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Effects of Student Affairs Services Program on the Development of Leadership Skills of Learners and Their Academic Performance

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ABSTRACT

This study examined the effects of the Student Affairs Services Program on the leadership skills and academic performance of student leaders at Tomas Claudio Colleges, Morong, Rizal, during School Year 2025–2026. Using a descriptive research design, the study involved 26 organizational advisers and 274 student leaders. Data were gathered through a researcher-made questionnaire and documentary analysis of students' academic records. The study assessed leadership development in terms of experiential learning opportunities, mentorship and guidance, promotion of values and ethics, and development of organizational skills. Findings revealed that organizational advisers perceived the program as having a high extent of effects on leadership development, while student leaders rated its effects as very high. Most organizational advisers were aged 30–49, predominantly male, single, and holders of graduate degrees. Meanwhile, most student leaders were female, aged 22 and above, and belonged to families with college-educated parents. Significant differences were observed between the two groups' perceptions; however, respondents' demographic profiles did not significantly influence their assessments. Student leaders demonstrated outstanding academic performance, although no significant relationship was established between perceived leadership development and academic achievement. The findings suggest that student affairs services contribute positively to developing leadership competencies but do not necessarily correspond to improved academic performance. The study recommends strengthening student development initiatives, sustaining leadership participation, implementing the proposed institutional development program, and conducting further research incorporating additional variables to enhance student affairs services and support holistic learner development within the institution.

Keywords: *Student Affairs Services Program, Experiential Learning Opportunities, Mentorship and Guidance, Promotion of Values and Ethics, Development of Organizational Skills*

INTRODUCTION

Education is a vital pillar of individual development, equipping learners with the knowledge, skills, attitudes, and values necessary to become productive and responsible leaders within their communities and nations. It fosters critical thinking, creativity, social responsibility, and leadership qualities through systematic instruction aimed at transmitting knowledge and developing potential. The ultimate goal of education is to nurture holistic development of each individual and help them become efficient leaders who can face societal challenges and adapt to the demands of a constantly changing world.

Educational institutions are committed to lifelong learning, preparing students beyond academic success but also to become proactive contributors within their communities. This is a constitutional promise anchored in Article II, Section 13 of the 1987 Philippine Constitution, which mandates that: "The State

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recognizes the vital role of the youth in nation-building and shall promote and protect their physical, moral, spiritual, intellectual, and social well-being. It shall inculcate in the youth patriotism and nationalism, and encourage their involvement in public and civic affairs."

Under , Section 10.2 of CHED Memorandum Order No. 09, series of 2013 on "Enhanced Policies and Guidelines on Student Affairs and Services" which states that: "Student Development Services refers to the services and programs designed for the exploration, enhancement and development of the student's full potential for personal development, leadership, and social responsibility through various institutional and/or student-initiated activities." The Commission on Higher Education (CHED) mandates higher education institutions to provide comprehensive student services that foster leadership, moral integrity, and holistic development alongside academic learning.

To achieve this, the Office of Student Affairs (OSA) at Tomas Claudio Colleges operationalizes key initiatives across experiential learning, mentorship, ethics, and organizational growth through targeted programs like orientations, leadership workshops, and student governance. However, because student participation naturally varies across academic departments and year levels, a thorough evaluation is necessary to gauge the effectiveness of these support systems. Ultimately, systematically assessing these programs allows the institution to refine its services and maximize their direct impact on both student leadership capabilities and overall academic performance.

Through this study, the researcher aims to determine how student services program influence students' experiential learning opportunities, such as hands-on leadership roles, community engagements, and participation in co-curricular activities. The study also aims to determine the effectiveness of mentorship and guidance provided by the Office of the Student Affairs, as these are expected to shape students' decision-making, professionalism, and confidence. Furthermore, understanding how these programs promote values and ethics is important, as these shape character, responsibility, and integrity, which are qualities central to effective leadership. Lastly, the research intends to evaluate how these services support the development of organizational skills, which are essential for managing tasks, leading groups, and balancing academic responsibilities.

Objectives

The study aimed to determine the extent of effects of student affairs services program on the development of leadership skills of learners and their academic performance during the School Year 2025-2026.

