

# Evaluating the Influence of Student Affairs and Services Program on the Students Holistic Development

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**Abstract**— This study focuses on the information gap regarding how student affairs and services at private educational institutions support overall student development. While many studies emphasize academic outcomes, there is a lack of understanding about the impact of extracurricular support, counselling, and non-academic services on students' emotional, social, and personal growth. Consequently, this study assessed the influence of implementing student affairs and services programs on student development and welfare and their effect on the holistic development of students. Stratified proportionate random sampling was employed to identify the 292 student respondents, and adapted and modified questionnaires were used to gather relevant data. The results of the regression analysis indicated that the implementation of student welfare services—specifically information and orientation, guidance and counselling, career and placement, and economic enterprise—significantly influences holistic student development. Conversely, the sub-domains of student development services such as leadership training, student organizations, and student discipline were also found to be predictors of holistic student development. The components of institutional student programs such as admissions and safety and security also have an effect on holistic development. Nonetheless, while all three variables—student welfare services, student development services, and institutional student programs—exhibit different outcomes regarding their impact on holistic student development, institutional programs and services are shown to have the most pronounced effect. This suggests that a well-rounded and supportive institutional framework is crucial for promoting student growth across intellectual, emotional, physical, and social domains. Thus, the study demonstrates that these services not only support student welfare and development but also foster intellectual, physical, mental, emotional, and social growth, advocating for a comprehensive approach to student support within these institutions. Furthermore, policies enhancing the delivery of quality student affairs and services across various institutions should be initiated. Policymakers can advocate for establishing standards to ensure that essential student services are implemented effectively. Additionally, adopting measures to promote regular evaluations of student satisfaction and the effectiveness of programs may further uphold high standards and expand the outreach of these services among institutions.

**Keywords**— holistic development, institutional student programs, regression analysis, student affairs, student development, student services, student welfare.

## I. INTRODUCTION

Modern higher education extends beyond traditional academic training to focus on students' holistic development. This approach emphasizes personal, social, and emotional growth alongside intellectual competence. Through diverse curricula, extracurricular activities, and multicultural exposure, students develop critical thinking, problem-solving, and interpersonal skills. Such competencies are essential for navigating complex, real-world challenges. The integration of leadership, teamwork, and cultural sensitivity aligns with the principles of holistic development, as emphasized by Pangandaman (2019) and Loyola (2022), preparing students not only for academic success but for life.

Conversely, the concept of holistic development has deep philosophical roots, tracing back to Plato's

emphasis on the development of the mind, body, and spirit. Modern educational philosophies, such as John Dewey's experiential learning and the whole-child approach, further refined this concept. In contemporary business education, the integration of emotional, social, and ethical competencies with academic knowledge is critical for equipping students to manage the complexities of the corporate world (Loyola, 2022). This comprehensive approach ensures that students emerge as well-rounded individuals capable of meaningful contributions to society and professional success.

Therefore, student affairs and services play a crucial role in supporting holistic development through career counseling, leadership programs, mental health services, and community engagement initiatives (Cauilan, 2022). However, despite the known role of SAS programs,

there remains a noticeable research gap regarding their specific impact on students such as how student development initiatives like leadership training or involvement in student governments, councils, or organizations or student welfare initiatives like guidance and counseling or student information translate to meaningful and impactful outcomes, particularly in localized contexts like Cagayan de Oro City. Addressing this gap is vital, as effective student services contribute significantly to balancing academic excellence with career readiness, professional development, and entrepreneurial skills (Chao, 2021).

As a result, this study examined the role of student affairs and services in fostering the holistic development of business students at Higher Education Institutions (HEIs) in Cagayan de Oro City. It assessed the alignment of programs with academic goals and their effectiveness in producing graduates equipped for the dynamic demands of the corporate sector. The findings offer insights into improving program design and execution to ensure that HEIs nurture well-rounded individuals prepared to meet the challenges of the modern economic environment (Alcantara, 2019).

Guided by Astin's Theory of Student Involvement, this study underscores the vital role of student engagement in holistic development. Astin (1999) posits that students' intellectual, social, and emotional growth is influenced by their physical and psychological investment in academic work, extracurricular activities, and campus events. SAS programs foster this involvement through initiatives such as clubs, counseling, community participation, academic support, and leadership training (Cleofas, 2020; Dugenio-Nadela et. al., 2023). Institutional factors like curriculum relevance, student-faculty interactions, and clearly defined goals further support these efforts (Sumicad et. al., 2023). Empirical evidence shows that higher levels of engagement correlated with improved academic performance, satisfaction, retention, and overall success.

By bridging the research gap on how SAS initiatives influence students' holistic development, this study contributes to a deeper understanding of how localized SAS programs can better prepare students for success in the world of work.

## II. METHODOLOGY

### 1. Research Design

This study used a quantitative research design specifically employing ANOVA and regression analysis

to test hypotheses and find significant predictors of holistic development, descriptive statistics to summarize findings, and correlation analysis to investigate relationships among variables (Creswell & Creswell, 2018; Johnson & Christensen, 2020). A cross-sectional survey was given to a stratified random sample of business students from different Higher Education Institutions (HEIs) throughout the research phase.

### 2. Research Locale

The study is being carried out in Cagayan de Oro City, a thriving metropolis in Northern Mindanao, Philippines, renowned for its lively student body and educational establishments. The study focuses on two well-known universities and two respectable colleges, all of which provide extensive student affairs and services programs in addition to a wide range of academic offerings.

