

# THE INFLUENCE OF STUDENT AFFAIRS AND ACADEMIC AFFAIRS PROGRAM TOWARDS CAMPUS CLIMATE

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## ABSTRACT

*The study was conducted to determine the significant influence of student affairs and academic affairs programs towards campus climate. The study used the descriptive analytical method to determine the relationship between student affairs programs and academic affairs programs and their relationship with campus climate. The data were obtained from 30 participating schools in Davao Region, Philippines. A researcher made survey questionnaire was used to obtain the data. Mean and multiple regression analysis were the statistical measures used. The findings of this study led to the following conclusions: The implementation of student affairs and academic affairs programs among participating schools is extensive. Moreover, the campus climate among participating schools is positive. On the other hand, there is a significant relationship between student affairs programs and campus climate, and between academic affairs programs and campus climate. Furthermore, the student affairs and academic affairs programs significantly influence the campus climate of participating schools.*

**KEYWORDS:** *Student Affairs, Academic Affairs, Campus Climate, Davao Region, Philippines*

## INTRODUCTION

In the 2005 Implementation Plan for Diversity, Equity and Community: 2006-2011 of Iowa State University, it was stated that the climate on college campuses not only affects the creation of knowledge, but also has a significant impact on members of the academic community who, in turn, contribute to the creation of the campus climate. The campus climate can be affected by the students' behavior and lifestyle, values and aspirations, culture and belief, societal demands and media. These may also affect certain areas of campus climate specifically in terms of students' learning, acclimation, engagement and career decisions. According to Schuh (1999), the failure of colleges to establish links between students' out-of-classroom experiences and their academic endeavors has impeded not only students' overall personal development but also the quality of their academic experience. In this case, the role of the student affairs and academic affairs has great impact on students' total development.

In the Philippines, according to Wang and Tejido (2006), most student affairs offices in colleges and universities are considered subservient to the academic community in which they serve merely as a

support system to the academic life of students in the tertiary level institutions, despite the fact that a significant number of those appointed to administrative posts related to student affairs come from the faculty ranks. Moreover, most colleges and universities in the country have preferential priority for academic work versus non-academic/professional work at the institutional level resulting to lack of understanding on the importance or relevance of out-of-classroom experience and skills which culminates in a lack of respect by some faculty colleagues and students, as well as a lack of collaborative efforts between academic and student affairs practitioners in providing a total education of students.

In Davao region, the roles of the academic affairs and student affairs have always been in its separate entity. The academic affairs are working on the academic performance of the institution while the student affairs work with the non-academic performance. There were battling instances in which both programs do not meet with a common purpose. As observed, some institutions have given less importance on student affairs programs and have not given equal attention to the academic affairs programs. In other words, there is a huge gap in the relationship of the academic affairs practitioners and the student affairs practitioners the reason why it cannot create a seamless learning environment and has the tendency of operating separate school programs.

The researcher, being in the academe, understood these existing educational cases. These observations has led him to conduct a study related to the vital programs that has direct concerns with campus climate and it is hoped that through the result of this study, it would become an avenue for program enhancement and the participating schools and other schools nationwide would consider a collaborated student and academic affairs programs.

### ***Statement of the Problem***

The main purpose of the study was to determine the significant contribution of student affairs and academic affairs programs to campus climate. Specifically, it sought to answer the following questions:

1. What is the extent of implementation of student affairs programs among participating schools in terms of:
  - 1.1. student welfare programs and services; and
  - 1.2. student development programs and services?
2. What is the extent of implementation of academic affairs programs among participating schools in terms of:
  - 2.1. program of studies;
  - 2.2. instructional procedures;

- 2.3. classroom management;
  - 2.4. academic performance of students;
  - 2.5. supervision for effective instruction;
  - 2.6. instructional administration;
  - 2.7. co-curricular activities; and
  - 2.8. academic counseling?
3. What is the campus climate among participating schools in terms of:
    - 3.1. students' learning;
    - 3.2. students' acclimation to the institution;
    - 3.3. students' engagement; and
    - 3.4. students' academic and career decisions?
  4. Is there a significant relationship between student affairs programs and campus climate?
  5. Is there a significant relationship between academic affairs programs and campus climate?
  6. Do student affairs and academic affairs programs significantly influence the campus climate of participating schools?

