

ADMINISTRATION OF ACADEMIC SUPPORT SYSTEM AND ACHIEVEMENT OF DESIRED OUTCOMES OF STUDENT AFFAIRS AND SERVICES IN HIGHER EDUCATION: A CORRELATIONAL INQUIRY

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Abstract

Learner-centered approaches have emerged as the fundamental pillar of effective pedagogy in the rapidly evolving landscape of 21st century education. This paradigm shift places the learner at the heart of the educational process, recognizing their diverse needs and aspirations. Consequently, the achievements of learners have become crucial indicators of institutional success. While extensive research has focused on student affairs and services, limited attention has been given to understanding the impact of administration on realizing the objectives of these support systems. This study aims to investigate the relationship between the administration of learner-centered academic support systems and the attainment of desired outcomes in student affairs and services within higher education institutions in the Philippines. Utilizing a non-experimental correlational quantitative research design, a sample of three hundred fifty university students from various academic disciplines was randomly selected as participants. The findings demonstrate a strong positive correlation between the administration of learner-centered academic support systems and the achievement of desired outcomes in student affairs and services. As a result, the null hypothesis was rejected based on statistical analysis employing Pearson Correlation (r). These findings highlight the significant impact that learner-centered academic support system administration has on the realization of objectives in student affairs and services within the contemporary higher educational setting. To ensure sustained best practices in student development, it is imperative for the administration to foster collaboration with internal stakeholders and external partners. Recognizing that students are the focal point of instruction, their performance serves as a reflection of the institution's commitment to providing quality education. By aligning administrative efforts with the evolving needs of students, institutions can enhance student affairs and services and create an optimal learning environment in the 21st century.

Keywords: *Academic Support Administration, Correlational Research, Higher Education, Learner-Centered Approach, Student Affairs and Services, 21st Century Education*

INTRODUCTION

Aligned with the United Nations Educational, Scientific and Cultural Organization's (UNESCO) global objectives, the vision for citizens worldwide is to achieve and sustain universal access to education, commonly known as Education for All (EFA). Consistently reflecting this vision, the 1987 Philippine Constitution emphasizes the State's commitment to protect and promote the rights of all Filipino citizens to receive a high-quality education at every level. The State is further entrusted with the responsibility to take appropriate measures in order to ensure equitable access to education

for all individuals. In pursuit of these goals, the State is directed to establish, maintain, and support a comprehensive, adequate, and integrated education system that effectively caters to the evolving needs of the people and society.

In harmony with the provisions, the Commission on Higher Education (CHED) has been bestowed with the crucial responsibility, as outlined in Memorandum Order No. 09, s. of 2013, to champion and uphold the delivery of quality education. This mandate encompasses taking proactive measures to ensure equal access to education for all individuals, while safeguarding and preserving academic freedom to foster intellectual growth, advance learning, and research, cultivate responsible and effective leadership, facilitate the education of high-level professionals, and enrich historical and cultural heritage. Consequently, educational institutions strive to nurture individuals who possess essential life skills and values, empowering them to become productive citizens, both within the country and on a global scale, and make positive contributions to economic progress and the betterment of society. A pivotal strategy to realize this vision, mission, and objectives lies in the provision of student-centered activities and services known as Student Affairs and Services (SAS), which serve as invaluable support for academic instruction.

Furthermore, the Association of Accreditation of Colleges and Universities in the Philippines (AACUP) emphasizes that student service programs are intended to be an indispensable component of institutional effectiveness. As such, all activities within these programs should be carefully planned and executed with the aim of supporting students in reaching their full potential and becoming valuable contributors to the broader social fabric.

Student affairs and services theory and practice draw insights from various academic disciplines. Student development theory, for instance, incorporates research findings from disciplines such as psychology, sociology, and human biology (Encinas, 2020). This study is grounded in the theory of administrative management and student development. Administrative management theory, proposed by Henri Fayol, James Mooney, and Luther Gulick, aims to establish a rational approach to organizational design. It advocates for a formalized administrative structure, a clear division of labor, and the delegation of power and authority to administrators based on their respective areas of responsibility (Alida, 2021). On the other hand, student development theory encompasses a range of scholarly work that seeks to comprehend and elucidate the developmental processes through which students learn, grow, and evolve during their post-secondary education. Notably, it explores the holistic development of college students, characterized by increasing complexity, within the context of higher education (Hardy Cox & Strange, 2010; Patton et al., 2016).