### 3. Respondents of the study

Business students attending two universities and two colleges in Cagayan de Oro City, Philippines make up the study's respondents. These universities and colleges were picked because of their rich student affairs and services programs, which are essential to the study, and their varied academic offerings.

In order to guarantee a thorough representation of the student population, the intended sample size is 292 business students, who are proportionately divided throughout the institutions and year levels. To do this, stratified random sampling was employed, guaranteeing sufficient representation for every stratum, which was determined by the institution and year level. Students was then further divided into year levels within each school to guarantee that freshmen, sophomores, juniors, and seniors are represented.

By capturing the many experiences and viewpoints of students, the stratified random sample approach guarantees that the study offers a comprehensive picture of how Student Affairs and Services Programs affect students' overall growth and participation. In order to increase the generalizability and application of the findings, the survey included students from a variety of institutions and year levels in an effort to obtain insights that are representative of the larger student community in Cagayan de Oro City.

### 4. Research Instrument

Quantitative research tools were used to collect extensive data for this project. A systematic questionnaire intended to gauge several facets of student

participation, holistic development results, and student affairs and services programs was the main tool. This survey contained sections on the growth of one's intellect, emotions, social skills, and moral character. It also contained items that evaluate one's involvement in various programs and campus events. In order to ensure validity and reliability, the questionnaire's design used proven metrics that have been utilized in higher education research (Creswell, 2014). A pilot test with a small sample of students from one of the institutions was carried out to make sure the instruments are appropriate for the research environment and effective. To ensure clarity and comprehensibility, the questionnaire was improved based on feedback from the pilot test.

**5. Ethical Considerations**

Comprehensive ethical procedures, such as informed consent, confidentiality, protection of participant rights, voluntary involvement, and adherence to research ethics review, were adopted to ensure the rights and well-being of the participants. With these safeguards in place, the study was guaranteed to adhere to the strictest ethical principles, honor participant autonomy, and protect participant privacy.

**6. Data Gathering Procedure**

A pilot test with a small sample of 30 students from one of the institutions was carried out to make sure the instruments are appropriate for the research environment and effective. To ensure clarity and comprehensibility, the questionnaire was improved based on feedback from the pilot test.

Several procedures were taken during the data collecting process to guarantee accurate and thorough data collection for this project. This entails securing the approvals and ethical clearances required to access student data inside these institutions.

Upon authorization, a stratified random sample of 292 business students got the structured questionnaires as part of the initial data-collecting phase. Depending on the choices and logistical resources of each school, these surveys was given out in person during class sessions or online using survey platforms. High response rates and participant convenience were guaranteed by this strategy (Dillman, Smyth, & Christian, 2014). Items assessing intellectual, emotional, social, and ethical growth were included in the questionnaire, along with questions on involvement in various Student Affairs programs and campus events.

**III. RESULTS AND DISCUSSION**

**1. Profile of the Respondents**

The frequency and percentage distribution of respondents in terms of sex revealed that males had 33.9 percent and females had 66.1 percent. This means that most of the respondents were female. Sweeney (2019), states that the notable female majority could shape how these programs are designed and implemented, potentially aligning more with their preferences and experiences. This imbalance might also reflect broader trends in participation or interest in student welfare programs among female students. Understanding this distribution helps assess whether current programs equitably support holistic development for all students or if there is a need to adjust strategies to better engage male students, ensuring balanced inclusivity and comprehensive development for the entire student body.

**2. Implementation of Student Affairs and Services vis-à-vis Student Welfare and Services**

Table 1 presents the summary of respondents' evaluation on the extent of implementation of student welfare and services, with an overall mean of 3.43 (SD = 0.76), interpreted as Excellent Quality of Implementation across all categories.

*Table 1. The Summary table of Respondents' Evaluation in the Extent of Implementation of Student Welfare and Services*

Items	Mean	SD	Interpretation
<b>Information and Orientation Services</b>	3.47	0.69	Excellent quality of implementation
<b>Guidance and Counseling Services</b>	3.44	0.67	Excellent quality of implementation
<b>Career and Placement Services</b>	3.44	0.98	Excellent quality of implementation
<b>Economic Enterprise Development</b>	3.27	0.73	Excellent quality of implementation
<b>Student Handbook Development</b>	3.51	0.69	Excellent quality of implementation
<b>Overall Mean</b>	3.43	0.76	Excellent quality of implementation

**Legend: 1.00 – 1.75 (Strongly Disagree), 1.76 – 2.50 (Disagree), 2.51 – 3.25 (Agree), 3.26 – 4.00 (Strongly Agree)**

The highest-rated area, Student Handbook Development (M = 3.51, SD = 0.69), reflects the institution's success in providing clear and accessible resources that help students navigate policies and services. Meanwhile, Economic Enterprise Development scored the lowest (M = 3.27, SD = 0.73), although still classified as excellent, suggesting a potential area for enhancement. Other categories such as Information and Orientation Services, Guidance and Counseling Services, and Career and Placement Services also received strong ratings, demonstrating effective implementation of programs that address students' academic, personal, and career-related needs.

**3. Implementation of Student Affairs and Services vis-à-vis Student Development Services**

Table 2 presents a summary of respondents' evaluation regarding the extent of implementation of Student Development Services. The table includes four key areas: Student Activities or Student Organizations, Leadership Training, Student Council or Government, and Student Discipline. Each area is evaluated using mean scores and standard deviations to determine the quality of implementation. The results show that all four components of Student Development Services are perceived as excellent in terms of implementation, with mean scores ranging from 3.48 to 3.53.