## FRAMEWORK

This research endeavor was anchored on *student development theory* which addresses the whole person, and complement academic progress – what students learn “in class”, with co-curricular initiatives – what they learn and how they develop “out of class”, and the knowledge and skills they develop to prepare for life after college and their chosen professions, and account for the development and needs of special populations (Walker, 2008).

Moreover, Troup (2010) mentioned that having basic understanding of such theory provides faculty and student affairs professionals with a common language to discuss how best to address the academic mission of the institution and to explore the rationales behind curricular and co-curricular design and implementation. The student development theory provides developmental hallmarks that can be translated into course or program goals and, thus, guide assessment efforts.

This theory is supported by Tinto (1993) who emphasized the experience and process of integration and its impact on student retention and college persistence. Ed Torpy Consulting (2007) cited that students need integration into formal (academic performance) and informal (faculty/staff interactions) academic systems, as well with formal (extracurricular activities) and informal (peer-group interactions) social systems.

Factors contributing to persistence were associated with students' involvement in college life (Milem and Berger, 1997). The students will be able to integrate themselves to the institution's program once they are empowered and were fully involved in every aspect of their education. It allows them to realize their full potentials and creative abilities. Krause (2005) added that involvement in educationally oriented activities positively contributes to a range of outcomes including persistence, satisfaction, achievement, and academic success.

In Figure 1, the researcher shows the conceptual framework depicting the independent variables and its influence to the dependent variable. The independent variables in this study are the student affairs programs and academic affairs programs. The student affairs programs consists of student welfare programs and services which refers to the basic services that are necessary to serve the well-being of students; and the student development programs and services which refers to programs and activities designed for the enhancement and deepening of leadership skills and social responsibility which were based on the Commission on Higher Education (CHED) memorandum order no.21 series of 2006.

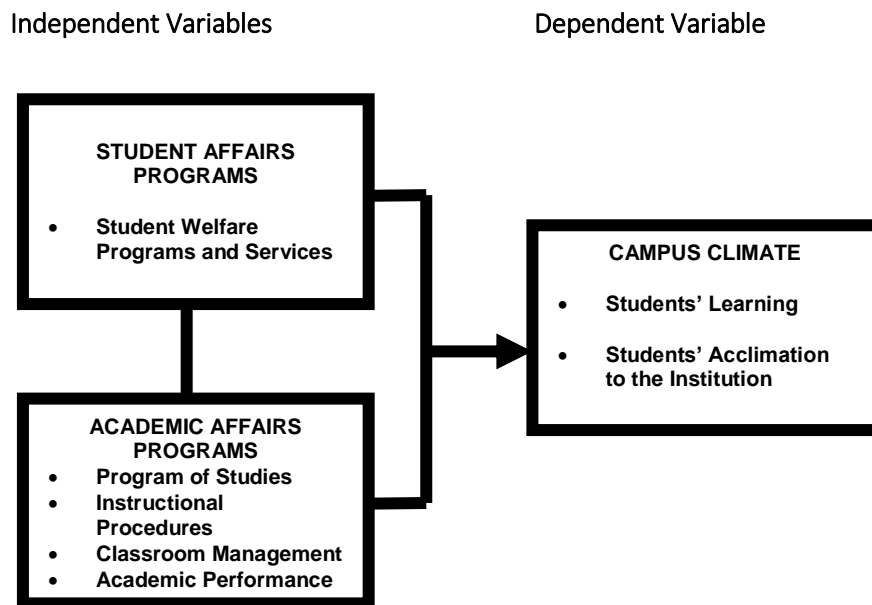


Figure 1. The Conceptual Framework showing the Variables of the Study

The other independent variable which is the academic affairs programs consists of the following indicators: program of studies which refers to the specific objectives of the institution and of the courses concerned; instructional procedures which refers to methods used in imparting instruction with a view to guiding the student's self-realization through the development of his analytical and critical judgment and the stimulation of his social awareness; classroom management which refers to the rules and

practices relating to classroom management that is conducive to effective instruction; academic performance of students which refers to students' response to instruction is evaluated according to procedures to ensure a just appraisal of student performance; supervision for effective instruction which refers to practical measures in teaching; instructional administration which refers to matters related to coordination of curriculum offerings, development and management, adoption of the proper textbooks, organization of the faculty into departments or the like to promote effectiveness of instruction; co-curricular activities which refers to a proportionate role of the student programs in the overall academic program to develop well rounded student personality; and academic counseling which refers to academic guidance and counseling services. These indicators were based on the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU) survey on Instruction.