Statement of the Problem

Specifically, it sought answers to the following questions:

1. What is the profile of the two groups of respondents in terms of the following variables?
    1.1. Organizational Advisers
        1.1.1. Age;
        1.1.2. Sex;
        1.1.3. Civil status;
        1.1.4. Position title;
        1.1.5. Length of service;
        1.1.6. Educational attainment; and
        1.1.7. Seminars and trainings attended?
    1.2. Student Leaders
        1.2.1. Age;
        1.2.2. Sex;
        1.2.3. Sibling position;
        1.2.4. Number of children in the family;
        1.2.5. Parents' educational attainment;

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1.2.6. Parents' occupation;
1.2.7. Monthly family income; and
1.2.8. Position in the organization?

2. What is the extent of the effects of the Student Affairs Services Program on the development of leadership skills of student leaders, as perceived by the two groups of respondents, with respect to the following aspects?
   2.1. Experiential learning opportunity;
   2.2. Mentorship and guidance;
   2.3. Promotion of values and ethics; and
   2.4. Development of organizational skills?
3. Is there a significant difference between the perceptions of the two groups of respondents regarding the extent of the effects of the Student Affairs Services Program on the development of leadership skills of student leaders with respect to the aforementioned aspects?
4. Is there a significant difference between the perceptions of the two groups of respondents regarding the extent of the effects of the Student Affairs Services Program on the development of leadership skills of student leaders with respect to the aforementioned aspects when grouped according to their profiles?
5. What is the level of academic performance of the student leader-respondents as revealed by their general weighted average grades during the second semester?
6. Is there a significant relationship between the perceived extent of the effects of the Student Affairs Services Program on the development of leadership skills of student leaders and their level of academic performance?
7. What institutional development program may be proposed to enhance the Student Affairs Services Program, strengthen the leadership skills of student leaders, and improve their academic performance?

METHODS

Research Design

The study employed a quantitative, descriptive survey research design, as characterized by Shinija (2024), this is a systematic approach used to observe, analyze, and document phenomena as they exist in the present, without manipulating variables. The study utilized this design to collect factual information regarding the extent of effects of student affairs services program on the development of leadership skills of learners and their academic performance. The primary purpose of the research is to describe and assess the existing influence of student support services program on learners' leadership abilities and academic outcomes as perceived by the two groups of respondents through utilizing questionnaire checklists. Likewise, documentary analysis was employed to determine learners' general average grades during the second semester.

Population and sample

The study considered the total population of two groups of respondents. The first group consisted of 26 organizational advisers of student-organizations in Tomas Claudio Colleges. The second group comprised 274 student leaders who served as officers across the 17 duly recognized student organization in the college department of TCC. The organizational advisers were described in terms of their age, sex, civil status, educational attainment, position title, length of service, service seminars and trainings attended. On the other hand, student leader respondents were described in terms of their age, sex, civil status, sibling position, number of children in the family, parents' educational attainment, parents' occupation, monthly family income, and position in the organization. Table 1 presents the distribution of respondents of the study per organization.

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Table 1. *Distribution of Respondents of the Study per Organization*

Organization	Student Leaders	Organizational Advisers
Supreme Student Council of Leaders	14	2
The Educators	17	2
Hospitality Management Society	14	1
Nightingale Society Organization	18	1
The Synergists	16	2
Bachelor of Science in Business Administration-Future Makers	13	2
Junior Philippine Institute of Accountants - Tomas Claudio Colleges Chapter	17	2
Phyton ComSci	33	1
Guns and Roses Club	15	2
ROTARACT Club	13	1
NewGen Teachers' Alliance	11	1
The Euclideans	17	2
The English Vanguards	16	1
The Inquisitives	16	2
Kabataang Pangarap ni Rizal (KAPARIZ)	14	2
The Generalists	16	1
National Service Reserve Corps (NSRC)	14	1
Total	**274**	**26**

Instrumentation

In gathering the necessary data and information for the study, the researcher-made questionnaire checklist was utilized as the main tool. The instrument consisted of three parts.

Part I: ***Profile of the two groups of respondents*****.** The organizational adviser respondents were described in terms of their age, sex, civil status, educational attainment, position title, length of service, seminars and trainings attended. While the student leader respondents were described in terms of their age, sex, civil status, sibling position, number of children in the family, parents' educational attainment, parents' occupation, monthly family income, and position in the organization.

Part II: ***The Extent of Effects of Student Affairs Services Program on the Development of Leadership Skills of Student Leaders*****.** This focused on the aspects experiential learning opportunity, mentorship and guidance, promotion of values and ethics, and development of organizational skills. To demonstrate coherence across the instrument, each aspect consisted of ten (10) items, totaling forty (40) item. The respondents were asked to rate each item using a five-point Likert Scale ranging from 5 (Always – Very High Extent) to 1 (Never – Least Extent).