While certain studies have reported satisfactory delivery of student affairs and services, as highlighted by Sison (2019), it is unfortunate that higher educational institutions have faced numerous challenges in upholding the provisions and principles. Alani-Okunola & Subair (2010) discovered that student welfare services in all universities were insufficient, leading to low levels of learning motivation and dissatisfaction among students.

Driven by the vision set forth by UNESCO, the provisions outlined in the 1987 Philippine Constitution, the mandates of CHED, and the fundamental concepts underpinning theories of administration, student affairs, services, and development, the researcher is motivated to undertake this study. The findings of this study can serve as a foundation for enhancing educational services, formulating, and implementing policies, as well as developing curricula, specifically in the realm of managing and improving instruction within higher educational institutions. Consequently, the primary aim of this study is to explore the correlation between the academic support system or services and the achievement of objectives or desired outcomes in student affairs and services within higher educational institutions.

Progressivist thinkers like John Dewey and other educational constructivists strongly advocate for the learner-centered approach in education, placing emphasis on meeting the unique needs of each individual learner (Lynch, 2016). As O'Connor (2012) aptly states, academic and student affairs divisions must be adaptable and excel precisely because they revolve around students and their ever-evolving demographics. The student affairs and services provided by an institution should be highly attuned to the learners' needs and the demands of society. This entails facilitating holistic and comprehensive student development to nurture active participation as future responsible citizens and leaders, aligning with the 4th Sustainable Development Goal of ensuring equal access to affordable, high-quality technical, vocational, and tertiary education, including university education (UNESCO, 2021).

The administration of academic support system or services is a critical responsibility of the Commission on Higher Education (CHED). It is mandated to ensure that the administration of these services effectively contributes to the attainment of its objectives. This involves ensuring an adequate number of qualified and competent student services personnel are employed to cater to the student population. Juneja (2015) and Kumar (2018) emphasize that the administration of academic support services encompasses the overall determination of policies, establishment of major objectives, identification of general purposes, and the implementation of broad programs and projects. It also involves adhering to the fundamental principles of the institution and effectively implementing the policies and plans formulated by the administration. As highlighted in the Education Reform (2013), academic support encompasses a diverse range of instructional methods, educational services, and resources aimed at facilitating accelerated learning progress among students.

The provision of an optimal learning environment to students is a crucial responsibility of the school administration. Their primary focus lies in delivering efficient and effective student services. State colleges and universities must respond to the national government's call for holistic development of the country (Ludeman, 2002). It is essential for higher education institutions to be guided by a set of values and principles that align with the expressed needs of the students (Ludeman et al., 2009; Encinas et al., 2020). Education serves as the cornerstone of all societies, bringing about transformative effects by improving quality of life, fostering peace, eradicating poverty, and driving sustainable development (Encinas et al., 2020). This study focuses on the academic support system or services, which encompasses the administration of student welfare, student development, and institutional programs and services. As stated in CHED Memo (2013), student welfare entails providing essential services and programs to enhance the well-being of students. These services include information dissemination, orientation and awareness programs, guidance and counseling services, career and placement support, economic enterprise development, and the development of student handbooks. Additionally, Bulacan State University (2017) emphasizes that student welfare services involve delivering fundamental services and programs that ensure relevant, efficient, and effective support and assistance to all students.

Student welfare is a crucial aspect of the educational system, encompassing the overall well-being of students in various aspects of their lives. Research by Sultana et al. (2021) emphasizes the significance of student welfare, including physical, mental, academic, and non-academic well-being. Molodynski (2021) also highlights the importance of enhancing student welfare, recognizing its benefits for students, society, and future generations. However, prioritizing student welfare can present challenges as it intersects with social welfare and educational goals, as suggested by Cornish (2019). In the specific context of Samar Island, Philippines, Amit (2019) finds that the implementation of student welfare programs in state universities has been highly satisfactory, indicating that the services provided effectively promote students' well-being. On the other hand, Alani-Okunola & Subair (2010) identify insufficient welfare services in universities, resulting in lower student

satisfaction and motivation. To address these issues, the WISE Project (n.d.) recommends improving educational policies and practices to support students throughout their higher education journey, from enrollment to successful completion.