The dependent variable of this study is the campus climate. This consists of the following indicators: students' learning which refers to learning outcomes encompassing curricular and co-curricular experiences, as well as in-class and out-of-class endeavors; students' acclimation to the institution which refers to the adaptability of students to their new environment to help foster effective transitions, a sense of community, and persistence in college; students' engagement which refers to the students' campus involvement, academic engagement, civic engagement, and their interactions with faculty; and students' academic and career decisions which refers to the students' choices of colleges, majors, and careers. The indicators of the dependent variable were based on the study of Nesheim, et al. (2007).

## **METHODS**

### *Research Design*

The study used the descriptive analytical method to determine the relationship between student affairs programs and academic affairs programs and their relationship with campus climate. According to PJ Nyanjui Kenya Institute of Education (2010), analytical method attempts to describe and explain why certain situations exist. In this approach, two or more variables are usually examined to test research hypotheses. It usually concerns itself with cause–effect relationships among variables. The method was used in this three variable study in order to measure the degree of influence between the two independent variables – the student affairs programs and the academic affairs programs with its dependent variable – the campus climate.

### *Research Respondents*

The data were obtained from 30 participating schools in Davao Region (Region XI). Since the study would evaluate the campus climate of an institution, the respondents must have actual contribution with its programs in the student affairs and academic affairs division, hence, the academic affairs and student affairs administrators, faculty members and students were considered. Multi-stage sampling technique was used in the selection of respondents from various colleges and universities in Davao Region. The following steps were taken to determine the subjects of this study: From the list of schools in Davao Region, lottery sampling was used to determine the schools included in the study. The researcher took 25 respondents from each school which comprises five administrators, ten faculty members and ten students. Random selection was used in order that each respondent had equal chance of selection. With the desired sample size of 750, only 503 respondents were included due lacking entry and unreturned questionnaires.

#### *Research Instrument*

A researcher-made survey questionnaire was used to obtain the data which focused on student affairs programs, academic affairs programs, and campus climate. The questionnaire is composed of three parts to measure the extent of implementation of the student affairs programs and academic affairs programs and to evaluate the campus climate of the participating schools. The first part of the questionnaire evaluates the extent of implementation of student affairs programs in terms of student welfare programs and services and student development programs and services which were based on CHED memorandum order no.21 series of 2006 regarding guidelines on student affairs and services programs. The second part of the questionnaire evaluates the extent of implementation of academic affairs programs in terms of program of studies, instructional procedures, classroom management, academic performance of students, supervision for effective instruction, instructional administration, co-curricular activities and academic counseling which were based on the PAASCU survey on instruction. The third part evaluates the campus climate of schools in terms of students' learning, students' acclimation to the institution, students' engagement and students' academic and career decisions which were based on study of Nesheim, et al. (2007).

#### *Procedure*

In the conduct of the research, the researcher gave a letter of permission to the participating schools for the administration of the instrument. After getting permission, the survey was conducted. After collecting all the questionnaires from the respondents in the participating schools, their scores were

then tallied separately and the mean rating of each respondent was obtained. Scores for each indicator was obtained and the average weighted mean was computed.

### *Statistical Tools*

The statistical measures used in this study includes mean which was used to evaluate the extent of implementation of student affairs and academic affairs programs and the campus climate among participating schools. Multiple Regression Analysis was used to determine the influence of student affairs and academic affairs towards campus climate. The null hypotheses (Ho) of the study was tested at .05 level of significance.