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RESULTS AND DISCUSSIONS

Profile of the Two Groups of Respondents in Terms of Selected Variables

Table 2 presents the profile of the organization adviser respondents in terms of age, sex, civil status, educational attainment, position title, length of service, and seminars and in-service trainings attended.

Table 2. *Frequency, Percentage, and Rank Distribution of the Organizational Adviser-Respondents in Terms of the Selected Variables*

Age	**f**	**%**	**R**
50 years old and above	3	11.5	3.5
40-49 years old	10	38.5	1.5
30-39 years old	10	38.5	1.5
29 years old and below	3	11.5	3.5
Total	**26**	**100.0**	
Sex	**f**	**%**	**R**
Male	16	61.5	1
Female	10	38.5	2
Total	26	100.0	
Civil Status	**f**	**%**	**R**
Single	15	57.7	1
Married	11	42.3	2
Total	**26**	**100.0**	
Position Title	**f**	**%**	**R**
Professor III	1	3.8	9
Professor II	1	3.8	9
Professor I	1	3.8	9
Associate Professor III	1	3.8	9
Associate Professor I	1	3.8	9
Assistant Professor III	1	3.8	9
Assistant Professor II	2	7.7	4
Instructor IV	1	3.8	9
Instructor III	7	26.9	1
Instructor II	2	7.7	4
Instructor I	6	23.1	2
Admin Staff	2	7.7	4
Total	**26**	**100.0**	

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Age	**f**	**%**	**R**
Length of Service	**f**	**%**	**R**
21 years and above	5	19.2	3
16 -20 years	2	7.7	5
11 - 15 years	9	34.6	1
6 - 10 years	6	23.1	2
1- 5 years	3	11.5	4
Less than 1 year	1	3.8	6
Total	**26**	**100.0**	
Educational Attainment	**f**	**%**	**R**
Doctorate Degree Holder	8	30.8	1.5
With Doctorate Degree Units	6	23.1	3
Master's Degree Holder	8	30.8	1.5
With Master's Degree Units	3	11.5	4
College Graduate	1	3.8	5
Total	**26**	**100.0**	
Seminars and Trainings Attended	**f**	**%**	**R**
International	7	26.9	2
National	10	38.5	1
Regional	5	19.2	3
Provincial	1	3.8	5
Institutional/School-Based	3	11.5	4
Total	**26**	**100.0**	

As shown in the table, the majority of respondents fall within the 30 to 39 and 40 to 49 age brackets, with 10 respondents each or 38.5 percent. Meanwhile, those aged 29 years old and below and those aged 50 years old and above comprise 3 respondents each or 11.5 percent. In terms of sex, males dominate the distribution, with 16 respondents or 61.5 percent, while females account for 10 respondents or 38.5 percent. Regarding civil status, single respondents comprise the majority, with 15 or 57.7 percent, whereas married respondents account for 11 or 42.3 percent. In terms of position title, Instructor III represents the largest group, with 7 respondents or 26.9 percent, followed by Instructor I, with 6 respondents or 23.1 percent. Assistant Professor II, Instructor II, and Admin Staff each account for 2 respondents or 7.7 percent. Meanwhile, Professor III, Professor II, Professor I, Associate Professor III, Associate Professor I, Assistant Professor III, and Instructor IV each have 1 respondent or 3.8 percent.

The data on length of service reveal that respondents with 11 to 15 years of service form the largest group, totaling 9 or 34.6 percent. Those with 6 to 10 years of service follow with 6 respondents or 23.1 percent, while those with 21 years and above account for 5 respondents or 19.2 percent. Respondents with 1 to 5 years of service comprise 3 or 11.5 percent, while those with 16 to 20 years account for 2 or 7.7

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percent. The smallest group consists of respondents with less than one year of service, with 1 or 3.8 percent. In terms of educational attainment, doctorate degree holders and master's degree holders share the largest proportion, with 8 respondents each or 30.8 percent. Respondents with doctorate degree units account for 6 or 23.1 percent, while those with master's degree units comprise 3 or 11.5 percent. Only 1 respondent or 3.8 percent is a college graduate. Regarding seminars and trainings attended, national-level seminars and trainings have the highest representation, with 10 respondents or 38.5 percent. International-level seminars and trainings follow, with 7 respondents or 26.9 percent, while regional-level activities account for 5 or 19.2 percent. Institutional or school-based seminars and trainings involve 3 respondents or 11.5 percent, whereas provincial-level activities have the lowest representation, with 1 respondent or 3.8 percent.