**Table 2. The Summary Table of Respondents' Evaluation in the Extent of Implementation of Student Development Services**

Items	Mean	SD	Interpretation
<b>Student Activities or Student Organizations</b>	3.53	1.05	Excellent quality of implementation
<b>Leadership Training</b>	3.50	0.64	Excellent quality of implementation
<b>Student Council or Government</b>	3.51	0.66	Excellent quality of implementation
<b>Student Discipline</b>	3.48	0.64	Excellent quality of implementation
<b>Overall Mean</b>	3.51	.77	Excellent quality of implementation
<b>Legend: 1.00 – 1.75 (Strongly Disagree), 1.76 – 2.50 (Disagree), 2.51 – 3.25 (Agree), 3.26 – 4.00 (Strongly Agree)</b>			

Among these, Student Activities or Student Organizations received the highest mean score (3.53), reflecting strong satisfaction with the opportunities provided for extracurricular involvement. Similarly, Leadership Training, Student Council or Government, and Student Discipline closely follow, indicating consistent and effective implementation of these services. The standard deviations, ranging from 0.64 to 1.05, suggest minimal variability in responses, particularly in Leadership Training and Student Discipline, where respondents had relatively more uniform experiences.

**4. Implementation of Student Affairs and Services vis-à-vis Institutional Student Programs and Services**

Table 3 presents the respondents' evaluation of the extent of implementation of institutional student programs. Each service received a mean score ranging from 3.35 to 3.50, with standard deviations between 0.64 and 0.73. The overall mean score of 3.44, with a standard deviation of 0.67, indicates that all services are perceived as having an "Excellent quality of implementation", based on the given interpretation legend.

**Table 3. The Summary table of Respondents' Evaluation in the Extent of Implementation of Institutional Student Programs**

Items	Mean	SD	Interpretation
<b>Admission Services</b>	3.44	0.65	Excellent quality of implementation
<b>Food Services</b>	3.35	0.73	Excellent quality of implementation
<b>Health Services</b>	3.40	0.64	Excellent quality of implementation
<b>Safety and Security</b>	3.50	0.66	Excellent quality of implementation
<b>Sports Development Program</b>	3.49	0.67	Excellent quality of implementation
<b>Overall Mean</b>	3.44	0.67	Excellent quality of implementation
<b>Legend: 1.00 – 1.75 (Strongly Disagree), 1.76 – 2.50 (Disagree), 2.51 – 3.25 (Agree), 3.26 – 4.00 (Strongly Agree)</b>			

The findings reveal that institutional student programs are effectively implemented, with an overall mean score of 3.44, reflecting respondent satisfaction across all

evaluated services. Safety and Security received the highest score of 3.50, highlighting its value to the student experience, while Food Services scored lowest

at 3.35, suggesting a potential area for improvement despite still being rated "Excellent." The consistent standard deviations (0.64–0.73) indicate shared perceptions of quality, affirming alignment with institutional goals of accessibility, responsiveness, and quality.

**5. The Holistic Student Development**

Table 4 shows the summary table of respondents' assessment in holistic student development. The table summarizes respondents' assessments of holistic student development across five dimensions: Intellectual, Physical, Mind, Emotional, and Social Development.

**Table 4.** The Summary table of Respondents' Assessment in Holistic Student Development

Items	Mean	SD	Interpretation
<b>Intellectual Development</b>	3.47	0.74	Very high in Holistic development
<b>Physical Development</b>	3.34	0.79	Very high in Holistic development
<b>Mind Development</b>	3.34	0.79	Very high in Holistic development
<b>Emotional Development</b>	3.41	0.66	Very high in Holistic development
<b>Social Development</b>	3.45	0.69	Very high in Holistic development
<b>Overall Mean</b>	3.40	0.74	Very high in Holistic development

**Legend: 1.00 – 1.75 (Strongly Disagree), 1.76 – 2.50 (Disagree), 2.51 – 3.25 (Agree), 3.26 – 4.00 (Strongly Agree)**

The mean scores range from 3.34 to 3.47, with standard deviations between 0.66 and 0.79, all interpreted as "Very high in Holistic Development." The overall mean score of 3.40, with a standard deviation of 0.74, indicates that students perceive these dimensions as being effectively addressed by institutional programs. The data reflects that the respondents perceive the institution as fostering a very high level of holistic student development.

Among the evaluated dimensions, Intellectual Development achieved the highest mean score of 3.47, suggesting that students feel well-supported in acquiring knowledge and critical thinking skills. Meanwhile, Physical Development and Mind Development received the lowest mean scores of 3.34, which, while still high, may indicate opportunities for enhancing programs that target physical health and cognitive growth.

The relatively low variability in standard deviations (0.66–0.79) indicates general agreement among respondents about the effectiveness of the institution's holistic development initiatives. Emotional and Social Development also scored highly, with mean values of 3.41 and 3.45, respectively, reflecting that students feel

emotionally supported and socially connected within their educational environment. This positive assessment highlights the institution's alignment with its goals of fostering well-rounded individuals, though continued attention to underperforming areas can ensure more balanced development. The findings underscore the importance of maintaining and enhancing programs that promote holistic student development, as these are critical to producing well-rounded graduates.

Regular assessments and proactive engagement with stakeholders, including students, faculty, and parents, are vital for ensuring that programs evolve with changing needs and continue to support holistic student growth. This approach reaffirms the institution's commitment to producing well-rounded graduates equipped to thrive in diverse and dynamic environments.