## **RESULTS AND DISCUSSION**

### **Extent of Implementation of Student Affairs Programs**

As shown in Table 1, the mean scores on the extent of implementation of student affairs programs among participating schools were the following: Student welfare programs and services obtained a mean rating 3.67 or extensive and student development programs and services had a mean rating of 3.74 or extensive. The overall mean rating indicated 3.71 or extensive. This means that the implementation of the student affairs programs among participating schools is manifested oftentimes. The results imply that the participating schools have extensive services and programs that are concerned with non-academic experiences of students to attain total student development. These non-academic services include those that are related to student welfare and those that relate to student development.

Moreover, this also indicates that the institutions value services that are necessary to serve the well-being of students and in which they extensively provided activities designed for the enhancement and deepening of leadership skills and social responsibilities of the students. According to Cuseo (2008), the students' academic success and personal development depends not only on the quality of the curriculum and classroom instruction, but also on another major division or educational unit of the college which is the student affairs programs and service division. The partnership of the academic affairs programs and student affairs programs allow students to appreciate campus life.

**Table 1: Extent of Implementation of Student Affairs Programs among Participating Schools**

<b>Item</b>	<b>Mean</b>	<b>Descriptive Equivalent</b>
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Student Welfare Programs and Services	3.67	Extensive
Student Development Programs and Services	3.74	Extensive
<b>Overall Mean</b>	<b>3.71</b>	<b>Extensive</b>

### Extent of Implementation of Academic Affairs Programs

Presented in Table 2 are the results on the extent of implementation of academic affairs programs among participating schools. As shown in the table, the overall mean rating is 3.84 which has a descriptive equivalent of extensive. This means that the implementation of the academic affairs programs among participating schools is manifested oftentimes.

The results indicate that the participating schools have worked towards the specific objectives of the institution and of the courses concerned. They have employed in students' self realization through the development of their analytical and critical judgment and the stimulation of his social awareness. The rules and practices relating to classroom management were conducive to effective instruction and were carefully observed. The students' responses to instruction were also evaluated according to procedures which ensure a just appraisal of student performance.

Moreover, the results also indicate that the participating schools encouraged the faculty to join seminars and educational associations, and to experiment, where feasible, with new approaches in teaching. There was coordination of curriculum offerings to promote effectiveness of instruction; the curricular activities were given a proportionate role in the overall academic program and students were oriented on the availability of academic guidance and counseling. As cited by Kellogg (1999) that students benefit from many and varied experiences during college and learning and that personal development are cumulative, mutually shaping processes that occur over an extended period of time in many different settings.

**Table 2: Extent of Implementation of Academic Affairs Programs among Participating Schools**

Item	Mean	Descriptive Equivalent
Program of Studies	3.79	Extensive
Instructional Procedures	3.90	Extensive



Classroom Management	3.92	Extensive
Academic Performance of Students	3.96	Extensive
Supervision for Effective Instruction	3.84	Extensive
Instructional Administration	3.75	Extensive
Co-Curricular Activities	3.78	Extensive
Academic Counseling	3.77	Extensive
<b>Overall Mean</b>	<b>3.84</b>	<b>Extensive</b>

### Level of Campus Climate

Presented in Table 3 is the level of campus climate among participating schools. The overall mean rating is 3.88 with a descriptive equivalent of positive. This means that the participating schools manifested a favorable campus climate. In the data, students' learning is the most favorable area in the campus climate. Nesheim, et al. (2007) mentioned that acclimation to and engagement with the institution is inextricably linked to student learning.

Moreover, the results indicate that the campus climate of the participating schools use strategies such as active learning, community building, peer connections, service learning, diversity education, academic advising, student-faculty interaction, undergraduate research, and involve students in purposeful curricular and co-curricular activities. There was positive learning environment among faculty and students which is evident in the results of the study and that the academic and non-academic programs of the institutions offer effective environments for helping students in their career path. According to Smith (2005), students learned more when they had ample opportunities to interact with their teachers and peers around substantive issues and apply new knowledge to real life situations.

Frazier (2007) opined that students must be supported by a campus climate that helps students learn and develop. Kellog (1999) also mentioned that the more students are involved in a variety of activities inside and outside the classroom, the more they gain.

