

Implementation of Student Affairs and Services: An Evaluation

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Abstract

This study evaluated the implementation of Student Affairs and Services (SAS) at San Agustin Institute of Technology (SAIT) for the school year 2022-2023, focusing on student welfare, development, and institutional programs through a quantitative, descriptive survey approach. Data were collected from the second-year to fourth-year college students, using an adapted questionnaire from Ibarrientos' (2015) study. Results indicated high satisfaction on SAIT's student services, particularly in information and orientation services and guidance and counseling services. Student development initiatives, led by information and orientation services, also received positive ratings. While institutional programs, especially safety and security services, were well-regarded, improvements in food services are needed. Common student issues like peer pressure and absences underscore the necessity for targeted interventions. Descriptive statistics provided numerical summaries, comparing perceived quality across study aspects, while percentages highlighted prevalent student challenges. Overall, SAIT demonstrated strength in student services and development, yet opportunities existed to enhance institutional programs and address student concerns for improved overall satisfaction and experience.

Chapter 1

INTRODUCTION

This chapter presents the rationale of the study, research objectives, review of related literature, schematic diagram, significance of the study, scope and delimitation, and definition of terms.

Rationale of the Study

In today's rapidly evolving educational landscape, student affairs and services (SAS) play a pivotal role in shaping the holistic development and well-being of students. Extending far beyond the traditional classroom, SAS acts as a crucial support system that enriches the overall student experience. As student needs and expectations continuously change, it is imperative for educational institutions to regularly reassess and adapt their SAS programs to stay relevant and effective. This research embarks on an exploration of the diverse services provided by SAS, aiming to assess their effectiveness, impact, and alignment with the contemporary needs of students.

The transformation of higher education now goes beyond mere knowledge dissemination, embracing a broader responsibility to foster personal and professional growth. According to Barr and Desler (2000), SAS has expanded into a comprehensive range of services that support both individual student welfare and the development of institutional programs. The effective delivery and integration of these services within the educational ecosystem significantly influence student success and well-being. Therefore, this

research focuses on evaluating how well these services are implemented, their responsiveness to the varied needs of students, and their overall contribution to educational goals.

In an age defined by globalization and digitalization, higher education institutions face intense competition to attract and retain students. The quality and effectiveness of student affairs and services are critical not only in influencing students' decisions to enroll but also in ensuring their persistence and success. As highlighted by Schuh and Upcraft (2001), continuous evaluation of SAS programs is essential to keep pace with changing demographics, evolving expectations, and technological advancements. This study aimed to delve into the various facets of student affairs and services at San Agustin Institute of Technology, uncovering emerging trends and addressing the challenges faced by the Office of the Vice President for Student Affairs and Services. By providing valuable insights for potential refinements and innovative solutions, this research sought to not only understand but also drive positive transformations in the realm of student affairs and services.

Research Objectives

Generally, this study evaluated the effectiveness of the student affairs and services activities and program implementation.

Specifically, this study aimed to:

1. Determine the students' perception of the services offered by the institution in terms of the following:
 - 1.1 student welfare,
 - 1.2 student development, and
 - 1.3 institutional programs and services.
2. Identify the common issues and problems encountered by the students during their stay in the SAIT community.
3. Create a policy and program intervention necessary to further improve the quality of student affairs and services.

Review of Related Literature

This section presents a review of related literature relevant to the conduct of the present study. The discussion is organized according to the study's variables, which include student welfare, student development, institutional programs and services, and student affairs and services. This is immediately followed by a schematic diagram.

Student Welfare

Student welfare is a broad concept encompassing various services to support students' academic, personal, and professional development. This comprehensive approach is essential for fostering a supportive and enriching educational environment. According to Astin et al. (2005), student welfare services are pivotal in enhancing student engagement and retention. These services are meant to meet the various needs of the students such that they do not miss out on effective and appropriate care/support structures. Further, Harris et al. (2011) note that welfare should not be a compendium of different services that address the students' spheres of life separately from the academic domain; it should be a complex system that boasts the organization of students' mental health and academic achievements, as well as their career and financial future. This review focuses on the literature on five key areas: information and orientation

services/support, counselling and guidance services, placement services/ vocational training and first employment, micro-enterprise development, and development of manual of precision.

Information and Orientation Services

Information and orientation services are fundamental in aiding students' transition into college life, helping them acclimate to new environments and expectations. Pascarella and Terenzini (2005) highlight that comprehensive orientation programs are crucial for student retention in providing students with essential information about academic policies, campus facilities, and support services. These programs foster a sense of belonging and community, which is critical for students' academic and social integration. Additionally, Chickering et al. (1987) assert that orientation services help students understand institutional expectations and navigate their academic journey more effectively. A well-structured orientation program, therefore, is essential in laying the groundwork for a successful college experience.

Guidance and Counseling Services

Guidance and counseling services are integral to student welfare, addressing various academic, personal, and psychological needs. Gysbers et al. (2014) emphasize the role of comprehensive school counseling programs in promoting student success and well-being. These services help students develop coping strategies, enhance their academic performance, and make informed decisions about their educational and career paths. Bowers et al. (2010) demonstrate that students who regularly utilize counseling services exhibit improved mental health and academic outcomes. Integrating counseling services within the broader student welfare framework ensures that students receive holistic support tailored to their needs, addressing immediate and long-term challenges.

Career and Job Placement Services

McIlveen et al. (2011) argue that effective career services provide students the tools and resources to explore career options, develop employability skills, and connect with potential employers. Bridgstock et al. (2009) highlight the importance of career development learning, which encompasses career education, guidance, and the development of career management skills. Additionally, Barnes et al. (2021) stress the need for institutions to offer internships, cooperative education, and networking opportunities to enhance students' practical experience and employability. These services are essential in helping students navigate the increasingly complex job market.

Economic Enterprise Development

Economic enterprise development programs in colleges help students foster entrepreneurial skills and develop business ideas and projects. According to Jones et al. (2014), these programs improve students' entrepreneurial abilities and contribute to their overall personal growth by promoting creativity, enhancing problem-solving skills, and developing leadership qualities. Rae et al. (2012) suggest that entrepreneurial education should be part of the curriculum to equip all students with essential entrepreneurial skills, regardless of their main area of study, by supporting student ventures through funding, mentorship, and incubator programs. Institutions can significantly impact students' career paths and their capacity to innovate across different industries (Jones et al., 2014). In conclusion, economic enterprise development plays a crucial role in preparing students for the ever-changing demands of the modern economy.

Student Handbook Development

Institutions should develop an extensive student handbook to inform students about policies, procedures, and resources. To be effective, a student handbook needs to be a resourceful reference book that students can use to know that they have the rights as individuals and groups in college and how college supports this freedom (Smith et al., 2013). Additionally, Kerr et al. (2016) argue that institutions must continually

update their handbooks to cater to policy changes, making them relevant to scholars. Thus, schools must have a well-developed guidebook that will enable all learners to negotiate their way through school and enroll in appropriate support services. In this light, transparency and engagement are achieved when the manual is comprehensive and updated regularly by educational institutions.

Student Development

Student development is a multifaceted concept that encompasses students' academic, personal, and social growth throughout their educational journey. Theories and practices surrounding student development have evolved significantly, highlighting the importance of a holistic approach to education that nurtures various dimensions of student growth. Research in this field underscores the pivotal role of institutional support, student engagement, and extracurricular activities in fostering comprehensive student development.