**6. Test of significant difference in the Holistic student development when grouped according to their profile**

Table 5 depicts the significant difference in holistic student development when grouped according to their profile. The data revealed that sex (t-value=0.804, p-value=.179), and school (t-value=4.089, p-value=.285) have no significant difference.

**Table 5.** The Significant Difference in the Holistic Student Development When Grouped According to Their Profile  
Test of Difference in t-test

Profile	Holistic Student Development						
	Category	Mean	SD	t-value	p-value	Decision on Ho	Remarks
<b>Sex</b>	Male	3.48	0.69	0.804	0.179	Accept	Not Significant
	Female	3.42	0.57				

Significant if p-value <0.05  
Significant

Legend: Ho is rejected if Significant

Ho is failed to reject if Not Significant

*Test of Difference in t-test*

Profile	Holistic Student Development						
	Category	Mean	SD	t-value	p-value	Decision on Ho	Remarks
School	School A	3.56	0.56	4.089	0.285	Accept	Not Significant
	School B	3.29	0.65				

Significant if p-value < 0.05

Legend: Ho is rejected if Significant

Ho is failed to reject if Not Significant

Moreover, the variables sex and school does not reveal a significant difference in holistic student development. The lack of significant difference in holistic student development based on sex and school suggests that these factors do not play a substantial role in students' overall development across various areas, such as intellectual, physical, emotional, mind, and social growth. It indicates that both male and female students, as well as students from different schools, may have similar opportunities for personal and academic growth, regardless of their demographic or institutional background.

This could be attributed to a variety of factors, including equal access to development programs, similar teaching methodologies, and the overall supportive environment fostered by the institution. Additionally, the absence of a significant difference suggests that the holistic development initiatives provided by the institution are effectively reaching all students, ensuring that their

growth is not hindered by their sex or school affiliation. This could reflect the institution's commitment to providing a comprehensive and inclusive development experience for all students. This indicates that both male and female students, as well as students from different schools, may have similar opportunities for personal and academic growth, regardless of their demographic or institutional background (Govorova et al., 2020).

**7. The implementation of student welfare and services predicting holistic student development**

Table 6 explains the prediction of implementation of student welfare services towards holistic student development. The study shows that implementation of student welfare and services in terms of Information and Orientation Services has 0.284, Career and Placement Services has 0.207, Economic Enterprise Development has 0.214, and Student Handbook Development has 0.091.

**Table 6. Linear Regression Analysis of the Components of Student Welfare Services Predicting Holistic Student Development**

*Model 1*

Predictors	Unstandardized Coefficients		Stand. Coeff. $\beta$	t-value (p-value)	Interpretation	Decision on Ho
(Constant)	1.456	.166		8.788(.000)		Reject Ho
X <sub>1</sub> : Information and Orientation Services	.284	.068	.308	4.184(.000)	Significant	Reject Ho
X <sub>2</sub> : Guidance and Counseling Services	-.219	.076	-.230	-2.898(.004)	Significant	Reject Ho
X <sub>3</sub> : Career and Placement Services	.207	.050	.272	4.186(.000)	Significant	Reject Ho
X <sub>4</sub> : Economic Enterprise Development	.214	.046	.250	4.615(0.00)	Significant	Reject Ho
X <sub>5</sub> : Student Handbook Development	.091	.063	.102	1.439(.151)	Not Significant	Fail to Reject Ho

Legend: Adjusted R<sub>2</sub>=0.346 ANOVA for Regression: F=36.351, p<0.05

The result shows that the implementation of student welfare services towards holistic development in terms of Information and Orientation Services is the highest predictor that predicts holistic student

development. Moreover, with a per-unit increase in information and orientation services, there is a 0.284 increase in holistic student development, with a per-unit increase in career and placement services, there is a

0.207 increase in holistic student development, and with a per-unit increase in economic enterprise development, there is a 0.214 increase in economic holistic student development, and with a per-unit increase in student handbook development, there is a 0.091 increase in holistic student development.

The fitted regression model 1 is expressed as follows:

$$\hat{Y} = 1.456 + 0.284 X_1 - 0.219 X_2 + 0.207 X_3 + 0.214 X_4$$

where:

$\hat{Y}$  = Holist Student Development

$X_1$  = Information and Orientation Services

$X_2$  = Guidance Counselling

$X_3$  = Career and Placement Services

$X_4$  = Economic Enterprise Development

The linear regression model reveals the specific contributions of various student welfare services to holistic student development. Each service has a distinct impact on different aspects of student growth. First, information and orientation services have the largest effect, with a coefficient of 0.284. This means that for every unit increase in the effectiveness of these services, holistic student development is expected to increase by 0.284 units. Information and orientation services help students adjust to academic and social life, and their improvement directly enhances intellectual, emotional, and social development. Information and orientation services help students adjust to academic and social life, and their improvement directly enhances intellectual, emotional, and social development (Pérez & Bestué, 2021).

The unstandardized coefficient for Guidance and Counseling Services ( $X_2$ ) is -0.219, and the standardized coefficient is -0.230. This means that for every unit increase in the provision or quality of Guidance and Counseling Services, the measure of Holistic Student Development decreases by approximately 0.219 units (in the unstandardized scale), holding all other factors constant. Statistical Significance: The t-value is -2.898, with a p-value of 0.004, which indicates that this relationship is statistically significant. Thus, the negative relationship is unlikely due to chance. Possible Reasons for the negative relationship is perceived ineffectiveness which means that students might perceive the guidance and counseling services as insufficient, unhelpful, or misaligned with their actual needs, thereby negatively impacting their overall development. Rothkopf, C., & Schworm, S. (2021), mentioned misallocation of resources which means

guidance and counseling services may be overemphasized at the expense of other support systems, creating unintended negative outcomes. In terms of contextual factors, the negative coefficient could reflect a specific context where reliance on counseling services correlates with students who are already struggling (e.g., students with personal or academic difficulties). Thus, their lower holistic development scores might be more reflective of their initial conditions rather than the service itself.