Table 3 presents the profile of the student leader-respondents in terms of the selected variables.

It can be observed from the table that the majority of the student-leader respondents are aged 22 years old and above, accounting for 34.7 percent, while those aged 18 years old and below comprise the smallest group at 1.1 percent. In terms of sex, females constitute the majority at 56.6 percent, compared with males at 43.4 percent. Regarding sibling position, first-born children represent the largest group at 59.9 percent, whereas those in the fifth position and above account for the smallest proportion at 4.7 percent. As to the number of children in the family, respondents from families with three children rank first at 29.6 percent, followed by those from families with four children at 28.5 percent. Meanwhile, respondents from families with five children and above account for the smallest proportion at 12.4 percent.

Table 3. *Frequency, Percentage, and Rank Distribution of the Student Leader Respondents in Terms of the Selected Variables*

Age	**f**	**%**	**R**
22 years old and above	95	34.7	1
21 years old	53	19.3	4
20 years old	65	23.7	2
19 years old	58	21.2	3
18 years old and below	3	1.1	5
Total	**274**	**100.0**	
Sex	**f**	**%**	**R**
Male	119	43.4	2
Female	155	56.6	1
Total	**274**	**100.0**	
Sibling Position	**f**	**%**	**R**
1st	164	59.9	1
2nd	50	18.2	2
3rd	33	12.0	3
4th	14	5.1	4
5th and above	13	4.7	5
Total	**274**	**100.0**	
Number of Children in the Family	**f**	**%**	**R**

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Age	**f**		**%**		**R**	
1	41		15.0		3	
2	40		14.6		4	
3	81		29.6		1	
4	78		28.5		2	
5 and above	34		12.4		5	
Total	**274**		**100.0**			
Total	**274**			**100.0**		
	f	**%**	**R**	**f**	**%**	**R**
Doctorate Degree Holder	3	1.1	7	7	2.6	6
With Doctorate Degree Units	11	4.0	6	13	4.7	5
Master's Degree Holder	53	19.3	3	17	6.2	4
With Master's Degree Unit	24	8.8	5	56	20.4	3
College Graduate	85	31.0	1	116	42.3	1
College Undergraduate	67	24.5	2	61	22.3	2
Elementary Graduate	30	10.9	4	3	1.1	7
Elementary Undergraduate	1	0.4	8	1	0.4	8
Total	**274**	**100.0**		**274**	**100.0**	
Parents' Occupation	**Father**			**Mother**		
	f	**%**	**R**	**f**	**%**	**R**
Employed (Local)	204	74.5	1	160	58.4	1
OFW	8	2.9	3	15	5.5	4
Self-Employed	3	1.1	5.5	43	15.7	3
Entrepreneur	51	18.6	1	45	16.4	2
Housewife/Husehusband	5	1.8	4	7	2.6	5
Others	3	1.1	5.5	4	1.4	6
Total	**274**	**100.0**		**274**	**100.0**	
Parents' Occupation	**Father**			**Mother**		
	f	**%**	**R**	**f**	**%**	**R**
Employed (Local)	204	74.5	1	160	58.4	1
OFW	8	2.9	3	15	5.5	4
Self-Employed	3	1.1	5.5	43	15.7	3
Entrepreneur	51	18.6	1	45	16.4	2

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Age	**f**		**%**		**R**	
Housewife/Husehusband	5	1.8	4	7	2.6	5
Others	3	1.1	5.5	4	1.4	6
Self-Employed	3	1.1	5.5	43	15.7	3
Entrepreneur	51	18.6	1	45	16.4	2
Housewife/Husehusband	5	1.8	4	7	2.6	5
Others	3	1.1	5.5	4	1.4	6
Total	**274**	**100.0**		**274**	**100.0**	
Monthly Family Income	**f**		**%**		**R**	
₱40,000 and above	94		34.3		1	
₱30,000 - ₱ 39,999	76		27.7		2	
₱20,000 - ₱ 29,999	58		21.2		3	
₱ 10,000 - ₱19,999	20		7.3		5	
Below ₱ 10,000	26		9.5		4	
Total	**274**		**100.0**			
Position in the Organization	**f**		**%**		**R**	
President	17		6.20		3.5	
Vice President (Internal)	11		4.01		13	
Vice President (External)	17		6.20		3.5	
Secretary	15		5.47		8	
Treasurer	13		4.74		10.5	
Auditor	13		4.74		10.5	
Business Manager	2		0.73		18	
Public Relations Officer/Public Information Officer	16		5.84		6	
Sergeant at Arms	32		11.68		2	
Muse	16		5.84		6	
Escort	16		5.84		6	
Fourth Year Representative	6		2.19		17	
Third Year Representative	9		3.28		15	
Second Year Representative	11		4.01		13	
First Year Representative	14		5.11		9	
Board Member	11		4.01		13	
Ex-Officio	7		2.55		16	