Chickering and Reisser (1993) offer a foundational perspective on student development through their seven vectors of development, which include developing competence, managing emotions, moving through autonomy toward interdependence, developing mature interpersonal relationships, establishing identity, developing purpose, and developing integrity. Their work provides a comprehensive framework for understanding the various stages of student growth and underscores the importance of addressing multiple dimensions of development to foster holistic growth.

Astin's (1999) theory of student involvement emphasizes the significance of active participation in the educational process. According to Astin, the more students are involved in college activities, the more they gain from their experiences. This theory highlights the critical role of student engagement in promoting academic success and personal development. Astin's research suggests that institutions should encourage student involvement in various activities to enhance educational outcomes.

Tinto's (1993) model of student retention focuses on the importance of academic and social integration in promoting student persistence and success. Tinto argues that students who are well-integrated into their institutions' academic and social fabric are more likely to persist and succeed. This model underscores the need for institutions to create supportive environments that foster academic and social engagement.

Pascarella and Terenzini (2005) comprehensively review how college affects students, emphasizing the role of institutional support and student engagement in promoting academic, personal, and social development. Their research highlights the importance of high-quality instruction, academic support services, and meaningful interactions with faculty members in fostering student growth. Pascarella and Terenzini's work underscores the need for institutions to provide a range of support services to address the diverse needs of students.

Kuh et al. (2005) focus on student success, identifying high-impact educational practices that promote deep learning and academic achievement. These practices include undergraduate research, learning communities, and capstone projects, which provide students with opportunities for experiential learning and intellectual engagement. Kuh and his colleagues emphasize the importance of creating a supportive campus environment encouraging student participation in these high-impact practices.

Komives et al. (2005) explore the development of leadership identity in students, highlighting the importance of leadership training and development programs. Their research suggests that leadership development is a lifelong process that begins in college and continues throughout one's career. Komives and her colleagues argue that institutions should provide students with opportunities to practice leadership

in various contexts, helping them to develop critical skills such as decision-making, ethical reasoning, and interpersonal communication.

Student Activities

Student activities play a crucial role in fostering the overall development of students by providing opportunities for engagement, learning, and personal growth. Kuh (2009) emphasizes the importance of involvement in co-curricular activities, noting that such engagement enhances students' academic performance and personal development. Astin (1999) asserts that student involvement correlates with increased learning and personal development, suggesting that students who participate actively in campus activities gain more from their college experience. Pascarella and Terenzini (2005) highlight that participation in extracurricular activities promotes social integration and helps students develop a sense of belonging, which is essential for their overall well-being. Additionally, Terenzini et al. (1996) found that engagement in student activities contributes to cognitive and affective development, including critical thinking, interpersonal skills, and self-confidence. Further, Komives et al. (2005) argues that involvement in student activities helps students develop leadership skills and ethical reasoning.

Student Organization and Activities

Student organizations and activities provide a platform for students to develop leadership skills, build social networks, and engage in meaningful experiences. Komives et al. (2006) highlights the role of student organizations in developing leadership capacities and fostering a sense of responsibility among students. Dugan and Komives (2010) found that participation in student organizations is associated with higher levels of leadership efficacy and social responsibility. Astin (1999) suggests that involvement in student organizations enhances students' academic and social integration, leading to higher satisfaction and retention. Kuh et al. (2005) emphasize that student organizations provide valuable opportunities for experiential learning, which contributes to developing practical skills and competencies. Pascarella and Terenzini (2005) note that participation in student organizations promotes cultural competence and appreciation for diversity. Tinto (1993) also supports the idea that involvement in student organizations is crucial for academic and social integration, key factors in student retention and success.

Leadership Training

Leadership training is essential to student development, equipping students with the skills and knowledge needed to lead effectively in various contexts. Komives et al. (2006) argue that leadership identity development is a continuous process nurtured through formal training and practical experiences. According to Dugan (2006), applied leadership training programs enhance the students' self-effacing, philosophical, and group work aspects in several ways. Astin and Astin (2000) confirmed that leadership training increases the students' sense of purpose, focusing on enhancing society. Cress et al. (2001) conducted research revealing that students covered in leadership training programs were more efficacious in their self-efficacy and contained a greater sense of civic responsibility. Owen (2012) also pointed out that reflective practice is important when designing a program for leadership training because it plays a critical role in helping students recognize areas of strength and weakness when it comes to leadership practices. As pointed out by Haber and Komives (2009), mentors are critical in leadership development because they offer support and directions to students and offer chances to apply leadership in real situations.

Student Council/Government

Student councils or governments allow students to participate in governance and decision-making processes within their institutions. Tinto (1993) indicated the importance of student involvement in

governance to foster a sense of ownership and responsibility. Kuh and Whitt (1988) confirmed that student government participation promotes critical thinking, communication skills, and understanding of democratic processes. Pascarella and Terenzini (2005) suggest that involvement in student government enhances students' leadership skills and prepares them for future roles in civic and professional life. Komives and Woodard (2003) found that students involved in governance develop a greater sense of institutional loyalty and commitment. Astin (1999) emphasizes that participation in student government provides a practical context for students to apply leadership theories and concepts. Mayhew et al. (2016) also support the notion that student government involvement contributes to personal and social development by fostering a sense of community and shared responsibility.

Student Discipline

Student discipline is critical to student development, focusing on fostering ethical behavior, responsibility, and personal accountability. Pascarella and Terenzini (2005) note that disciplinary policies and practices influence students' moral and ethical development. Kuh (2001) argues that a fair and consistent disciplinary process promotes a positive campus climate and reinforces community standards. Komives and Woodard (2003) emphasize the importance of educational approaches to discipline, suggesting that restorative justice practices can be more effective in promoting student learning and development. Tinto (1993) highlights the role of discipline in maintaining academic integrity and fostering a culture of respect and responsibility. Astin (1999) suggests that disciplinary experiences can be transformative, helping students reflect on their actions and make better decisions in the future. Boyer (1987) also underscores the importance of creating a campus environment that supports ethical behavior and personal growth through clear expectations and supportive interventions.

Student Publication

Student publications provide a platform for students to develop writing, critical thinking, and communication skills. Astin (1999) highlights the importance of student publications in fostering intellectual engagement and academic development. Kuh and Whitt (1988) suggest that participation in student publications promotes critical thinking and analytical skills, as students must research, write, and edit content. Komives and Woodard (2003) argue that student publications offer opportunities for experiential learning, allowing students to apply theoretical concepts in practical contexts. Pascarella and Terenzini (2005) found that involvement in student publications enhances students' communication skills and prepares them for professional careers. Tinto (1993) emphasizes that student publications contribute to a vibrant campus culture by providing a forum for diverse perspectives and voices. Mayhew et al. (2016) also support the idea that student publications promote intellectual and social development by encouraging students to engage with current issues and debates.

Institutional Programs and Services

Institutional programs and services support student success and well-being across college campuses. This review examines various institutional programs and their impact on student development, drawing insights from research by multiple authors (Abelson et al., 2021).

Admission Services

Admission services are fundamental in shaping students' initial experiences and perceptions of higher education institutions. McDonough et al. (2008) highlight the significance of transparent and inclusive admission practices in fostering equity and diversity. Their research underscores the importance of accessible information and support during admissions to facilitate informed decision-making among

prospective students. Astin et al. (2000) argue that personalized admission counseling enhances students' understanding of institutional offerings and fosters a sense of belonging. Perna and Thomas (2008) emphasize the role of admission criteria alignment with institutional mission in promoting student retention and engagement.