The quality, accessibility, or effectiveness of these services may vary significantly, leading to dissatisfaction or a perception of unfulfilled expectations. A negative coefficient does not inherently mean the service itself is detrimental, but rather that in this context, the service correlates with a decrease in the outcome variable. This calls for a review of how guidance and counseling services are designed, delivered, and perceived by students. Despite the negative coefficient, the model's Adjusted  $R^2 = 0.346$  indicates that the predictors collectively explain 34.6% of the variance in Holistic Student Development. Significant positive contributions from other predictors like Information and Orientation Services, Career and Placement Services, and Economic Enterprise Development highlight that multiple services contribute positively to student development, whereas Student Handbook Development was not significant.

In addition, career and placement services contribute significantly, with a coefficient of 0.207. This indicates that improving career support services by one unit leads to a 0.207-unit increase in holistic student development. These services are crucial in preparing students for their professional careers, and their effectiveness contributes to both personal and academic growth, making students more confident and capable in their professional lives. This highlights the crucial nature of these services in preparing students for their professional careers, which in turn enhances their personal and academic growth, making them more confident and capable in their future endeavors (Lestari et al., 2023).

On the other hand, economic enterprise development also plays a role in holistic development, with a coefficient of 0.214. This suggests that for each unit increase in programs that promote entrepreneurial skills or financial support, holistic development increases by 0.214 units. By offering students opportunities to gain practical skills and financial independence, economic enterprise development fosters

personal growth and prepares students to handle real-world challenges. Economic enterprise development has been shown to significantly contribute to the holistic development of students. Offering students opportunities to gain practical skills and financial independence through entrepreneurial programs and

financial support fosters personal growth and prepares them to handle real-world challenges (Shu et al., 2020).

Furthermore, Table 7 shows the linear regression analysis for Model 2 examines the predictors of various holistic student development.

**Table 7. Linear Regression Analysis of the Over-all Measure of Student Welfare and Services Predicting Holistic Student Development**  
**Model 2**

Predictors	Unstandardized Coefficients		Stand. Coeff. $\beta$	t-value (p-value)	Interpretation	Decision on Ho
(Constant)	1.787	.164		10.871(.000)		Reject Ho
<b>X<sub>1</sub>: Student Welfare Services Overall Measure</b>	.476	.047	.481	10.226(.000)	Significant	Reject Ho

Legend: Adjusted R<sup>2</sup>=0.232 ANOVA for Regression: F=104.575, p<0.05

The fitted regression model 2 is expressed as follows:

$$\hat{Y} = 1.787 + 0.476 X_1$$

where:

$$\hat{Y} = \text{Holistic Student Development}$$

$$X_1 = \text{Student Welfare Services+}$$

Based on the predictor of student welfare services (X<sub>1</sub>), which has a relatively high standardized coefficient indicating a potential relationship, the p-value is statistically significant.

This suggests that student welfare services significantly predict holistic student development when considered alongside other variables. Therefore, the null hypothesis which states that the implementation of student welfare and services does not predict holistic student development is rejected.

The linear regression analysis reveals that student welfare services significantly predict holistic student development, with a standardized coefficient ( $\beta$ ) of 0.481.

The results indicate a strong positive relationship between the overall measure of student welfare services and the development of students in various areas, as reflected by the unstandardized and standardized coefficients.

The high t-value and the statistically significant p-value suggest that improvements in student welfare services are likely to contribute positively to the overall development of students. Specifically, the data highlight that the more effective the student welfare services, the

greater the holistic development experienced by students across intellectual, physical, emotional, and social aspects.

Moreover, the adjusted R<sup>2</sup> value of 0.232 indicates that approximately 23.2% of the variance in holistic student development can be explained by the student welfare services.

While this is a moderate proportion, it suggests that other factors may also play a role in influencing student development beyond the scope of student welfare services.

The ANOVA results for the regression model, with an F-value of 104.575 and a p-value of .000, further support the significance of the model.

The high F-value indicates that the regression model as a whole is statistically significant, meaning that the independent variable (student welfare services) does have a meaningful impact on the dependent variable (holistic student development).

The p-value of .000 confirms that this relationship is highly unlikely to have occurred by chance, reinforcing the conclusion that student welfare services are a significant predictor of holistic student development.

### 8. The implementation of student development services predicting holistic student development

Table 8 explains the prediction of implementation of development services towards holistic student development.



**Table 8. Linear Regression Analysis of the Components of Student Development Services Predict Holistic Student Development**

**Model 1**

Predictors	Unstandardized Coefficients		Stand. Coeff. $\beta$	t-value (p-value)	Interpretation	Decision on Ho
(Constant)	.731	.173		4.218(.000)		Reject Ho
<b>X<sub>1</sub>: Student Activities or Student Organizations</b>	-.061	.044	-.080	-1.368(.172)	Not Significant	Fail to Reject Ho
<b>X<sub>2</sub>: Leadership Training</b>	.245	.057	.236	4.297(.000)	Significant	Reject Ho
<b>X<sub>3</sub>: Student Council or Government</b>	.266	.071	.262	3.754(.000)	Significant	Reject Ho
<b>X<sub>4</sub>: Student Discipline</b>	.312	.064	.310	4.874(.000)	Significant	Reject Ho

