. These results demonstrate that although involvement in SAS programs might aid in students' growth, other variables probably have a greater influence on their academic and leadership achievements.

Seifert, Arnold, et al. (2024) cited that awareness, acceptability, and dissemination of the program's VMGO help students focus their academic studies to careers because they can bridge the gap between the community that provides experiential education and their academic studies. Schools, as emphasized by Vetadine (2010), are likely to be more successful in equipping their students with the right knowledge and skills when leaders work with staff and the community to build a collective educational VMGO that is clear, compelling, and connected to tracking and learning. This collective VMGO helps focus attention on what is essential, motivate staff and students, and increases the sense of responsibility and success. Moreover, Wilson & Cleland, (2016) give insights on students' acceptability on the vision and mission of schools and programs, that students will improve their academic performance if they can be united with the school policies, vision, and purpose, including the applications provided by the school.

On the other hand, if variables such as information and orientation services are appropriately delivered, and the guidance and counseling services are expertly executed, there will be a direct improvement of the students' academic performance. Moreira, Dias, Vaz, & Vaz (2023) explained that constant information and orientation may lead the students to have a fruitful path for achieving excellent academic performance. Also, if the school creates an impactful and comprehensive program for guidance and counseling services, this may be beneficial for students to enhance and develop their ability to understand situations, even school requirements and activities for better academic performance (Gonida, Karabenick, Makara, & Hatzikyriakou, 2024). Correspondingly, Egbo (2023) stated that "the total development of a child can only take place in an environment conducive for teaching and learning." It is in the realization of the above that all educational services which can promote teaching and learning in schools are given prominent attention by educational planners. Counseling services are among the school's educational services. It is believed that guidance and counseling services in school shall develop, assess, and improve educational programs, enhance teaching, and improve the competence of the teacher and reduce the cost for the children.

Meanwhile, the institutional student's programs may also lead to participation in an academically rigorous curriculum and influence students' success and intent to persist (Tovar, 2025). Robbins et al. (2023) drew reviews by Covington and Eccles and Wigfield (2023) to identify motivation constructs as related to drives (achievement motivation), goals (academic), expectations (self-efficacy), and self-worth (general self-concept). Robbins et al. (2016) developed nine broad constructs that predict successful college outcomes. These increase the likelihood of persistence to the extent that they increase the students' integration into the college community and provide intrinsic motivation for success. Among other variables that achieve these outcomes, Robbins et al. (2016) highlighted the importance of contextual influences, such as financial aid. Financial aid could have a direct effect on academic motivation if a student feels success is necessary to maintain a scholarship in the short term or allow the repayment of loans in the longer term. Aid could strengthen a student's integration into the community if the form of support, such as work-study or athletic scholarships, leads the student to connect with many people across

campus. Also, the receipt of financial aid may create a kind of loyalty effect; students who choose to attend a college based on student aid have a higher likelihood of persistence, even when controlling for direct effects of support.

With a Pearson r value of 0.13, the correlation analysis's findings showed a very weak positive relationship between students' General Weighted Average (GWA) and SAS participation. According to this, there is a small chance that students' academic performance will increase if they participate in more SAS programs, but the correlation is not high enough to imply a meaningful direct effect. Likewise, a very small positive association was found between SAS involvement and leadership score, as indicated by the Pearson r value of 0.10. This suggests that students who participate more in SAS programs might somewhat improve their leadership skills, although the relationship is still small. These results demonstrate that although involvement in SAS programs might aid in students' growth, other variables probably have a greater influence on their academic and leadership achievements.

Proposed Delivery Program: Enhancing the Delivery and Impact of Student Affairs and Services (SAS)

ENHANCEMENT PROGRAM

Program Title: *Student Success through Strengthened Student Affairs Services (S3AS)*

Time Frame	Key Result Area	Objectives	Strategies	Procedure	Assessment
Q1 (Jan–Mar)	Awareness and Accessibility	To increase students' awareness and access to SAS programs	Information drives, SAS orientation, social media campaigns	Launch campus-wide info sessions, distribute printed brochures, and post SAS services on school websites and social media	95% of the learners were able to assimilate (based on KRA)
Q2 (Apr–Jun)	Academic and Personal Support	To strengthen participation in counseling,	Schedule regular academic	Assign academic advisers and	95% of the learners were able to

		mentoring, and academic advising services	coaching and personal development sessions	peer mentors, conduct monthly sessions on study habits and personal growth	assimilate (based on KRA)
Q3 (Jul–Sep)	Leadership and Skills Development	To develop students' leadership, interpersonal, and emotional skills	Conduct leadership workshops and life skills training	Partner with student leaders to run quarterly workshops; integrate soft skills training in student org activities	95% of the learners were able to assimilate (based on KRA)
Q4 (Oct–Dec)	Program Evaluation and Sustainability	To assess SAS effectiveness and generate improvements	Conduct evaluations, focus groups, and stakeholder meetings	Distribute feedback forms, host review forums, and update SAS plans based on student and staff input	95% of the learners were able to assimilate (based on KRA)

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