Scholarship and Financial Assistance

Scholarship and financial assistance programs are critical in making higher education accessible and affordable for students from diverse backgrounds. DesJardins et al. (2002) discuss the impact of financial aid policies on college access and completion rates. Their research highlights the role of need-based and merit-based scholarships in promoting academic excellence and reducing financial barriers. St. John et al. (2001) emphasize the importance of financial aid transparency and predictability in supporting students' academic persistence and success. McDonough et al. (2001) argue that strategic investment in financial aid fosters socioeconomic diversity and enhances institutional prestige and mission fulfillment.

Food Services

Food services are crucial in promoting students' health, well-being, and academic success on college campuses. Bruening et al. (2018) discuss the impact of nutrition and dining options on students' physical and mental health outcomes. Their research underscores the importance of offering diverse and nutritious food choices that accommodate students' dietary preferences and cultural needs. Martinez et al. (2018) argue for implementing inclusive dining policies and programs that foster community and social engagement. Hill et al. (2016) highlight the role of food insecurity in affecting students' academic performance and well-being, advocating for comprehensive food assistance programs and resources.

Health Services

Health services are essential for promoting students' physical and mental well-being throughout college. Eisenberg et al. (2009) discuss the impact of accessible and integrated healthcare services on students' health outcomes and academic success. Their research underscores the importance of preventive care, mental health support, and wellness initiatives in supporting students' overall well-being. Lipson et al. (2015) highlight the role of health education and outreach programs in promoting student awareness and engagement in health-related behaviors. Zivin et al. (2009) argue that implementing culturally competent health services helps address college students' diverse needs and backgrounds.

Safety and Security Services

Security services are required to enhance safety in and around learning institutions, such as colleges. According to Fisher et al. (2009), the strategies of bureaucracy and institutionalization about campus safety can help improve students' perceptions of safety and feelings of safety. Through their research, they recommended that there is a need to develop ways of preventing crimes before they happen, involving preparation in the case of an emergency and policing compounds in colleges. Schreck et al. (2012) pointed out that the use of technology and other surveillance systems reduce crime on campus. Gau et al. (2016) focus on how new safety threats, such as cyber threats, campus protests, etc. must be addressed and call for partnership.

Multi-faith Services

Some students in college identify with different religions; multi-faith services are spiritual and religious for such students in college. In the article under discussion, Rostosky et al. (2010) focus on the relevance of chaplaincy programs in ensuring unity and understanding with people of other faiths. It should be noted that their research also highlighted the need to encourage understanding of spiritual and religious aspects of students' lives so that every student feels welcome at school. Snyder et al. (2018) explain the influence

of multi-faith services among the students on the students' spirituality and personal growth. According to Howard and Jones (2013), university policies and practices should embrace religious and cultural diversity, allowing students to embrace the culture.

Services for Students with Needs and Person with Disability

Services for students with disabilities and special needs are essential for fostering inclusive and supportive learning environments. Palmer et al. (2014) discusses the importance of accessibility services in promoting academic success and social integration among students with disabilities. Their study highlights the role of accommodations, such as assistive technologies and specialized support services, in addressing barriers to learning and participation. Kochhar-Bryant et al. (2014) emphasize the need for proactive disability support programs that empower students with disabilities to navigate academic challenges and achieve their educational goals. Gajar et al. (2016) explore the impact of disability-inclusive policies and practices on campus climate and student retention, advocating for universal design principles in educational settings.

Cultural and Development Programs

Cultural and development programs promote diversity, equity, and cultural competence among students. Gurin et al. (2002) discuss the transformative impact of multicultural education programs on students' attitudes toward diversity and social justice. Their research underscores the importance of inclusive curricula and intercultural experiences in preparing students for a globalized society. Milem et al. (2005) highlights the role of cultural competency training and cultural exchange programs in enhancing students' cross-cultural understanding and leadership skills. Pike et al. (2018) argue that cultural enrichment activities should be integrated into the college experience to foster a sense of belonging and cultural identity among diverse student populations.

Sports and Development Programs

Sports and development programs contribute to students' physical fitness, personal growth, and leadership development on college campuses. Wankel et al. (2001) examine the impact of collegiate athletics on students' academic performance and personal well-being. Their research highlights the role of sports participation in promoting teamwork, discipline, and resilience among student-athletes. Singer et al. (2001) discusses the psychological benefits of physical activity and sports involvement in reducing stress and enhancing mental health among college students. Stirling et al. (2017) advocate for comprehensive sports development programs emphasizing skill building, sportsmanship, and health promotion among all students, regardless of athletic ability.

Social and Community Involvement Programs

Social and community involvement programs are instrumental in promoting civic engagement, leadership, and community service among college students. Astin (1999) examined the impact of service-learning programs on students' personal and professional development. The study indicated the role of community-based projects in fostering critical thinking, social responsibility, and ethical leadership skills. O'Meara and Terosky (2008) highlight the benefits of student involvement in campus organizations and volunteer activities in enhancing students' sense of belonging and campus connectedness. Chung and O'Malley (2014) argue that integrating social justice initiatives and community outreach programs promote social activism and advocacy among college students.

Theoretical Framework

This theoretical framework integrates student welfare, student development, and institutional programs by employing foundational theories that guide the design, implementation, and evaluation of student affairs

and services initiatives.

Student welfare within higher education institutions focuses on ensuring the well-being and safety of students, encompassing physical health, mental health, and social integration. This aspect is anchored in Maslow's (1943) Hierarchy of Needs. Maslow's theory posits that individuals are motivated by a hierarchy of needs ranging from basic physiological to higher-order needs such as self-actualization. In the context of student affairs and services, Maslow's theory prioritizes services and programs that address students' foundational needs, such as campus safety measures, health services, and counseling programs. By meeting these basic needs, institutions create a supportive environment conducive to students' well-being and academic success.

Student development refers to the holistic growth of students across cognitive, emotional, social, and ethical dimensions during their college years. This concept is anchored on Chickering's (1969) Theory of Identity Development. Chickering's theory identifies seven vectors of development that students navigate through their educational journey, including developing competence, managing emotions, and establishing identity. Student affairs and services utilize Chickering's theory to design programs and initiatives that foster these developmental processes. For example, leadership development programs, peer mentoring, and experiential learning opportunities are structured to promote students' autonomy, interpersonal skills, and sense of purpose. By aligning with Chickering's theory, institutions support students' holistic growth and readiness for personal and professional life beyond college.

Institutional programs within student affairs and services encompass diverse initiatives to support student success, engagement, and development. This aspect is anchored on Astin's (1984) Input-Environment-Outcome (I-E-O) Model. Astin's model posits that the inputs influence the student outcomes they bring to college (e.g. prior knowledge, motivation) and the environmental factors they encounter (e.g. institutional resources, campus climate). In practice, institutions apply Astin's model to assess and enhance the impact of their programs. For instance, academic advising programs are designed to provide personalized support (environmental factor) that enhances students' academic outcomes (outcome). Career services center on relations such as internships and jobs (environmental factors) to enhance students' employment abilities and or outcomes (outcomes). Thus, by applying Astin's model for the grounding of institutional programs, institutions could strategically anticipate the best approaches, techniques, and innovations to deliver interventions for learner involvement, persistence, and success.

Conceptual Framework

This conceptual framework provides a structured approach to understanding the interconnectedness of student welfare, student development, and institutional programs within higher education. It guides institutions in creating supportive and enriching environments for students.