During the first year of university, providing support to students is crucial as they may struggle to understand the benefits of social involvement and feel overwhelmed by the demands of university life (Yang & Chau, 2011). Establishing an orientation office on campus can help bridge the academic learning gap for new students (Mayhew-Vanderlinden & Kim, 2010). Faculty members play a vital role in facilitating students' academic and professional growth, and should be equipped to identify and refer students with academic difficulties to appropriate support services (Gaugh-Smith & Williams, 2013). Institutions should ensure that programs are designed to promote the utilization of academic support services by providing necessary information to students. Counseling services can serve as an important tool for self-care, offering both protection and productivity (Sutton, 2013). An office of academic support should offer individual consultations, assessments, feedback, short-term interventions, and referrals (Foster, 2017). Resources should be available to both students and faculty to encourage active engagement (Moitus & Vuorinen, 2003). Furthermore, virtual learning environments can be utilized to create real-time interaction and socialization opportunities, like applications like VR Chat (Nguyen-Muilu & Dirin et al., 2018). Student development services encompass a range of activities aimed at fostering exploration, enhancement, leadership, and social responsibility among students. These initiatives can be initiated by institutions or by students themselves, such as leadership programs, student publications, sports development, volunteerism, and peer helper programs (CHED Memo, 2013). Recognizing the importance of prioritizing student development, higher education institutions should include it as a key goal in educational planning (Brown, 1973 & Saddlemire, 2016). Glass & Holton (2020) highlight the transformative nature of this emphasis, allowing students to question and develop multiple identities beyond national and geographical boundaries. Saputra & Prabowo (2021) emphasize the role of schools in preparing students for future workplaces. Vaala (1989) stresses the need to bridge student development and administrative theory in practical student affairs administration. The concept of student development is widely used in student affairs practice and research (Patton et al., 2016). To promote holistic student growth, active engagement in student communities and making informed choices among opportunities for personal exploration should be encouraged. Monitoring the influence of student culture on social participation and personal development is also important (Yang & Chau, 2011). However, universities must carefully allocate resources among competing priorities (Forbes-Mewett & Nyland, 2012).

Institutional programs and services for students are strategically developed to address their fundamental needs related to health, nutrition, accommodation, and safety. These provisions encompass a range of support, including admission services, scholarships and financial assistance, access to food and healthcare, safety and security measures, student housing and residential services, versatile support services, cultural and arts programs, sports development initiatives, social and community engagement programs, and other opportunities aimed at fostering social awareness, personal growth, and meaningful contributions to nation-building (CHED, 2013).

In higher education institutions, student affairs and services play a crucial role in fostering holistic student development through various academic support experiences. Lantita (2017) characterizes these as student-centered activities and services that complement academic instruction, aimed at nurturing well-rounded individuals who actively contribute to nation-building. According to Sison (2019), students express high satisfaction with the delivery of student affairs and services. Key practices in the field of student affairs include promoting active learning among students, cultivating values and ethical

standards, setting, and communicating high expectations, optimizing the use of resources, fostering educational partnerships, and cultivating supportive and inclusive communities (Principles of Good Practice in Student Affairs, n.d.).

The desired outcomes or objectives of student affairs and services encompass several key areas. These include achieving a proper balance between the rights of the educational institution and the rights of students, enhancing the quality of student affairs and services, ensuring equitable access to quality and effective student affairs and services, fostering student development and welfare, promoting a holistic approach to student affairs and services, and adhering to the minimum requirements set forth by regulatory guidelines (CHED Memo, 2013).

Tashman (2017) highlights the importance of protecting students' rights in schools, as guaranteed by the Constitution. However, awareness and adherence to these legal protections among school officials can be lacking. Caruso et al. (2020) propose aligning programs with the institutional mission, focusing on engagement, experiential learning, community involvement, and regional economic development. Student Services Goals and Objectives (2015) outline goals and objectives that aim to ensure educational access for all students and address the diverse needs of individuals from different backgrounds. Schuh and Gansemer-Topf (2010) discuss the progress made by student affairs practitioners in incorporating assessment of student learning outcomes into their professional practice. They emphasize understanding student characteristics, designing services aligned with the institution's academic mission, and validating the value of these experiences for students. Collaboration and partnership between student affairs and academic affairs, as highlighted by Busby and Aaron (2021), play a vital role in improving student learning and success, with both parties contributing to the association.