**Table 3: Level of Campus Climate among Participating Schools**

Item	Mean	Descriptive Equivalent
Students' Learning	3.95	Positive
Students' Acclimation to the Institution	3.80	Positive
Students' Engagement	3.83	Positive

Students' Academic and Career Decisions	3.93	Positive
<b>Overall Mean</b>	<b>3.88</b>	<b>Positive</b>

### Relationship between Independent and Dependent Variables

Shown in Table 4 is the significance of the relationship between student affairs programs, academic affairs programs and campus climate. The correlated results for student affairs programs in terms of students' learning, students' acclimation to the institution, students' engagement and students' academic and career decisions revealed an overall result of 0.81 which is of significant relationship.

The correlation of student welfare programs and services with students' learning, students' acclimation to the institution, students' engagement and students' academic and career decisions obtained an overall rating of 0.77 which indicated a significant relationship. In terms of student development programs and services, when correlated with students' learning, students' acclimation to the institution, students' engagement and students' academic and career decisions obtained an overall rating of 0.77 which also indicated a significant relationship.

Meanwhile, students' learning obtained an overall rating of 0.77; students' acclimation to the institution has an overall rating of 0.76; students' academic and career decisions has an overall rating of 0.75; and students' engagement has an overall rating of 0.74 in which all have indicated significant relationship when correlated with the other variable. In the area of academic affairs programs, when correlated with students' learning, students' acclimation to the institution, students' engagement and students' academic and career decisions results revealed an overall result of 0.89 which indicated a significant relationship.

The instructional administration, co-curricular activities and academic counseling when correlated with students' learning, students' acclimation to the institution, students' engagement and students' academic and career decisions obtained an overall rating of 0.82; program of studies academic performance of students and supervision for effective instruction obtained an overall rating of 0.80; instructional procedures obtained an overall rating of 0.79; and classroom management obtained an overall rating of 0.75 in which all of these correlated items indicated a significant relationship. Students' acclimation to the institution had an overall rating of 0.84; students' learning and students' engagement had an overall rating of 0.83; and students' academic and career decisions had an overall rating of 0.82 when correlated with the other variables and all of these items indicated a significant relationship.

The results imply that there is a significant relationship between the student affairs programs and campus climate and between the academic affairs programs and campus climate. This further implies

that the more extensive the programs of the student affairs and academic affairs would manifest high level response in the campus climate. As cited by Frazier (2007), student affairs and academic affairs ought to be able to utilize effective learning approaches to promote various learning outcomes by creating support systems that link, align, and integrate resources, both on and off campus. It was also cited by Nesheim, et al. (2007) that the academic and student affairs units play an important student learning and success.

**Table 4: Significance of the Relationship between Independent and Dependent Variables**

Independent Variables	Dependent Variable (Campus Climate)				
	Students' Learning	Students' Acclimation to the Institution	Students' Engagement	Students' Academic & Career Decisions	Overall
Student Welfare Programs & Services	0.72*	0.74*	0.70*	0.70*	<b>0.77*</b>
Student Development Programs & Services	0.73*	0.71*	0.69*	0.71*	<b>0.77*</b>
<b>Overall Student Affairs</b>	<b>0.77*</b>	<b>0.76*</b>	<b>0.74*</b>	<b>0.75*</b>	<b>0.81*</b>
Program of Studies	0.76*	0.76*	0.74*	0.72*	<b>0.80*</b>
Instructional Procedures	0.75*	0.74*	0.74*	0.71*	<b>0.79*</b>
Classroom Management	0.70*	0.73*	0.70*	0.68*	<b>0.75*</b>
Academic Performance of Students	0.76*	0.75*	0.73*	0.74*	<b>0.80*</b>
Supervision for Effective Instruction	0.75*	0.75*	0.74*	0.73*	<b>0.80*</b>
Instructional Administration	0.75*	0.78*	0.75*	0.75*	<b>0.82*</b>
Co-curricular Activities	0.75*	0.78*	0.76*	0.76*	<b>0.82*</b>
Academic Counseling	0.75*	0.76*	0.76*	0.76*	<b>0.82*</b>
<b>Overall Academic Affairs</b>	<b>0.83*</b>	<b>0.84*</b>	<b>0.83*</b>	<b>0.82*</b>	<b>0.89*</b>