Student welfare in higher education encompasses the aspects of physical as well as mental health and the social life of a student. This aspect can be described based on the Holistic Student Development Model (Higher et al., 2005). It focuses on the arrays and facilities where institutions intervene to address students' needs and enhance their quality of life. Whole person development recognizes that the students' academic performance and growth are shaped not only by the academic programs they undertake but also by the economic, physical, emotional, and social welfare of the students. Thus, the Office of Student Affairs and Services develops and organizes activities for health services, counseling, and safety systems within campuses to promote students' psychological comfort and support their academic and personal development.

Student development means a progressive change in students' qualities and abilities, which takes place throughout college years and covers aspects of cognitive, emotional, social, and ethical functioning. This aspect is based on Student Development Theory as posited by Evans et al. (2010). The Theory of Student Development asserts that students in college undergo predictable developmental steps during their enhancement, resulting from relationships with classmates, instructors, and the surroundings. This is why leaders and other educational experiences, including community service and other exposure, are critical in enhancing students' mental and emotional growth.

Institutional programs within student affairs and services encompass diverse initiatives to support student success, engagement, and development. This aspect is anchored on High-Impact Practices by (Kuh, 2008). High-Impact Practices are educational experiences that have been shown to significantly enhance student learning and engagement. Examples include undergraduate research, internships, study abroad, and service-learning. These practices deepen student learning, foster critical thinking and problem-solving skills, and promote meaningful interactions with peers and faculty.

Schematic Diagram

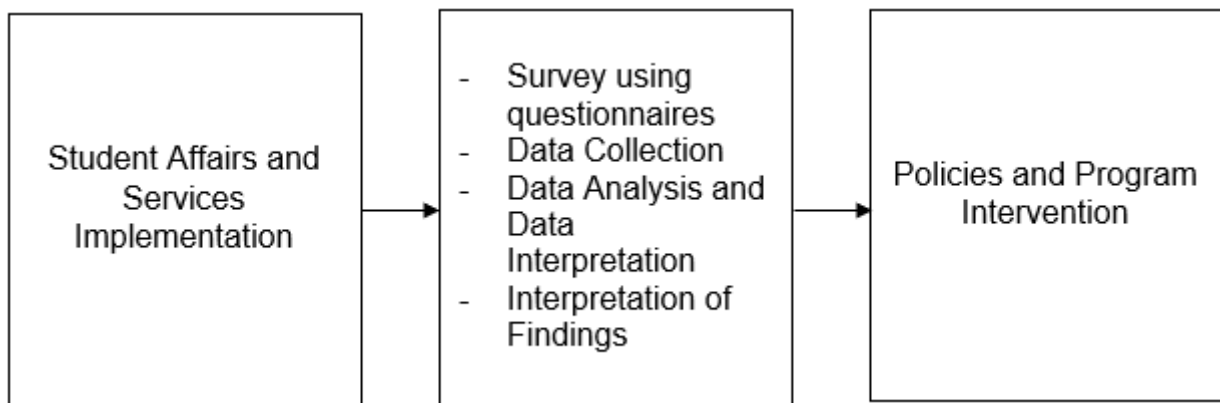


Figure 1. Schematic Diagram showing the relationship between the variables of the study

Significance of the Study

Generally, this study is significant to its beneficiaries since it will provide valuable information on implementing student affairs and services (SAS) at the San Agustin Institute of Technology. Specifically, this study is beneficial to the following recipients:

School Administrators. This study will benefit school administrators since it will offer valuable insights into aligning student affairs and services (SAS) with the evolving needs of contemporary students, thereby enhancing the pertinence of these services. In today's competitive higher education landscape, the quality of SAS can be a decisive factor in student attraction and retention. Consequently, assessing and improving these services can give institutions a competitive edge. Also, this research can assist administrators in allocating resources more effectively, ensuring that they cater to the diverse needs of the student body.

Furthermore, the study's findings can inform policy decisions within higher education institutions, enabling administrators to make evidence-based choices that enhance SAS delivery. By addressing the challenges and hurdles encountered during the implementation of SAS programs, this study can aid administrators in refining and innovating their services. Ultimately, this improves service delivery, benefiting administrators and the student community.

Teachers. This study will benefit the teachers since it will provide them with a clear understanding of the significance of student affairs and services (SAS) programs and activities. Furthermore, it will raise their awareness regarding their critical role in supporting the successful execution of SAS programs. The study aims to enhance educators' awareness of their responsibilities in assisting the SAS department with program implementation and, in particular, concerning school policies.

Students. This study will benefit the students since they can assess and enhance the student affairs and services (SAS) programs and activities. In doing so, they can expect improved student experiences and outcomes. This will result in a more effective implementation of SAS, with services and support tailored to their specific needs, ultimately contributing to a more positive and enriching educational journey.

Future Researchers. This study will benefit future researchers as it establishes a foundational framework for implementing Student Affairs and Services (SAS). It offers a thorough assessment and overview that can serve as a starting point for further detailed and specialized investigations.

Scope and Delimitation

The main objective of the study was to gauge students' perceptions regarding the services and programs offered by the Office of the Student Affairs and Services (SAS) and assess the extent of their implementation during the 2023-2024 academic year. As such, the study's scope was confined to data supplied by students of San Agustin Institute of Technology in the first semester of the 2023-2024 academic year. The data were gathered through their feedback on variables encompassing student welfare, student development, and institutional programs and services.

The study was conducted in the first semester of the 2024-2025 academic year at San Agustin Institute of Technology, targeting second-year, third-year, and fourth-year college students.

Definition of Terms

The variables in this section are defined operationally to better understand this study.

Admission Services refer to the processes and activities related to recruiting, admitting, and orienting new students to the institution. This includes application processing, admissions counseling, and recruitment events.

Career and Job Placement Services refer to the program managed by the Office of Student Affairs and Services. This agency is responsible for offering career program options, helping students gain vocational skills and experiences through internships and workshops, and arranging interviews with employers to assist them in securing jobs upon completion of college.

Cultural and Development Programs refer to the participation in activities, events, and other endeavors that are oriented toward developing students' cultural and intercultural perspectives.

Economic Enterprise Development refers to schemes and policies that are socially supported to foster entrepreneurial abilities and business cultivation among students. This entails entrepreneurial research, product introduction, and guidance from the College of Business and Junior Executive Club to promote creativity and economy from the college.

Food Services refer to the cafeterias, diets, and meal subscriptions for school students, which aim to provide quality, healthy diets.

Guidance and Counseling Services refer to the ways and means of helping students in the following areas: personal, academic, and career. This depends on the services offered, such as counseling, academic, and other skill development sessions, which help improve students' health and performance.

Health Services refer to the medical health care centers, school clinics, dental and medical clinics, and programs that SAIT offers students, especially doctors who check students to examine or prevent illnesses or diseases.

Institutional Programs refer to the vast pool of services and activities in which students are involved in their learning process at SAIT. Some of the programs are admissions services, financial aid, academic and career counseling, health services, cultural affairs, sports and recreation, and services for disabled students.

Leadership Training refers to structured programs and workshops designed for student leaders. These programs aim to develop students' leadership abilities, foster teamwork, and prepare them for roles of responsibility within the campus community and beyond.

Multi-faith Services refer to students' spiritual and religious needs through religious centers, interfaith dialogues, and worship services that promote religious diversity, tolerance, and understanding.

Safety and Security Services refer to the measures and programs to ensure the physical safety and security of campus students, faculty, and staff, including emergency response protocols and crime prevention initiatives.