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Age	f	%	R
Others	48	17.52	1
Total	**274**	**100.00**	—

In terms of parents' educational attainment, college graduates represent the largest group for both fathers and mothers, accounting for 31.0 percent and 42.3 percent, respectively. Conversely, elementary undergraduates comprise the smallest group for both parents, at 0.4 percent each. Regarding parents' occupation, locally employed fathers account for the highest proportion at 74.5 percent, while locally employed mothers also rank first at 58.4 percent. Among fathers, self-employed individuals and those classified under other occupations share the lowest percentage at 1.1 percent each. Among mothers, those classified under other occupations represent the smallest group at 1.4 percent.

As to monthly family income, the largest proportion of respondents comes from families earning ₱40,000 and above, accounting for 34.3 percent, followed by those earning ₱30,000 to ₱39,999 at 27.7 percent. In contrast, families earning ₱10,000 to ₱19,999 comprise the smallest group at 7.3 percent. In terms of position in the organization, the category labeled "Others" ranks first at 17.52 percent. This may be attributed to differences in the organizational structures and compositions of the respective student organizations, as some organizations have officer positions that are not included among the specific categories listed in the table. These positions may vary depending on the functions, responsibilities, and leadership arrangements established by each organization. Meanwhile, Sergeant at Arms ranks second at 11.68 percent, followed by the President and Vice President (External), which share the same percentage of 6.20 percent. Business Managers account for the smallest proportion at 0.73 percent. The remaining respondents occupy various positions within their respective organizations, indicating that the respondents represent a diverse range of organizational roles and responsibilities.

Extent of Effects of Student Services Program on the Development of Leadership Skills of Student Leaders as Perceived by the Two Groups of Respondents with Respect to the Different Aspects

Table 8 presents the summary of the extent of effects of student affairs services program on the development of leadership skills of student leaders as perceived by the two groups of respondents with respect to the different aspects.

As gleaned from the table on the next page, as perceived by organizational advisers, the composite weighted mean obtained is 4.48 verbally interpreted as Often (High Extent). Among the four aspects, first in rank is Mentorship and Guidance with an overall weighted mean of 4.50 verbally interpreted as Always (Very High Extent). Promotion of Values and Ethics and Experiential Learning Opportunity obtained overall weighted mean of 4.49 and 4.47 respectively both interpreted as Often (High Extent), while last in rank is the aspect Development of Organizational Skills with an overall weighted mean of 4.46 verbally interpreted as Often (High Extent) as well. For student leader-respondents, the composite weighted mean is 4.53 verbally interpreted as Always (Very High Extent). Three aspects are interpreted as Always (Very High Extent) with Experiential Learning Opportunity as the first in rank with an overall weighted mean of 4.62. Last in rank is Mentorship and Guidance with a weighted mean of 4.45 interpreted Always (High Extent).

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Table 8. *Summary of the Extent of Effects of Student Affairs Services Program on the Development of Leadership Skills of Student Leaders as Perceived by the Two Groups of Respondents with Respect to the Different Aspects*

Aspects	**Organizational Advisers**			**Student Leaders**		
	$W\bar{X}$	**VI**	**R**	**$W\bar{X}$**	**VI**	**R**
Experiential Learning Opportunity	4.47	Often (High Extent)	3	4.62	Always (Very High Extent)	1
Mentorship and Guidance	4.50	Always (Very High Extent)	1	4.45	Always (Very High Extent)	4
Promotion of Values and Ethics	4.49	Often (High Extent)	2	4.54	Always (Very High Extent)	2
Development of Organizational Skills	4.46	Often (High Extent)	4	4.51	Always (Very High Extent)	3
Composite $W\bar{X}$	**4.48**	**Often (High Extent)**		**4.53**	**Always (Very High Extent)**	

It could be deduced from the results that as perceived by the organizational advisers, student affairs services program has high effect on the leadership development of student leaders. For the student leaders' student services program has very high effect on the leadership development of school leaders.