Legend: Adjusted R<sup>2</sup>=0.417

ANOVA for Regression: F=63.254,

p≤0.05

The fitted regression model 1 is expressed as follows:

$$\hat{Y} = 0.731 + 0.245 X_2 + 0.266 X_3 + 0.312 X_4$$

where:

$\hat{Y}$  = Holistic Student Development

X<sub>2</sub> = Leadership Training

X<sub>3</sub> = Student Council or Government

X<sub>4</sub> = Student Discipline

The study shows that implementation of development services in terms of leadership training has 0.245, student councilor government has 0.266, and student discipline has 0.312. The result shows that the implementation of development services towards holistic development in terms of student discipline is the highest predictor that predicts holistic student development. Moreover, with a per-unit increase in leadership training, there is a 0.245 increase in holistic student development, with a per-unit increase in student councilor government, there is a 0.266 increase in holistic student development, and with a per-unit increase in student discipline, there is a 0.312 increase in holistic student development.

The regression model provided explores the effect of three key variables—leadership training, student councilor government, and student discipline—on holistic student development. Each variable contributes positively to the overall growth of students, with varying levels of impact.

The model shows that a per-unit increase in leadership training leads to a 0.245 increase in holistic student development. Leadership training equips students with essential skills such as decision-making, responsibility, and communication. These abilities are crucial for personal development and academic success. By

enhancing leadership competencies, students are more likely to take on leadership roles, which, in turn, helps them grow socially, emotionally, and intellectually. Existing research suggests that leadership training equips students with essential skills such as decision-making, responsibility, and communication, which are crucial for personal development and academic success (Obligado et al., 2023).

The coefficient for student councilor government is 0.266, which suggests that an increase in the effectiveness or involvement of the student government is associated with a 0.266 increase in holistic student development. Student government provides students with opportunities to engage in leadership, governance, and advocacy, all of which are important for their growth. The coefficient for student councilor government, as reported, is 0.266, indicating that a positive change in the efficacy or engagement of the student government is associated with a 0.266 increase in overall student growth and progress (Alviento, 2018).

The highest coefficient, 0.312, is associated with student discipline, indicating that improvements in student discipline led to a 0.312 increase in holistic student development. It helps students develop self-regulation, responsibility, and respect for rules—qualities that contribute to academic success and strong personal integrity. By fostering discipline, students are better equipped to manage their time, respect boundaries, and handle challenges effectively. The importance of student discipline in fostering holistic student development cannot be overstated. Through the development of self-regulation, responsibility, and respect for rules, discipline equips students with the tools necessary to effectively manage their time, respect boundaries, and

handle challenges, ultimately contributing to their academic success and the cultivation of strong personal integrity. According to the research, the highest coefficient, 0.312, is associated with student discipline, indicating that improvements in this area can lead to a

substantial increase in overall student development (Semali & Vumilia, 2016).

Furthermore, Table 9 presents the linear regression analysis for Model 2 examines the predictors of various holistic student development.

**Table 9. Linear Regression Analysis of the Over-all Measure of Student Development Services Predict Holistic Student Development**  
*Model 2*

Predictors	Unstandardized Coefficients		Stand. Coeff. $\beta$	t-value (p-value)	Interpretation	Decision on H <sub>0</sub>
(Constant)	1.787	.164		10.871(.000)		Reject H <sub>0</sub>
X <sub>1</sub> : Student Development Services Overall Measure	.603	.041	.618	14.659(.000)	Significant	Reject H <sub>0</sub>

Legend: Adjusted R<sub>2</sub>=0.381 ANOVA for Regression: F=214.880, p≤0.05

The fitted regression model 2 is expressed as follows:

$$\hat{Y} = 1.787 + 0.603 X_1$$

where:

$$\hat{Y} = \text{Holistic Student Development}$$

$$X_1 = \text{Student Development Services}$$

Based on the predictor of student development services (X<sub>1</sub>), which has a relatively high standardized coefficient indicating a potential relationship, the p-value is statistically significant. This suggests that student development services significantly predict holistic student development when considered alongside other variables. The linear regression analysis reveals that student development services significantly predict holistic student development, with a standardized coefficient ( $\beta$ ) of 0.618. This indicates a strong positive relationship between the overall measure of student development services and students' growth across various developmental areas. The unstandardized coefficient of 0.603 suggests that a unit increase in student development services is associated with a 0.603 increase in holistic student development. The high t-value of 14.659 and the statistically significant p-value of .000 provide compelling evidence that this relationship is not due to chance, highlighting the critical

role of student development services in promoting comprehensive student growth.

Moreover, the adjusted R<sup>2</sup> value of 0.381 shows that approximately 38.1% of the variance in holistic student development can be attributed to student development services. While this proportion indicates a strong influence, it also suggests that other variables may contribute to student development. The ANOVA results, with an F-value of 214.880 and a p-value of .000, further support the statistical significance of the regression model. The high F-value signifies that the model as a whole is significant, confirming that student development services play a crucial role in enhancing the overall development of students. The p-value of .000 further validates the reliability of this relationship, suggesting that enhancing student development services can lead to meaningful improvements in students' intellectual, physical, emotional, and social development.

### 9. The implementation of institutional student programs predicting holistic student development

Table 9 explains the prediction of implementation of institutional student programs towards holistic student development.