Scholarship and Financial Assistance refers to programs that provide financial support to students through scholarships, such as *Tulong Dunong Program* (TDP), Tertiary Education Subsidy (TES), and other scholarships provided by CHED and LGU.

Services for Students with Needs and Persons with Disabilities (PWD) refer to the services offered by SAIT to those students with special needs.

Social and Community Involvement Programs refer to activities and programs that encourage students to engage in community service and volunteerism, fostering a sense of social responsibility and active citizenship through the collaboration of SAS and the Office of External Affairs and Services.

Sports and Development Programs include athletic programs, intramural sports, fitness facilities, and recreational activities to promote physical fitness, teamwork, and student leadership development.

Student Activities refers to the extracurricular programs and events designed by the Office of Student Affairs and Services to promote social interaction, personal growth, and leadership development among students outside the academic curriculum.

Student Council/Government refers to elected bodies comprising students representing the student body's interests, advocating for student needs, and participating in decision-making processes affecting campus life.

Student Development refers to students' cognitive, emotional, social, and ethical growth throughout their SAIT academic journey. It involves intentionally cultivating skills, values, and competencies through activities like leadership training, extracurricular involvement, mentoring, and personal reflection to prepare students for personal and professional life beyond college.

Student Discipline refers to the policies, procedures, and programs to maintain a positive learning environment by promoting ethical behavior, conflict resolution strategies, and adherence to the SAIT codes of conduct.

Student Handbook Development refers to creating and maintaining a comprehensive guide outlining institutional policies, procedures, and resources available to students. It serves as a crucial reference to promote transparency and clarity in student rights and responsibilities.

Student Organization and Activities refers to the diverse range of clubs, societies, and student-led organizations that provide opportunities for students to pursue shared interests, develop leadership skills, and engage in campus governance.

Student Publication refers to creating and disseminating student-produced content such as newspapers, magazines, and online platforms. It provides opportunities for students to develop journalistic skills and express their views on campus issues.

Student Welfare refers to the holistic support systems and services provided by higher education institutions to ensure students' well-being and success. It includes initiatives such as health services, counseling, safety measures, and orientation programs that address students' physical, mental, and social needs, thereby fostering a conducive learning environment.

Chapter 2

METHODS

This chapter presents the research design, locale, population and sample, instrument, scoring procedure, data collection, statistical treatment, and ethical considerations.

Research Design

This study employed a quantitative approach using a descriptive survey method. This design used a questionnaire to determine the extent of implementation and effectiveness of the Student Affairs and Services (SAS) programs at San Agustin Institute of Technology. The researcher used this design to describe the data gathered from the respondents.

Research Locale

This study was conducted at San Agustin Institute of Technology (SAIT) in Valencia, Bukidnon. Established in 1960 by Fr. Manlio Caroselli, S.J., SAIT began as a general high school and has since grown into a comprehensive educational institution offering a range of programs. Initially supported by funding secured abroad, SAIT expanded its curriculum in 1963 to include trade technical courses. The MISEREOR Foundation of Germany further contributed in 1964, enabling the establishment of specialized vocational programs that enriched the institute's educational offerings.

Infrastructure development at SAIT has been integral to its growth. In 1964, a generous land donation by Mr. Guillermo Laviña facilitated the construction of Gonzaga Hall, which now serves as the Elementary Building. By 1971, SAIT had transitioned into a four-year technical college, introducing Bachelor of Science programs in Industrial Education (BSIE) and Technology (BST), focusing on fields such as Automotive Technology and Industrial Power Plant Operations.

Following Fr. Caroselli's retirement in 1975, SAIT came under the administration of the Diocese of Malaybalay, ushering in a structured governance and growth phase. The institute has since established various administrative roles, including deanships and vice presidencies, to oversee the institution's academic, administrative, and developmental aspects. In 2020, SAIT achieved ISO 9001:2015 certification, a testament to its commitment to educational excellence, quality management, and institutional governance.

For this study, students from various SAIT colleges (College of Education, College of Business, College of Social Work, and College of Midwifery) participated, reflecting the institution's diverse educational programs and student demographics.

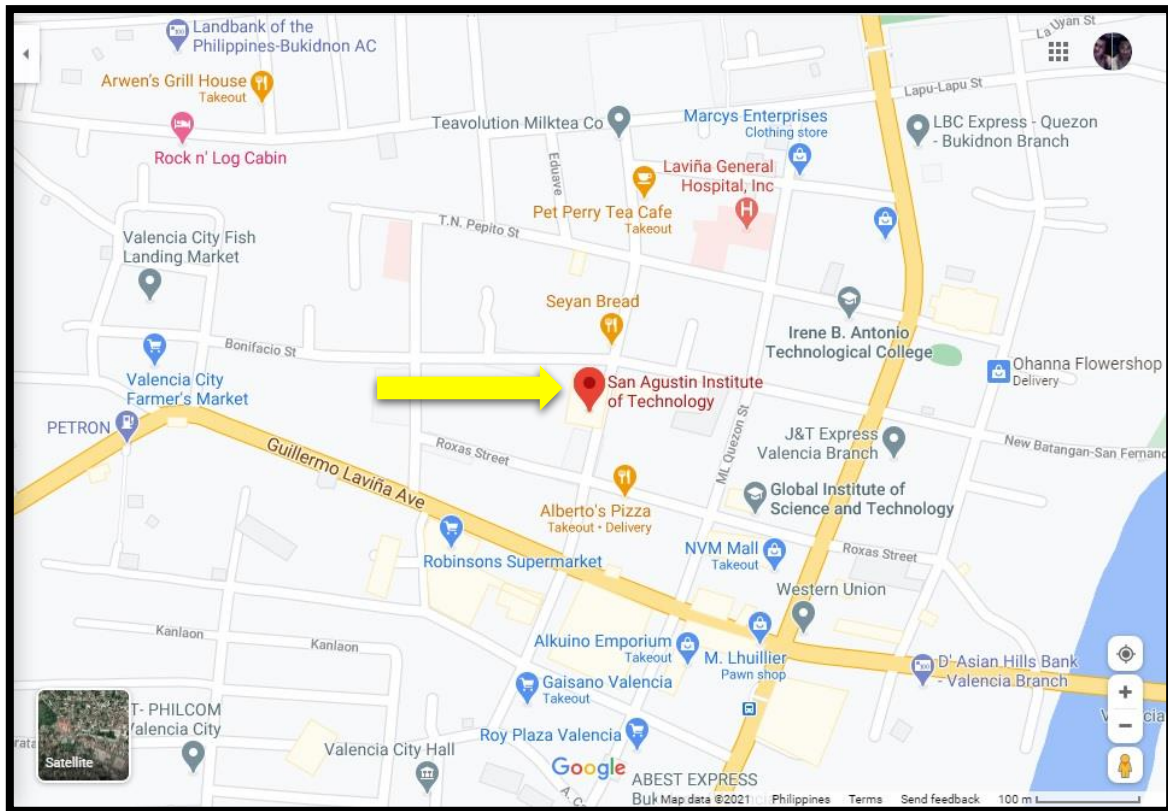


Figure 2. Map of the Research Locale

Population and Sample

The study's respondents were second-year, third-year, and fourth-year college students of San Agustin Institute of Technology, School Year 2023-2024. The researcher intended to choose them as the study's respondents since the study focused on the evaluation of the implementation of the student affairs and service for the School Year 2022-2023. Complete enumeration was employed to determine the study sample and to gather enough data for evaluation.