Findings imply that student services and leadership development programs have a strong, positive impact on building the personal, interpersonal, and organizational capacities of student leaders. Findings further imply that student services programs improve communication, decision-making, problem-solving, and critical thinking skills. Active involvement fosters higher self-awareness, personal discipline, and emotional resilience. Structured training helps student leaders ground their actions in integrity and ethical conduct.

This conforms to the findings of the study of Zhang and Demalen (2025) which revealed that structured student services programs foster holistic student growth. By engaging students in leadership activities, mentorship, and other extracurricular initiatives, enhance personal, interpersonal, and organizational competencies of student leaders.

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Significant Difference Between the Perceptions of the Two Groups of Respondents on the Extent of Effects of Student Services Program on the Development of Leadership Skills of Student Leaders with Respect to the Different Aspects

Table 9 on the next page presents the result of the t-test on the significant difference between the perceptions of the two groups of respondents on the extent of effects of student affairs services program on the development of leadership skills of student leaders with respect to the different aspects.

Table 9. *Result of the t-test in the Significant Difference between the Perceptions of the Two Groups of Respondents on the Extent of Effects of Student Services Program on the Development of Leadership Skills of Student Leaders with Respect to the Different Aspects*

Aspects	Groups	N	Mean	SD	t-value	p-value	Ho	Verbal Interpretation
Experiential Learning Opportunity	Advisers	26	4.473	0.536	6.491	0.037	Rejected	Significant
	Students	274	4.622	0.480				
Mentorship and Guidance	Advisers	26	4.500	0.566	5.396	0.002	Rejected	Significant
	Students	274	4.449	0.629				
Promotion of Values and Ethics	Advisers	26	4.492	0.622	4.405	0.006	Rejected	Significant
	Students	274	4.540	0.566				
Development of Organizational Skills	Advisers	26	4.458	0.744	8.42	0.005	Rejected	Significant

Findings indicate that the two groups of respondents have different perceptions regarding the extent of effects of student services program on the development of leadership skills of student leaders with respect to the different aspects. This means that observation of organizational advisers on the effects of student services program differ from what the student leaders experience on the extent of effects of student services program with respect to experiential learning opportunity, mentorship and guidance, promotion of values and ethics and development of organizational skills.

Findings imply that student leaders perceive higher effect on values and ethics formation than advisers. Students internalize values (integrity, accountability, servant leadership, honesty) through Student Services Program more than advisers realize. Student Services Program's values integration is effective from student perspective - they live the values in leadership roles. Advisers may be more critical in evaluating values promotion.

This is in relation with the statements of Mamadaliyeva (2025) that leadership development depends on both individual skills, such as communication, problem-solving, decision-making, teamwork, goal-setting, and self-confidence, and external opportunities, such as structured programs, workshops, and group projects.

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Significant Difference on the Perceptions of the Two Groups of Respondents on the Extent of Effects of Student Services Program on the Development of Leadership Skills of Student Leaders with Respect to the Different Aspects in Terms of their Profile

Table 10 presents the result of the F-test on the significant difference on the perceptions of organizational adviser- respondents on the extent of effects of student affairs services program on the development of leadership skills of student leaders with respect to the different aspects in terms of their profile.

Table 10. *Result of the F-Test in the Significant Difference on the Perceptions of Organizational Adviser- Respondents on the Extent of Effects of Student Services Program on the Development of Leadership Skills of Student Leaders with Respect to the Different Aspects in Terms of Their Profile*