Bowie State University (2010) identified the objectives of student affairs and services, which include policy development, improved marketing of student programs, provision of high-quality support services, and enhancement of student affairs programs. Smith-Szelest and Downey (2004) highlighted the varying expectations and preparedness of students for higher education, emphasizing the role of academic advisors in bridging this gap. Tevis and Britton (2020) proposed strategies and future research directions to support faculty and administrators in addressing student preparedness. Hitt et al. (2015) recognized the need for refining and expanding student services based on the variability across campuses. Rath and Royer (2002) found evidence linking improved academic skills to enhanced academic performance. Mamashela (2010) discussed the impact of managerialism on legitimizing student participation in university governance. Ouellette and Wanger (2022) suggested considering trends in program adaptation for student development and success. Lastly, Zulfqar et al. (2021) recommended prioritizing leadership development to foster organizational growth in the context of reforms and innovations, supported by both university management and Higher Education authorities. The academic achievement of students in their final year of university is influenced by various factors, such as their earlier entrance exam performance and perceptions of their academics' instructional behaviors during their first year. These factors are linked to the developing levels of academic achievement, particularly during the middle of university life (Sakiz, 2021). The presence of student affairs and academic support services can play a crucial role in determining whether students drop out, experience academic challenges, or succeed in achieving their college and career goals. These services can contribute to students' overall success and help them realize their personal vision for the future (Hoyt, 2021).

METHODS

Research Design

This study employed a research design that utilized a quantitative research method. Quantitative research is characterized by its emphasis on objective measurements and the statistical, mathematical, or numerical analysis of data. It involves collecting data through polls, questionnaires, surveys, or by utilizing pre-existing statistical data and applying computational techniques. The main objective of quantitative research is to gather numerical data and generalize it across different groups or to provide an explanation for a specific phenomenon (Creswell, 2013). Consequently, this study utilized a correlational research design, which involved the application of a quantitative approach. A correlational design was chosen to explore the relationships between variables without the researcher manipulating them. The focus was on examining the degree and direction of the relationship between the administration of the academic support system as the independent variable and the desired outcomes of student affairs and services as the dependent variable (Bhandari, 2022).

The study involved a diverse sample of 350 college students from Cotabato State University, representing various disciplines and hailing from different regions such as Region XII, Bangsamoro Autonomous Region in Muslim Mindanao, and other parts of Southern Philippines. The selection of respondents was done randomly to ensure unbiased representation. To gather data, a self-made survey questionnaire was administered. The questionnaire underwent rigorous content validation by experts, and the results revealed its high validity as an effective research instrument, with a mean rating of 4.05. Furthermore, to ensure the reliability of the instrument, a pretest was conducted on 10% of the total sample who were not included in the study as respondents. The results of the reliability test indicated a high level of consistency, with a Cronbach's alpha coefficient of .83, further establishing the reliability of the survey questionnaire. The data were analyzed and interpreted using Pearson's correlation coefficient (Pearson r), which is a widely used statistical measure to assess the relationship between two variables. It determines the degree and direction of association between variables, ranging from -1.00 to +1.00. A correlation of -1.00 or +1.00 indicates a perfect correlation, while values closer to zero indicate a weaker or no correlation. In this study, Pearson's correlation was employed to examine the significant relationship between the independent and dependent variables. This statistical measure was utilized to address the research problem effectively.

RESULTS and DISCUSSION

Correlational analysis amidst proper balance between rights of educational institution and student rights and the administration of academic support system

Table I. Relationship amidst proper balance between rights of educational institution and student rights and administration of academic support system (Correlations)

Administration of Academic Support System	Proper balance between rights of educational institution and student rights		
	Pearson Correlation (r)	Sig. (2-tailed)	n
Welfare	.901**	.000	350
Student Development	.899**	.000	350

Institutional Programs and Services	.971**	.000	350
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** . Correlation is significant at the 0.01 level (2-tailed).