Research Instrument

The instrument used in this study was an adapted questionnaire from Ibarrientos's (2015) study titled, *“Implementation and Effectiveness of Student Affairs Services Program in One Polytechnic College.”* Although adapted, the questionnaire underwent slight modifications. The first part of the questionnaire comprises a demographic profile, including age, gender, course, and year. The second part aims to assess students' perceptions of SAS services offered. Meanwhile, the third part intends to identify the common problems respondent's encounter. The researcher validated and tested the reliability of this questionnaire.

Scoring Procedure

The respondents answered the questionnaire using a five-point Likert scale. Below is a tabular scale presentation with its limits, description, and interpretation.

| Scale | Limits | Description | Interpretation |
|-------|-------------|----------------|---|
| 5 | 4.21 – 5.00 | Very Satisfied | This means that the level of program implementation is very high. |

| | | | |
|---|-------------|-------------------|--|
| 4 | 3.41 – 4.20 | Satisfied | This means that the level of program implementation is high. |
| 3 | 2.61 – 3.40 | Neutral | This means that the level of program implementation is moderate. |
| 2 | 1.81 – 2.60 | Dissatisfied | This means that the level of program implementation is low. |
| 1 | 1.00 – 1.80 | Very Dissatisfied | This means that the level of program implementation is very low. |

Data Collection

At the onset of the study, the researcher wrote a communication letter to the VPAA and school president to ask permission. After the permission was given, the researcher immediately sought the consent of the respondents and their college deans. After retrieving the questionnaires, the researchers tabulated the respondents' answers. This tabulation was then sent to the statistician for statistical analysis of the data. Interpretation of the results was made as soon as the researcher received the statistical analysis results.

Statistical Treatment

The study employed descriptive statistics to analyze and present the collected data from various tables. Specifically, mean scores and standard deviations were utilized to quantify the levels of student services, student development, and institutional programs, as reported in Tables 1, 2, and 3, respectively. These measures provided a numerical summary of each category's central tendency and variability, enabling comparisons and interpretations of the perceived quality across different study aspects.

Similarly, Table 4 utilized percentages to highlight common student issues, providing insights into the prevalence of these challenges among the student population. Overall, these statistical methods helped to summarize and interpret the findings objectively, guiding conclusions about the effectiveness and areas for improvement within the San Agustin Institute of Technology's Student Affairs and Services.

Ethical Consideration

The researcher ensured that ethical protocols were observed during the research. Permission from the College Deans, VPAA, and School President, as well as consent from the respondents, was sought before the study was conducted. Respondents were fully informed about the study's objectives and the possible risks entailed in its conduct. They were encouraged to participate voluntarily, and no coercion was applied if they refused. Privacy and confidentiality of the respondents' personal information were properly observed, with no divulgence of personal information. The researcher ensured that no data in the study were falsified or fabricated, and he avoided any form of deceit. To ensure the originality of their work, the researcher had the manuscripts examined by plagiarism detection software. All these ethical issues were strictly avoided, and the researcher observed all ethical protocols to ensure a quality and ethically sound study.

Chapter 3

RESULTS

This chapter presents the study's results, organized according to the sequence of the research objectives and the variables being studied. The results are presented in tabular and paragraph form.

Level of Student Welfare

Table 1 Level of Student Welfare

| Indicators | Mean | SD | Description |
|--------------------------------------|-------------|-------------|------------------|
| Information and Orientation Services | 4.43 | 0.57 | Very High |
| Guidance and Counseling Services | 4.43 | 0.62 | Very High |
| Career and Job Placement Services | 4.19 | 0.59 | High |
| Economic Enterprise Development | 4.14 | 0.61 | High |
| Student Handbook Development | 4.09 | 0.71 | High |
| Overall Mean | 4.25 | 0.62 | Very High |

Legend:

| Scale | Limit | Verbal Description | Verbal Interpretation |
|-------|-----------|--------------------|-----------------------|
| 5 | 4.21-5.00 | Very Satisfied | Very High |
| 4 | 3.41-4.20 | Satisfied | High |
| 3 | 2.61-3.40 | Neutral | Moderate |
| 2 | 1.81-2.60 | Dissatisfied | Low |
| 1 | 1.00-1.80 | Very Dissatisfied | Very Low |

Table 1 presents the level of student welfare, with an overall mean of 4.25 (SD=0.62), interpreted as “very high.” The result further shows that both *information and orientation services* and *guidance and counseling services* received the highest mean scores of 4.43, with standard deviations of 0.57 and 0.62, respectively, also interpreted as “very high.” In contrast, *student handbook development* received the lowest mean score of 4.09 (SD=0.71), interpreted as “high.”

Level of Student Development

Table 2 Level of Student Development

| Indicators | Mean | SD | Description |
|-------------------------------------|-------------|-------------|------------------|
| Student Activities | 4.27 | 0.65 | Very High |
| Student Council/ Government | 4.23 | 0.62 | Very High |
| Student Organization and Activities | 4.22 | 0.62 | Very High |
| Leadership Training | 4.21 | 0.66 | Very High |
| Student Discipline | 4.21 | 0.64 | Very High |
| Student Publication | 4.09 | 0.65 | High |
| Overall Mean | 4.21 | 0.64 | Very High |

Legend:

| Scale | Limit | Verbal Description | Verbal Interpretation |
|-------|-----------|--------------------|-----------------------|
| 5 | 4.21-5.00 | Very Satisfied | Very High |
| 4 | 3.41-4.20 | Satisfied | High |
| 3 | 2.61-3.40 | Neutral | Moderate |

| | | | |
|---|-----------|-------------------|----------|
| 2 | 1.81-2.60 | Dissatisfied | Low |
| 1 | 1.00-1.80 | Very Dissatisfied | Very Low |

Table 2 presents the level of student development, with an overall mean of 4.21 (SD=0.64), interpreted as “very high.” The result further indicates that *information and orientation services* received the highest mean score of 4.27 (SD=0.65), also interpreted as “very high.” In contrast, *student publication* received the lowest mean score of 4.09 (SD=0.65), interpreted as “high.”

Level of Institutional Programs and Services

Table 3 Level of Institutional Programs and Services

| Indicators | Mean | SD | Description |
|--|-------------|-------------|-------------|
| Safety and Security Services | 4.36 | 0.60 | Very High |
| Multi-faith Services | 4.31 | 0.66 | Very High |
| Admission Services | 4.24 | 0.59 | Very High |
| Scholarship and Financial Assistance | 4.24 | 0.62 | Very High |
| Services for Students with Needs and Persons with Disability | 4.07 | 0.63 | High |
| Sports and Development Programs | 4.07 | 0.69 | High |
| Social and Community Involvement Programs | 4.04 | 0.64 | High |
| Health Services | 4.02 | 0.76 | High |
| Cultural and Development Programs | 3.98 | 0.66 | High |
| Food Services | 3.85 | 0.72 | High |
| Overall Mean | 4.10 | 0.66 | High |

Legend:

| Scale | Limit | Verbal Description | Verbal Interpretation |
|-------|-----------|--------------------|-----------------------|
| 5 | 4.21-5.00 | Very Satisfied | Very High |
| 4 | 3.41-4.20 | Satisfied | High |
| 3 | 2.61-3.40 | Neutral | Moderate |
| 2 | 1.81-2.60 | Dissatisfied | Low |
| 1 | 1.00-1.80 | Very Dissatisfied | Very Low |

Table 3 presents the level of institutional programs, with an overall mean of 4.10 (SD=0.66), interpreted as “high.” The result further shows that *safety and security services* received the highest mean score of 4.36 (SD=0.60), also interpreted as “very high.” In contrast, *food services* received the lowest mean score of 3.75 (SD=0.72), interpreted as “high.”