**Table 9. Linear Regression Analysis of the Components of Institutional Student Programs Predict Holistic Student Development**  
*Model 1*

Predictors	Unstandardized Coefficients		Stand. Coeff. $\beta$	t-value (p-value)	Interpretation	Decision on H <sub>0</sub>
(Constant)	.566	.148		3.818(.000)		Reject H <sub>0</sub>

<b>X<sub>1</sub>: Admission Services</b>	.191	.061	.189	3.123(.002)	Significant	Reject H <sub>0</sub>
<b>X<sub>2</sub>: Food Services</b>	-.012	.052	-.014	-.235(.814)	Not Significant	Fail to Reject H <sub>0</sub>
<b>X<sub>3</sub>: Health Services</b>	.038	.056	.038	.674(.501)	Not Significant	Fail to Reject H <sub>0</sub>
<b>X<sub>4</sub>: Safety and Security</b>	.157	.055	.163	2.868(.004)	Significant	Reject H <sub>0</sub>

Legend: Adjusted R<sub>2</sub>=0.543 ANOVA for Regression: F=83.826, p≤0.05

The fitted regression model 1 is expressed as follows:

$$\hat{Y} = 0.566 + 0.191 X_1 + 0.157 X_4$$

where:

$\hat{Y}$  = Holistic Student Development

X<sub>1</sub> = Admission Services

X<sub>4</sub> = Safety and Security

The analysis reveals that with a per-unit increase in admission services, holistic student development increases by 0.191 units. This suggests that improvements in the admission services provided by the institution have a moderately significant impact on the overall development of students. The positive relationship implies that enhancing the admissions process, perhaps through better guidance, clearer communication, and more streamlined procedures, can contribute to a more favorable development environment for students. The relationship between the quality of admission services provided by an institution and the overall development of its students is a crucial area of investigation in the field of higher education. The analysis presented in the prompt indicates that enhancements to the admission services, such as better guidance, clearer communication, and more streamlined procedures, can have a moderately significant positive impact on the holistic development of students (Thuryrajah et al., 2017).

Similarly, the analysis shows that with a per-unit increase in health services, there is a smaller increase of 0.038 in holistic student development. While this increase is positive, it is relatively modest compared to other variables like admission services and safety and security. This suggests that health services, though important, may have a more limited impact on the holistic development of students. However, the fact that it still has a positive effect highlights the importance of supporting students' physical well-being in fostering their overall growth. The analysis presented in this research paper examines the relationship between health services and the holistic development of students within

an educational institution. Previous studies have highlighted the multifaceted nature of student well-being, encompassing not only physical health but also psychological, social, and spiritual dimensions (Mumtahanah & Khisoli, 2023).

Finally, with a per-unit increase in safety and security services, there is a 0.157 increase in holistic student development. This indicates that safety and security measures have a meaningful, though moderate, influence on students' development. A safe and secure environment is essential for students to feel comfortable, allowing them to focus on their intellectual, emotional, and social growth. This finding emphasizes the importance of providing a stable and secure campus environment for students to thrive. In the dynamic landscape of higher education, the role of campus safety and security measures in fostering student development has become a topic of increasing importance. The research presented in this paper aims to explore the relationship between safety and security services and their influence on holistic student growth. Recent studies have highlighted the significant impact of a secure campus environment on students' intellectual, emotional, and social development (Dong, 2023).

In summary, the fitted regression model demonstrates that admission services, health services, and safety and security all contribute positively to holistic student development, though with varying degrees of impact. The model expresses this relationship mathematically, where each service has a different weight in predicting the overall development of students, with admission services having the strongest effect, followed by safety and security, and health services having a more modest influence.

Furthermore, Table 10 is showing the linear regression analysis for Model 2 which examines the predictors of various holistic student development.

**Table 10. Linear Regression Analysis of the Over-all Measure of Implementation of Institutional Programs Predict Holistic Student Development**

**Model 2**

Predictors	Unstandardized Coefficients		Stand. Coeff. $\beta$	t-value (p-value)	Interpretation	Decision on Ho
(Constant)	.991	.138		7.184(.000)		Reject Ho
<b>X1: Institutional Student Program and Services Overall Measure</b>	.703	.039	.695	18.026(.000)	Significant	Reject Ho

Legend: Adjusted R<sup>2</sup>=0.482 ANOVA for Regression: F=324.948, p<0.05

The fitted regression model 2 is expressed as follows:

$$\hat{Y} = 0.991 + 0.703 X_1$$

where:

$\hat{Y}$  = Holistic Student Development

X<sub>1</sub> = Institutional Student Program and Services

Based on the predictor of institutional programs (X<sub>1</sub>), which has a relatively high standardized coefficient indicating a potential relationship, the p-value is statistically significant. This suggests that student institutional programs significantly predict holistic student development when considered alongside other variables.

The linear regression analysis reveals that institutional student programs and services significantly predict holistic student development, with a standardized coefficient ( $\beta$ ) of 0.695. This indicates a strong positive relationship between the overall measure of institutional student programs and services and students' growth across various developmental areas. The unstandardized coefficient of 0.703 suggests that a unit increase in institutional student programs and services corresponds to a 0.703 increase in holistic student development. The high t-value of 18.026 and the statistically significant p-value of .000 provide strong evidence that this relationship is not due to chance, emphasizing the critical impact of institutional student programs and services on promoting holistic student development.

Furthermore, the adjusted R<sup>2</sup> value of 0.482 indicates that approximately 48.2% of the variance in holistic student development can be explained by institutional student programs and services. This is a substantial proportion, suggesting that institutional programs and services play a key role in shaping students' overall development. The ANOVA results, with an F-value of 324.948 and a p-value of .000, further confirm the statistical significance of the regression model.