Table I displays the association between the desired outcome, which focuses on achieving a proper balance between the rights of the educational institution and student rights, and the administration of the academic support system. The results indicate that all variables demonstrated a significant relationship. The correlations observed were found to be statistically significant at the 0.01 level, considering a two-tailed correlation. The achievement of the desired outcome in student affairs and services, which aims to balance the rights of educational institutions and student rights, is strongly linked to the administration of the academic support system. This strong relationship is supported by statistically significant findings, including a p-value of .901 and a significance level of .000. Additionally, the administration of student development (p-value = .899, significance level = .000) and institutional programs and services (p-value = .971, significance level = .000) also exhibit significant associations with the desired outcome. These conclusions are drawn from the analysis of data collected from a sample of 350 respondents.

Correlational analysis between improvement of the quality of student affairs and services and the administration of academic support system

Table II. Relationship between improvement of the quality of student affairs and services and administration of academic support system

Administration of Academic Support System	Quality student affairs and services		n
	Pearson Correlation (r)	Sig. (2-tailed)	
Student Welfare	.654**	.000	350
Student Development	.685**	.000	350
Institutional Programs and Services	.780**	.000	350

** . Correlation is significant at the 0.01 level (2-tailed).

The association between enhancing the quality of student affairs and services and the extent of administration of the academic support system is presented in Table II. The results indicate that all variables exhibited a significant relationship. The correlation observed in the study is statistically significant at the 0.01 level in a two-tailed correlation analysis. The achievement of the desired outcome of enhancing the quality of student affairs and services is strongly associated with the administration of the academic support system, specifically in relation to institutional programs and services and moderately correlated to student welfare and student development. This is evidenced by the significant correlation between the variables, as indicated by the p-values of .654 (student welfare), .685 (student development), and .780 (institutional programs and services), all of which have a significance level of .000.

Correlational analysis of the relationship between access to quality, relevant, efficient, and effective student affairs and administration of academic support system

Table III. Relationship between access to quality, relevant, efficient, and effective student affairs and services and administration of academic support system

Administration of Academic Support System	Access to quality, relevant, efficient, and effective student affairs and services		
	Pearson Correlation (r)	Sig. (2-tailed)	n
Student Welfare	.583**	.000	350
Student Development	.624**	.000	350
Institutional Programs and Services	.683**	.000	350

**Correlation is significant at the 0.01 level (2-tailed).

The attainment of the objective or desired outcome of promoting access to quality, relevant, efficient, and effective student affairs and services is moderately correlated to the administration of academic support system in consonance with student welfare as proven by the p-value of .583 and significance level of .000; administration of student development with p-value of .624 and significance level of .000; and administration of student programs and services with p-value of .683 and significance level of .000 respectively.

Correlational analysis between reinforcement of student development and student welfare and administration of academic support services

Table IV. Relationship between reinforcement of student development and student welfare and administration of academic support system

Administration of Academic Support System	Reinforcement of student development and welfare		
	Pearson Correlation (r)	Sig. (2-tailed)	n
Student Welfare	.631**	.000	350
Student Development	.675**	.000	350
Student Programs and Services	.697**	.000	350

** Correlation is significant at the 0.01 level (2-tailed).

Table IV reflects the relationship between reinforcement of student development and student welfare and administration of academic support system. Findings reveal that all variables emerged as significant. The correlation is significant at 0.01 level in two-tailed correlation.

The attainment of the objective or desired outcome of student affairs and services in supporting student development and student welfare is highly dependable to the management and administration of academic support services as manifested from the p-value of .631 and significance level of .000; administration of student development with p-value of .675 and significance level of .000; and administration of institutional programs and services with p-value of .697

and significance level of .000 subsequently.