Common Problems Encountered

Table 4 Common Problems Encountered

| Indicators | F | Percentage |
|---|---|------------|
| Peer Pressure | | 62.30 |
| Absences | | 56.54 |
| Bullying | | 49.73 |
| Sports activities | | 47.12 |
| Availability of drinking water | | 46.07 |
| Projects | | 45.54 |
| Punctuality | | 45.02 |
| Relationships | | 45.02 |
| Foreign/ International Student Services | | 44.50 |
| Approaching the SAS personnel | | 36.64 |

N=191

Table 4 presents the percentage of common problems encountered by the students. The result indicates that *peer pressure* received the highest percentage, accounting for 62.30% or 119 out of 191 students. The second most common issue is *absences*, with a percentage of 56.84% (108 out of 191). In contrast, *approaching the SAS personnel* had the lowest percentage at 36.64% (70 out of 191).

Chapter 4

DISCUSSION

This chapter thoroughly discusses the implications of the study's results, organized according to the objectives presented in the previous chapter.

Student Welfare

The level of student services at San Agustin Institute of Technology is “very high.” This indicates that students are generally very satisfied with the services provided by the institution, reflecting positively on the efforts of the administration to meet the students’ needs. The very high rating of *information and orientation services* and *guidance and counseling services*, suggests that students greatly value the support they receive in these areas. These services play a critical role in helping new students acclimate to the academic and social environment of the institution. According to Gale and Parker (2014), effective orientation programs are essential for student retention and success, as they provide crucial information and support that help students navigate their new environment and expectations.

Similarly, the high rating for *guidance and counseling services* underscores the importance in addressing students’ academic, career, and personal issues. Research by Baker and Taylor (2012) highlight that effective counseling services are associated with improved student mental health, academic performance, and retention rates. This suggests that SAIT's investment in these services significantly contributes to student well-being and success.

In contrast, *student handbook development* received the lowest mean and interpreted as “high.” Although still a positive rating, it is notably lower than the other services. The slightly lower score in this area may indicate areas for improvement in how the student handbook is developed and communicated to the students. According to Tinto (2012), clear and accessible communication of institutional policies and resources is crucial for student success. A well-developed student handbook should provide

comprehensive information on academic regulations, support services, and student rights and responsibilities. If students perceive this resource as lacking, it could impact their ability to fully engage with and benefit from institutional services.

The very high ratings for *information and orientation services*, as well as *guidance and counseling*, suggest that these services effectively meet students' needs. SAIT should continue to support and possibly expand these services to maintain their high quality. Ensuring staff are well-trained, accessible, and responsive to student needs will be essential. Moreover, the relatively lower score for *student handbook development* indicates a need for review and enhancement. SAIT could consider soliciting student feedback on how the handbook can be improved. This might involve making the handbook more user-friendly, ensuring it is easily accessible (both online and in print), and regularly updating it to reflect current policies and resources.

The overall high rating for *student services* reflects SAIT's commitment to student welfare well. However, continuous assessment and improvement are vital. Implementing a feedback mechanism where students can regularly share their experiences and suggestions regarding various services can help SAIT promptly identify and address any emerging issues. Further, the findings indicate that SAIT is performing exceptionally well in providing student services, particularly in areas critical for student integration and support. The high ratings for *information, orientation, and counseling services* suggest that these are the institution's key strengths. However, attention should be given to enhancing the student handbook to ensure it fully meets students' needs. By addressing these areas, SAIT can further strengthen its support system, thereby fostering a more supportive and conducive learning environment for all students in higher education (Tinto, 2012; Kuh et al., 2010).

Student Development

The overall level of institutional programs at San Agustin Institute of Technology (SAIT) is perceived as "high." This indicates that students view the institutional programs favorably, which is crucial for creating a supportive and conducive learning environment. The highest mean score was observed for *safety and security services*, interpreted as "very high." This suggests that students emphasize their safety and security on campus and are highly satisfied with the measures in place. The importance of a safe and secure learning environment is well-documented in the literature. According to a study by Fisher and Nasar (1992), perceptions of safety significantly influence students' overall satisfaction with their institution. Furthermore, ensuring campus safety is crucial for students' well-being and academic success, as it reduces anxiety and allows them to focus on their studies (Jennings et al., 2007).

In contrast, *food services* received the lowest mean and interpreted as "high." Although this rating indicates general satisfaction, it also suggests room for improvement. Food services are essential to campus life, influencing students' health, well-being, and overall campus experience. According to a study conducted by Maroto et al. (2015), access to nutritious and satisfactory food services is linked to better academic performance and overall student satisfaction. The lower rating for food services at SAIT may indicate issues related to food quality, variety, pricing, or accessibility that needs to be addressed.

The implications of these findings for SAIT are multifaceted. The high rating for safety and security services underscores the importance of maintaining and possibly enhancing these measures to ensure continued student satisfaction and safety. This could include regular reviews of security protocols, incorporating advanced security technologies, and ensuring a visible and approachable security presence on campus.

On the other hand, the relatively lower rating for food services suggests that this area requires attention. SAIT could consider conducting more detailed surveys or focus groups to gather specific feedback from students about their food service preferences and concerns. Potential improvements could involve diversifying the menu, ensuring the availability of healthy options, adjusting prices to be more student-friendly, and improving the overall dining experience.

Addressing these issues could significantly enhance the overall student experience at SAIT. By prioritizing improvements in areas identified as less satisfactory, the institution can demonstrate its commitment to meeting students' needs and preferences. This approach aligns with best practices in higher education management, emphasizing the importance of continuous improvement based on student feedback (Astin, 1993; Kuh, 2009).

While the overall high rating of institutional programs at SAIT is a positive indicator, the specific ratings for different services highlight areas for continued attention and improvement. Ensuring a safe and secure campus environment should remain a priority, while enhancements in food services could further elevate student satisfaction and well-being. By addressing these areas, SAIT can continue to foster a supportive, inclusive, and enriching environment for all students.

Institutional Programs and Services

The level of institutional programs at San Agustin Institute of Technology (SAIT) is “high.” The very high rating for *safety and security services* indicates that students perceive this aspect of institutional programs positively. This finding aligns with the literature emphasizing the importance of a safe and secure learning environment for student success. According to Maslow's (1943) Hierarchy of Needs, safety is a fundamental requirement for individuals to achieve higher levels of motivation and engagement.

Ensuring safety and security on campus allows students to focus on their academic and personal development without undue concern for their well-being. Effective safety and security measures can significantly impact student retention and satisfaction. Research by Sulkowski and Lazarus (2011) also found that perceived safety in educational institutions correlates with lower anxiety levels and higher academic achievement. Therefore, the high score in this area suggests that SAIT successfully creates an environment where students feel secure, which is conducive to academic and social success.

The lowest mean score for *food services* indicates that while students still rate this service as “high,” it is the area with the most room for improvement. Access to nutritious and affordable food is crucial for students' health and academic performance. According to Maroto et al. (2015), food insecurity among college students is associated with poorer academic performance, lower retention rates, and higher levels of stress and anxiety.

Improving food services can have significant benefits for student well-being and academic success. Enhancing food options' variety, quality, and affordability can help address students' nutritional needs and contribute to a more positive campus experience. The literature suggests that institutions that invest in better food services often see improvements in student satisfaction and overall health, which can indirectly support academic performance (Maroto et al., 2015).