Aspects/Profile	**Fcomp**	**p-value**	**Ho**	**Verbal Interpretation**
Age	**Fcomp**	**p-value**	**Ho**	**Verbal Interpretation**
Experiential Learning Opportunity	1.430	0.635	Accepted	Not Significant
Mentorship and Guidance	1.106	0.368	Accepted	Not Significant
Promotion of Values and Ethics	1.493	0.244	Accepted	Not Significant
Development of Organizational Skills	1.542	0.232	Accepted	Not Significant
Sex	**Fcomp**	**p-value**	**Ho**	**Verbal Interpretation**
Experiential Learning Opportunity	0.074	0.788	Accepted	Not Significant
Mentorship and Guidance	0.078	0.782	Accepted	Not Significant
Promotion of Values and Ethics	0.092	0.764	Accepted	Not Significant
Development of Organizational Skills	0.004	0.948	Accepted	Not Significant
Civil Status	**Fcomp**	**p-value**	**Ho**	**Verbal Interpretation**
Experiential Learning Opportunity	0.020	0.888	Accepted	Not Significant
Mentorship and Guidance	0.119	0.733	Accepted	Not Significant
Promotion of Values and Ethics	0.058	0.812	Accepted	Not Significant
Development of Organizational Skills	0.00	0.986	Accepted	Not Significant
Educational Attainment	**Fcomp**	**p-value**	**Ho**	**Verbal Interpretation**
Experiential Learning Opportunity	1.371	0.278	Accepted	Not Significant
Mentorship and Guidance	0.357	0.836	Accepted	Not Significant
Promotion of Values and Ethics	0.326	0.857	Accepted	Not Significant
Development of Organizational Skills	0.296	0.877	Accepted	Not Significant
Position Title	**Fcomp**	**p-value**	**Ho**	**Verbal Interpretation**

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Aspects/Profile	Fcomp	p-value	Ho	Verbal Interpretation
Experiential Learning Opportunity	0.861	0.593	Accepted	Not Significant
Mentorship and Guidance	0.886	0.574	Accepted	Not Significant
Promotion of Values and Ethics	0.943	0.531	Accepted	Not Significant
Development of Organizational Skills	0.976	0.507	Accepted	Not Significant
Length of Service	**Fcomp**	**p-value**	**Ho**	**Verbal Interpretation**
Experiential Learning Opportunity	2.689	0.051	Accepted	Not Significant
Mentorship and Guidance	1.034	0.425	Accepted	Not Significant
Promotion of Values and Ethics	1.459	0.247	Accepted	Not Significant
Development of Organizational Skills	0.780	0.576	Accepted	Not Significant
Seminars and In-Service Trainings Attended	**Fcomp**	**p-value**	**Ho**	**Verbal Interpretation**
Experiential Learning Opportunity	0.659	0.627	Accepted	Not Significant
Mentorship and Guidance	0.700	0.601	Accepted	Not Significant
Promotion of Values and Ethics	0.887	0.489	Accepted	Not Significant
Development of Organizational Skills	0.673	0.618	Accepted	Not Significant

The table depicts that with respect to the different aspects, in terms of the personal variables of the organizational advisers, the result of the F-test show probability values greater than .05. This fails to reject the null hypothesis stating that there is no significant difference on the perceptions of organizational adviser-respondents on the extent of effects of student affairs services program on the development of leadership skills of student leaders with respect to the different aspects in terms of their profile.

Findings indicate that personal attributes of the organizational advisers are not significant on their perceptions regarding the extent of effects of student services program on the development of leadership skills of student leaders with respect to the different aspects. This means that regardless of their age, sex, civil status, educational attainment, length of service, position title and seminars and trainings attended, advisers see how the conduct of activities implemented by the student services program affect the leadership skills development of student leadership skills.

Findings imply that age of advisers has nothing to do with their perceptions. Likewise, there is a gender-fair perception, no gender bias in evaluating Student Services Program. Civil status does not affect professional judgment on leadership development. Both single and married advisers equally committed. Moreover, student Services Program's effectiveness is clearly visible regardless of adviser's education. Rank does not affect perception. Regardless of position, all advisers see same high effect. Experience does not significantly affect perception .This is good for program sustainability that even new advisers see effectiveness. Number of trainings does not differentiate perception. Even advisers with few trainings see high effect.

These results are supported by a study indicating that institutional evaluations and program perceptions remain consistent across different professional profiles. Navia and Nasser (2022) emphasized that educational leaders across different roles recognize the important role of institutional competencies and structured student support in fostering development, showing a shared institutional outlook. This aligns

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with the current study's findings, showing that organizational advisers' personal and professional attributes, such as age, sex, educational attainment, length of service, and seminars and trainings attended, do not significantly change their evaluations, confirming a unified and objective professional perspective on the effectiveness of the student affairs services program.

Table 11 on the next page presents result of the F-Test on the significant difference on the perceptions of the student leader-respondents on the extent of effects of student affairs services program on the development of their leadership skills with respect to the different aspects in terms of their profile.