Correlational analysis between provision of holistic approach for student affairs and services and compliance with the minimum requirements and administration of academic support system

Table V. Relationship between provision of holistic approach for student affairs and services and compliance with the minimum requirements and administration of academic support system

Administration of Academic Support System	Provision of holistic approach for student affairs and services and compliance with the minimum requirements		
	Pearson Correlation (r)	Sig. (2-tailed)	n
Student Welfare	.533**	.000	350
Student Development	.578**	.000	350
Institutional Programs and Services	.608**	.000	350

** . Correlation is significant at the 0.01 level (2-tailed).

Table V presents the relationship between the provision of holistic approach for student affairs and services and compliance with the minimum requirements and the administration of academic support system. Findings reveal that all variables emerged as significant. The correlation is significant at 0.01 level in two-tailed correlation.

The achievement of the objective of student affairs and services of ensuring that the institution provides holistic approach for student affairs and services and comply with the minimum requirements for student affairs and services is moderately correlated to the extent of management and administration of academic support services as proven from the p-value of .533 and significance level of .000; administration of student development with p-value of .578 and significance level of .000; and administration of student programs and services with p-value of .608 and significance level of .000 correspondingly.

Correlational analysis between the overall attainment of desired outcomes and the extent of administration of academic support system

Table VI. Relationship between the overall desired outcomes of student affairs and services and administration of academic support system

Administration of Academic Support System	Overall Attainment of Desired Outcomes of Student affairs and Services		
	Pearson Correlation (r)	Sig. (2-tailed)	n
Student Welfare	.736**	.000	350
Student Development	.773**	.000	350
Institutional Programs and Services	.835**	.000	350

** Correlation is significant at the 0.01 level (2-tailed).

Table VI presents the relationship between the overall attainment of objectives of student affairs and services and the extent administration of academic support system. Findings reveal that all variables emerged as significant. The correlation is significant at 0.01 level in two-tailed correlation.

The overall attainment of the desired outcome of student affairs and services of ensuring proper balance between rights of educational institution and student rights; improving the quality of student affairs and services; promoting access to quality, relevant, efficient and effective student affairs and services; supporting student development and welfare; and ensuring the institutional provision of holistic approach for student affairs and services and the extent of management and administration of student affairs and services in terms of administration of student welfare; administration of student development; and administration of institutional programs and services show a highly significant relation as proven from the Pearson Coefficient of .736 with significant probability of .000 in view of administration of student welfare; administration of student development with p-value of .773 with significant probability of .000; administration of student programs and services with Pearson Coefficient of .835 with significant probability of .000 respectively.

Therefore, the null hypothesis, "There is no significant relationship between the administration of academic support system and realization of the objectives or desired outcomes of student affairs and services," is highly rejected. The alternative hypothesis, "There is a significant relationship between the administration of academic support system and attainment of objectives of student affairs and services is accepted."

The findings from Table I demonstrate a significant association between the desired outcome in student affairs and services, which focuses on balancing institutional and student rights, and the administration of the academic support system. This highlights the importance of effectively managing the support system to achieve the desired outcome. Key implications include prioritizing student welfare, promoting student development aligned with the institution's mission, enhancing institutional programs and services, allocating resources to student affairs, fostering collaboration between academic and student affairs, and creating a supportive educational environment. These implications underscore the significance of prioritizing student well-being, holistic development, and effective collaboration for student success.

The findings presented in Table II highlight a significant association between enhancing the quality of student affairs and services and the administration of the academic support system. These results are consistent with the existing literature on student affairs and services, providing further support for the importance of effectively managing the academic support system to achieve the desired outcome. The implications of these findings are twofold. Firstly, they emphasize the need for institutions to prioritize and allocate resources to student welfare, student development, and institutional programs and services. By doing so, institutions can create a supportive environment that addresses the diverse needs of students and promotes their well-being and success. Secondly, the findings highlight the importance of collaboration between academic and student affairs in achieving the desired outcome. This collaboration can involve sharing expertise, aligning services with the institution's academic mission, and promoting a holistic approach to student development.

Moreover, the findings presented in Table III demonstrate a moderate correlation between the attainment of the

desired outcome of promoting access to quality student affairs and services and the administration of the academic support system. These findings align with the existing literature on student affairs and services, providing further support for the importance of effectively administering the academic support system to achieve the desired objectives. The implications of these findings are twofold. First, they emphasize the importance of prioritizing student welfare, student development, and student programs and services within the academic support system. Institutions should allocate resources and implement comprehensive support services to meet the diverse needs of students, ensuring their well-being and enhancing their educational experience. Second, the findings highlight the significance of effective administration and coordination of student affairs and services. This includes designing programs and services that align with the institution's mission, understanding student characteristics, and assessing student learning outcomes.