The high rating for institutional programs at SAIT indicates a generally positive perception among students. This reflects the institution's commitment to providing quality programs that support students' academic and personal growth. Institutional programs are crucial in enhancing the educational experience, promoting student engagement, and fostering a supportive learning environment (Kuh et al., 2005). While the overall perception of institutional programs is positive, the relatively lower score for food services

suggests a need for targeted improvements in this area. Enhancing food services could involve conducting surveys to gather student feedback, increasing the variety of meal options, and ensuring affordability and nutritional value.

The high rating for safety and security services should be leveraged to enhance the institution's reputation as a safe and supportive learning environment. SAIT can continue to invest in and promote its safety measures, which can serve as a model for other student support areas. To maintain and improve the overall quality of institutional programs, SAIT should adopt a holistic approach that considers all aspects of student life. This approach includes continuous assessment and improvement of services, fostering open communication with students, and ensuring that all programs align with the institution's mission and goals.

Common Problems Encountered

The common problems encountered by students at San Agustin Institute of Technology (SAIT) range from *peer pressure* to *absences* and *challenges in approaching student affairs and services (SAS) personnel*. These issues must be realized to design appropriate interventions for students' well-being and academic success. The issue labeled as 'peer pressure' was, therefore, considered the most widespread, as it impacted most students. This finding corroborates earlier research on proneness to peer pressure, which has been cited to strongly influence students' behavior and decisions. Bandura's social learning theory posited that students, especially adolescents and young adults, learn behaviors through observation and modeling; hence, the important social learning stage in college.

Thus, peer pressure is an influence that can be observed in different aspects of a learner's life, such as academics, social life, and decision-making. For example, sometimes students are forced to obey the group's rules, whatever they are. As a result, the students can get involved in undesirable situations that include substance abuse, then engaging in academic dishonesty, or, lastly, developing some mental disorders. Steinberg and Monahan's (2007) study delves into how peer pressure plays a major role in risky practices amongst adolescents, which is often continued in college and affects health and performance.

The second in the list of major concerns, labeled as "absences," is reported by 56.84% of the students. Such absenteeism is risky since it impacts learning achievement, participation, and school success. According to Balfanz and Byrnes (2012), school attendance is important for good performance because learning is interrupted, and gaps result in the development of knowledge and skills. Possible reasons for the absences include medical, personal, educational, social, or avoidant of the college environment. A research study by Gottfried (2014) described that due to truancy, students get into an unproductive cycle of disengagement where they tend to be less involved in school activities and have academic problems that also lead to truancy.

Approaching the SAS personnel was reported as the least common problem, affecting 36.64% of the students. Although this issue is less prevalent, it is still significant as it indicates that many students face challenges seeking assistance from SAS personnel. These challenges could be due to perceived barriers such as accessibility, awareness of services offered, or interpersonal factors. Tinto's (1975) Student Integration Model posits that effective student support services are crucial for fostering a sense of belonging and integration within the academic community, essential for student retention and success. The hesitancy to approach SAS personnel might indicate a need for improved outreach efforts and visibility of SAS resources. Research by Kuh and Hu (2006) suggests that proactive engagement strategies, such as peer mentoring programs and awareness campaigns, can enhance students' utilization of support services, promoting academic and personal development.

Generally, the findings highlight the critical issues of peer pressure, absenteeism, and challenges in approaching SAS personnel among SAIT students. Addressing these issues requires a comprehensive and proactive approach integrating educational interventions, supportive environments, and effective engagement strategies. By doing so, SAIT can foster a positive and conducive learning environment that supports all students' academic and personal development.

Conclusion

The following conclusions are drawn from the results of the study:

The findings reveal that student services at San Agustin Institute of Technology (SAIT) are perceived as very high, particularly in areas such as information and orientation services and guidance and counseling services, which received the highest satisfaction ratings. Student development initiatives are also rated very high, with information and orientation services leading in this category. Institutional programs are viewed positively, with safety and security services receiving the highest ratings, though there is room for improvement in food services.

Additionally, common issues encountered by students include peer pressure and absences, indicating a need for targeted support to address these challenges. Overall, SAIT excels in providing comprehensive student services and fostering student development, but there are opportunities to further enhance institutional programs and address prevalent student issues. The high satisfaction ratings for student services at San Agustin Institute of Technology (SAIT), particularly in information and orientation services and guidance and counseling services, imply that these areas effectively meet student needs and contribute significantly to their welfare.

Meanwhile, the positive perception of student development initiatives, with information and orientation services leading, indicates a strong support system for student growth. The favorable view of institutional programs, especially safety and security services, suggests that students feel secure on campus, though improvements in food services are necessary. The common issues of peer pressure and absences highlight the need for targeted interventions to support students in these areas. These findings suggest that while SAIT excels in many aspects of student services and development, focusing on specific areas for improvement and addressing common student challenges can further enhance the overall student experience and satisfaction.

Furthermore, the theoretical framework used in this study aligns well with the study's findings at the San Agustin Institute of Technology (SAIT). The high satisfaction with information and orientation services and guidance and counseling services reflects Maslow's (1943) Hierarchy of Needs, as these services address students' foundational needs for safety and well-being. The positive perception of student development initiatives aligns with Chickering's (1969) Theory of Identity Development, indicating that SAIT effectively supports students' cognitive, emotional, social, and ethical growth through various programs. Additionally, the generally favorable view of institutional programs, particularly Safety and Security Services, corresponds with Astin's (1984) Input-Environment-Outcome (I-E-O) Model, showing that SAIT provides supportive environmental factors that enhance student outcomes. However, the need for improvement in areas like Food Services and addressing issues such as peer pressure and absences suggests opportunities for further optimization. Overall, this alignment underscores that SAIT's approach effectively supports student welfare, development, and institutional program success, with targeted enhancements potentially further improving the student experience.

Recommendation

Based on the findings, the following recommendations are offered for consideration.

Teachers may actively promote utilizing information and orientation services and guidance and counseling services among students, as these areas are highly rated and essential for student welfare. Additionally, teachers should support students facing common challenges such as peer pressure and absences by integrating mentorship and regular check-ins into their interactions with students, fostering a supportive classroom environment.

School administrators may focus on improving food services by conducting regular assessments and collecting student feedback to enhance the quality and variety of meals offered on campus. Furthermore, administrators may continue to invest in and prioritize high-performing services like information and orientation services and guidance and counseling services to maintain their effectiveness while also developing targeted programs to address student issues such as peer pressure and absences.

Students may actively engage with the available information, orientation services, and guidance and counseling services to support their academic and personal development. Additionally, students are encouraged to participate in student development initiatives to build essential skills for future challenges. Providing constructive feedback on institutional programs, particularly food services, can help improve the overall student experience.

SAS implementers may focus on maintaining and enhancing highly rated services, such as information and orientation services and guidance and counseling services, ensuring they meet student needs effectively. Additionally, implementers should develop targeted interventions to address common student issues like peer pressure and absences, such as peer support groups and accessible counseling options, while regularly evaluating the effectiveness of all programs to make data-driven improvements. Additionally, exploring ways to improve food services on campus through student feedback and benchmarking against best practices in other institutions will be beneficial. Longitudinal studies measuring the long-term effects of student services and development programs on student outcomes and overall well-being are also recommended.

Future researchers may investigate common student issues like peer pressure and absences to understand their root causes and develop effective interventions.

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