The high F-value indicates that the model as a whole is statistically significant, reinforcing the conclusion that institutional student programs and services significantly contribute to the enhancement of students' intellectual, physical, emotional, and social development. The p-value of .000 further strengthens the reliability of this relationship, suggesting that improvements in institutional programs and services can lead to notable positive outcomes for students.

**10. Best predictor of Holistic Student Development**

Table 11 explains the best predictor towards holistic student development. The study shows that student welfare services have 0.067, student development services have 0.174, and institutional student program and services has 0.531. The result shows that the best predictor towards holistic development is institutional student program and services.

**Table 11. Linear Regression Analysis of the Components of Which Variable Best Predicts Holistic Student Development**

**Model 1**

Predictors	Unstandardized Coefficients		Stand. Coeff. $\beta$	t-value (p-value)	Interpretation	Decision on Ho
(Constant)	.743	.152		4.896(.000)		Reject Ho
<b>X<sub>1</sub>: Student Welfare Services</b>	.067	.053	.068	1.266(.206)	Not Significant	Fail to Reject Ho

<b>X<sub>2</sub>: Student Development Services</b>	.174	.066	.178	2.652(.008)	Significant	Reject Ho
<b>X<sub>3</sub>: Institutional Student Program and Services</b>	.531	.057	.525	9.249(.000)	Significant	Reject Ho

Legend: Adjusted R<sup>2</sup>=0.508 ANOVA for Regression: F=118.818, p<0.05

The fitted regression model 1 is expressed as follows:

$$\hat{Y} = 0.743 + 0.174 X_2 + 0.531 X_3$$

where:

$\hat{Y}$  = Holistic Student Development

$X_2$  = Student Development Services

$X_3$  = Institutional Program and Services

Moreover, with a per-unit increase in student welfare services, there is a 0.067 increase in holistic student development, with a per-unit increase in student development services, there is a 0.174 increase in holistic student development, and with a per-unit increase in institutional student programs and services, there is a 0.531 increase in holistic student development.

The analysis reveals that student welfare services do not contribute that much to holistic student development, with a per-unit increase in these services resulting in a 0.067 increase in holistic student development. This suggests that while student welfare services—such as counseling, financial aid, and personal support—are beneficial, their impact on overall student development is relatively uncertain compared to other factors. However, these services are still important as they provide a foundational support system for students, aiding them in managing personal and academic challenges, and fostering a well-rounded growth experience.

Student development services show a stronger influence, with a per-unit increase leading to a 0.174 increase in holistic student development. This indicates that programs and initiatives that focus on developing students' skills, leadership abilities, and personal growth have a more substantial effect on their overall development. By providing students with opportunities for self-improvement and engagement, such services play a significant role in enhancing students' emotional, social, and intellectual growth, ultimately contributing to their success.

Institutional programs and services are the best predictor of holistic student development, with a per-unit increase leading to a 0.531 increase. This highlights the crucial role of well-organized and comprehensive institutional programs that support students' academic, social, and

extracurricular needs. These programs, which may include academic advising, extracurricular activities, and community-building events, create an environment that encourages students' growth in multiple areas. This highlights the crucial role of well-organized and comprehensive institutional programs that support students' academic, social, and extracurricular needs. These programs, which may include academic advising, extracurricular activities, and community-building events, create an environment that encourages students' growth in multiple areas.

The research on student learning and on the institutions that have the greatest impact on their students demonstrates that there is an interrelationship and interdependency in the intellectual, emotional, and social development of students. Importantly, the greater the integration of these developmental areas, the more strongly students are motivated to remain enrolled and persist through to completion of their studies. Colleges and universities that focus on the "exterior" aspects of student development, such as programs, pedagogical methods, curricula, and credentials, while neglecting students' "inner" development, such as values, beliefs, emotional maturity, spirituality, and self-understanding, may be missing a critical piece of the puzzle. Co-curricular involvement and opportunities for student leadership have been shown to be effective catalysts for student learning, with students gaining applied understanding and the ability to make connections and apply new learning to different contexts (Haber-Curran, 2019).

In conclusion, while all three variables—student welfare services, student development services, and institutional programs and services—have different results in how they impact holistic student development, institutional programs and services have the most pronounced effect. This suggests that a well-rounded and supportive institutional framework is essential for promoting student growth across intellectual, emotional, physical, and social domains.

#### IV. CONCLUSION

Student affairs and services programs play a crucial role in promoting holistic student development at selected

private colleges and universities in Cagayan de Oro City. The results indicate that various aspects of student affairs and services—such as information and orientation, guidance and counseling, career placement, economic enterprise development, and the development of student handbooks—contribute to high satisfaction levels among students. Additionally, institutional programs like admission services, food services, health services, safety and security initiatives, and sports programs receive strong positive evaluations, highlighting their significant impact on students' overall development. The study shows that these services not only support student welfare but also foster intellectual, physical, mental, emotional, and social growth, suggesting a well-rounded approach to student support within these institutions.

In relation to the Theory of Student Involvement, which emphasizes that student development is enhanced through active engagement in institutional activities, the study's findings reinforce this theoretical framework. High satisfaction levels in areas of student development—such as leadership training, student council participation, and discipline—indicate that active involvement in these services contributes to holistic growth. Furthermore, the results confirm that increased engagement in institutional programs, particularly in admission services, safety, and health services, predicts stronger outcomes in holistic development. This underscores the Theory of Student Involvement, as programs and services requiring active participation from students demonstrate a substantial impact on their development, validating the theory's relevance in fostering holistic growth within educational settings.

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