The findings presented in Table IV indicate a significant relationship between the reinforcement of student development and student welfare and the administration of the academic support system. These findings align with the existing literature on student affairs and services, supporting the notion that the administration of the academic support system plays a crucial role in achieving the desired outcomes of student development and student welfare. The implications of these findings are twofold. First, they emphasize the need for institutions to prioritize and allocate resources to effectively manage and administer academic support services. This includes providing comprehensive support for student development and student welfare, addressing the diverse needs of students, and promoting their overall well-being. Second, the findings highlight the interdependence between student development, student welfare, and the administration of institutional programs and services. Institutions should recognize the significance of these factors and strive for effective coordination and collaboration between different departments and stakeholders involved in student affairs and services.

The findings presented in Table VI reveal a significant relationship between the overall attainment of objectives in student affairs and services and the administration of the academic support system. These findings align with the existing literature on student affairs and services, supporting the notion that the administration of the academic support system plays a crucial role in achieving the desired outcomes of student affairs and services. The implications of these findings are twofold. First, they highlight the significance of effectively managing and administering the academic support system to ensure the overall attainment of objectives in student affairs and services. Institutions need to prioritize and allocate resources to support student welfare, student development, and institutional programs and services. This includes providing comprehensive support services, addressing diverse student needs, and promoting a holistic approach to student affairs and services. Second, the findings underscore the importance of the interplay between the administration of the academic support system and the realization of objectives in student affairs and services. Effective management and administration of student welfare, student development, and institutional programs and services are crucial in achieving the desired outcomes. This requires collaboration and coordination among different departments and stakeholders involved in student affairs and services.

To further support these findings, it is important to consider related research in the field. For example, Sultana et al. (2021) and Molodynski (2021) emphasize the significance of student welfare and its impact on students, society, and future generations. Their research aligns with the findings of this study, highlighting the importance of prioritizing student welfare within the academic support system. Additionally, Cornish (2019) and the WISE Project (n.d.) provide recommendations that align with the implications of this study, emphasizing the need for educational policies and practices that support student enrollment, persistence, and successful completion of higher education studies.

The study's focus on student development and institutional programs also aligns with existing research. Schuh and Gansemer-Topf (2010) and Busby and Aaron (2021) emphasize the importance of aligning services with academic missions and promoting collaboration between academic and student affairs. Their research supports the findings of this study, highlighting the value of collaboration and coordination in enhancing student learning and success.

Overall, the findings from Table I, II, III, and IV contribute to the existing body of knowledge on student affairs and services. They provide empirical evidence of the significant relationship between the administration of the academic support system and various desired outcomes in student affairs and services. The implications of these findings underscore the importance of prioritizing student welfare, fostering student development, enhancing institutional programs and services, and promoting collaboration between academic and student affairs. By implementing these implications, institutions can create a supportive and inclusive educational environment that promotes student well-being and success.

It is important to note that this study has its limitations. The findings are based on a specific context and may not be generalizable to other settings. Additionally, the study relies on self-reported data, which may introduce bias. Future research can explore different aspects of student affairs and services and investigate the impact of specific interventions on student outcomes. Furthermore, qualitative research methods can provide deeper insights into the experiences and perspectives of students and staff in relation to student affairs and services.

In conclusion, the findings presented in Table I, II, III, and IV demonstrate the significant relationship between the administration of the academic support system and the desired outcomes in student affairs and services. These findings align with the existing literature and provide practical implications for enhancing student well-being and success. By prioritizing student welfare, promoting student development, enhancing institutional programs and services, and fostering collaboration, institutions can create a supportive and conducive environment that supports student achievement and holistic development.