\*Significant (Decision on  $H_0 = \text{Reject}$ )

Critical value at alpha 0.05 = 0.088

### **Influence of Student Affairs Programs and Academic Affairs Programs on the Campus Climate**

Shown in Table 5 is the significance of influence of student affairs programs and academic affairs programs on campus climate. As shown in the table, the regression analysis indicates that the predictor

variables student affairs programs and academic affairs programs signify significance as reflected in its probability of 0.00 and 0.00 respectively. These probability values are lower than its level of significance at 0.05. Therefore, the null hypothesis which states that the student and academic affairs programs do not significantly influence the campus climate of participating schools is rejected. Hence, the student affairs programs significantly influence the campus climate of participating schools.

Moreover, the null hypothesis which states that the academic affairs programs do not significantly influence the campus climate of participating schools is also rejected. Hence, the academic affairs programs significantly influence the campus climate of participating schools. The R square value which is equal to 0.81 determines the influence of student affairs programs and academic affairs programs towards campus climate. In this case, it implies that 81 percent of the variation in campus climate can be explained by its linear relation with student affairs programs and academic affairs programs, thus, 19 percent may be explained by other variables not included in this study. Moreover, the coefficients determine the degree of influence of the independent variables with the dependent variable. The result indicated that the academic affairs programs has greater influence towards campus climate which is reflected in its coefficient value of 0.75 than the student affairs programs which has a coefficient value of 0.17.

Since there is lower influence in terms of student affairs programs towards campus climate, it is suggested that the participating schools should intensify and strengthen the implementation of the student affairs programs same as how the academic affairs programs. Both programs must be given equal importance to give equal effect towards the enhancement of campus climate. The Iligan Institute of Technology of the Mindanao State University (2008) believed that the student affairs programs can protect and enhance student welfare and interest by initiating, organizing and supervising meaningful programs and activities and providing services intended to augment and supplement the students' academic training.

The student development theory is focused on how individuals who are enrolled in college coursework develop and it merges physical, biological, physiological, psychological, social and environmental factors (Walker, 2008). In this case, the results of the study revealed conformity with the theory which determines the significant influence of the academic and co-curricular experiences of the students to enhance their campus life and academic quality.

**Table 5: Regression Analysis Showing the Significance of Influence of Student Affairs Programs and Academic Affairs Programs on the Campus Climate among Participating Schools**

Predictor Variables	Coefficient	Standard Error	t-stat	P Value
	B	B		
Intercept	0.36	0.08	4.61	0.00*
Student Affairs Programs	0.17	0.04	4.71	0.00*
Academic Affairs Programs	0.75	0.04	19.69	0.00*
<b>R<sup>2</sup> = 0.81</b>	<b>F value = 1047.91</b>	<b>*Significant at <math>\alpha = 0.05</math></b>		
<b>Decision on H<sub>0</sub> = Reject</b>				

### CONCLUSIONS

The findings of this study led to the following conclusions. The implementation of both student affairs programs and academic affairs programs is extensive which means that the implementation of the student affairs programs and academic affairs programs among participating schools are manifested oftentimes. The campus climate is positive which means that the participating schools manifested a favorable campus climate. Moreover, there is significant relationship between student affairs programs and campus climate. There is also a significant relationship between academic affairs programs and campus climate. And, both student affairs programs academic affairs programs significantly influence the campus climate of participating schools.

In this case, the school administrators should benchmark with foreign colleges and universities to enhance the student affairs and academic affairs divisions in such a way that will suit best to the needs of students at present. The school administrators should also continue to improve the two programs especially the student affairs programs and obtain maximum implementation the programs; Conduct seminars and trainings related to student affairs and academic affairs administration to enhance teachers' skills and knowledge with such programs. Moreover, the teachers should take part in formulating innovated and enhanced student affairs and academic affairs programs, and; Encourage students to evaluate the school's existing student and academic affairs programs and involve them in the formulation of innovated and enhanced programs. Finally, another study that will consider the collaboration of student affairs and academic affairs programs should be conducted to compare its effect with the current program setting and to determine the effectiveness of the collaboration of the programs.

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