CONCLUSIONS

The research inquiry aimed to investigate the relationship between the academic support system in higher education and the attainment of objectives in student affairs and services. The findings revealed a significant correlation between the extent of academic support services and the realization of desired outcomes in student affairs and services. This led to the rejection of the null hypothesis and acceptance of the alternative hypothesis, indicating a strong relationship between the two variables. The results of this study have important implications for policy formulation, curriculum development, and the improvement of educational services in higher education institutions. Policies should focus on various aspects of student welfare, including information dissemination, orientation, counseling, career and placement services, and the development of student handbooks. Emphasis should also be placed on student development, particularly in enhancing leadership skills and social responsibilities through student-initiated activities. Furthermore, student programs and services should be responsive to the diverse needs of students, including those related to basic health, food, shelter, safety, and special needs.

Based on the findings of this study, several conclusions can be drawn. Firstly, the administration of the academic support system significantly influences the desired outcomes in student affairs and services. Effectively managing and

administering the support system is crucial for achieving the desired objectives. This highlights the importance of allocating resources and implementing comprehensive strategies to enhance student affairs and services. Secondly, the findings underscore the significance of prioritizing student welfare within the academic support system. Student welfare emerges as a critical component of student affairs and services, and institutions need to prioritize student well-being to promote their overall success. This includes addressing their diverse needs, providing necessary support services, and fostering a conducive educational environment. Thirdly, the study highlights the interdependence between academic and student affairs. Collaboration and coordination between these two areas are essential in achieving the desired outcomes. The findings emphasize the need for effective communication, sharing of expertise, and alignment of services with the institution's academic mission. By fostering collaboration, institutions can enhance student learning and success.

Additionally, the quality of student affairs and services is closely linked to the administration of the academic support system. Institutions need to allocate resources and enhance their programs and services to ensure high-quality support for students. This includes designing and implementing effective institutional programs, services, and initiatives that align with student needs and promote their holistic development. Furthermore, student development emerges as a crucial aspect of student affairs and services. The findings highlight the importance of effectively administering the academic support system to support and promote student development aligned with institutional goals. By prioritizing student development, institutions can provide students with opportunities for personal growth, skill enhancement, and the acquisition of valuable experiences. Lastly, the results of the study align with existing research in the field, providing further support for the importance of student welfare, collaboration, and alignment between academic and student affairs. These conclusions are consistent with previous studies that emphasize the significance of student welfare, the quality of student affairs and services, and the need for collaboration between different departments. In conclusion, the findings from Tables I, II, III, and IV emphasize the critical role of the administration of the academic support system in achieving the desired outcomes of student affairs and services. The conclusions highlight the importance of prioritizing student welfare, enhancing the quality of services, fostering student development, and promoting collaboration between academic and student affairs. By implementing these conclusions, institutions can create a supportive and inclusive environment that enhances student well-being and success.

The findings presented in the tables and the implications discussed support several theories in the context of student affairs and services. One theory that can be drawn upon is student development theory, which includes Astin's theory of involvement and Chickering's theory of identity development. These theories emphasize the importance of providing opportunities for student growth, involvement, and identity formation. The significant association between the administration of the academic support system and student development outcomes suggests that effective management of support services contributes to fostering student development. Another theory that aligns with the findings is systems theory, which views institutions as complex systems with interconnected components. The significant relationship between the administration of the academic support system and the overall attainment of objectives in student affairs and services supports the idea that the various components of the system, such as student welfare, student development, and institutional programs, work together to achieve desired outcomes. Collaboration theory is also relevant to the findings, as it emphasizes the benefits of partnerships and cooperation between academic and student affairs. The significant relationship between collaboration and the desired outcomes suggests that effective

coordination and collaboration between these two areas enhance student affairs and services. Institutional effectiveness theory is another theory supported by the findings, as it focuses on assessing the extent to which an institution achieves its objectives. The significant associations between the administration of the academic support system and the desired outcomes indicate that effective management and administration contribute to institutional effectiveness in student affairs and services. Lastly, student engagement theory, such as the National Survey of Student Engagement (NSSE) framework, is supported by the findings. These theories highlight the importance of student involvement, interaction, and active participation in their educational experience. The significant relationship between the administration of the academic support system and the desired outcomes suggests that providing effective support services enhances student engagement, leading to positive student outcomes. In summary, these theories provide a conceptual framework for understanding the relationship between the administration of the academic support system and the desired outcomes in student affairs and services. They offer insights into how institutions can effectively manage and administer support services to promote student development, well-being, and success.

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