As reflected in the table with respect to the different aspects, in terms of the personal variables of the student leader respondent, the result of the F-test show probability values greater than .05. This fails to reject the null hypothesis stating that there is no significant difference on the perceptions of student leader-respondents on the extent of effects of student services program on the development of their leadership skills of student leaders with respect to the different aspects in terms of their profile.

Table 11. *Result of the F-Test on the Significant Difference on the Perceptions of the Student Leader- Respondents on the Extent of Effects of Student Services Program on the Development of their Leadership Skills with Respect to the Different Aspects in Terms of their Profile*

Aspects/Profile	**Fcomp**	**p-value**	**Ho**	**Verbal Interpretation**
Age				
Experiential Learning Opportunity	0.252	0.908	Accepted	Not Significant
Mentorship and Guidance	0.768	0.547	Accepted	Not Significant
Promotion of Values and Ethics	2.018	0.075	Accepted	Not Significant
Development of Organizational Skills	1.596	0.176	Accepted	Not Significant
Sex	**Fcomp**	**p-value**	**Ho**	**Verbal Interpretation**
Experiential Learning Opportunity	2.880	0.091	Accepted	Not Significant
Mentorship and Guidance	0.140	0.708	Accepted	Not Significant
Promotion of Values and Ethics	0.274	0.601	Accepted	Not Significant
Development of Organizational Skills	1.281	0.259	Accepted	Not Significant
Sibling Position	**Fcomp**	**p-value**	**Ho**	**Verbal Interpretation**
Experiential Learning Opportunity	0.750	0.559	Accepted	Not Significant
Mentorship and Guidance	0.669	0.614	Accepted	Not Significant
Promotion of Values and Ethics	2.015	0.093	Accepted	Not Significant
Development of Organizational Skills	0.284	0.888	Accepted	Not Significant
Number of Children in the Family	**Fcomp**	**p-value**	**Ho**	**Verbal Interpretation**
Experiential Learning Opportunity	1.405	0.233	Accepted	Not Significant
Mentorship and Guidance	1.473	0.211	Accepted	Not Significant
Promotion of Values and Ethics	1.655	0.161	Accepted	Not Significant

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Aspects/Profile	**Fcomp**	**p-value**	**Ho**	**Verbal Interpretation**
Development of Organizational Skills	1.769	0.135	Accepted	Not Significant
Fathers' Educational Attainment	**Fcomp**	**p-value**	**Ho**	**Verbal Interpretation**
Experiential Learning Opportunity	0.984	0.443	Accepted	Not Significant
Mentorship and Guidance	0.697	0.675	Accepted	Not Significant
Promotion of Values and Ethics	0.772	0.612	Accepted	Not Significant
Development of Organizational Skills	0.884	0.520	Accepted	Not Significant
Mothers Educational Attainment	**Fcomp**	**p-value**	**Ho**	**Verbal Interpretation**
Experiential Learning Opportunity	0.865	0.535	Accepted	Not Significant
Mentorship and Guidance	0.895	0.510	Accepted	Not Significant
Promotion of Values and Ethics	0.655	0.710	Accepted	Not Significant
Development of Organizational Skills	1.519	0.066	Accepted	Not Significant
Fathers' Occupation	**Fcomp**	**p-value**	**Ho**	**Verbal Interpretation**
Experiential Learning Opportunity	1.958	0.061	Accepted	Not Significant
Mentorship and Guidance	0.418	0.891	Accepted	Not Significant
Promotion of Values and Ethics	1.668	0.117	Accepted	Not Significant
Development of Organizational Skills	1.408	0.202	Accepted	Not Significant
Mothers' Occupation	**Fcomp**	**p-value**	**Ho**	**Verbal Interpretation**
Experiential Learning Opportunity	0.946	0.462	Accepted	Not Significant
Mentorship and Guidance	0.78	0.586	Accepted	Not Significant
Promotion of Values and Ethics	1.181	0.316	Accepted	Not Significant
Development of Organizational Skills	0.866	0.520	Accepted	Not Significant
Monthly Family Income	**Fcomp**	**p-value**	**Ho**	**Verbal Interpretation**
Experiential Learning Opportunity	0.486	0.786	Accepted	Not Significant
Mentorship and Guidance	0.428	0.829	Accepted	Not Significant
Promotion of Values and Ethics	0.589	0.708	Accepted	Not Significant
Development of Organizational Skills	0.282	0.923	Accepted	Not Significant
Position in the Organization	**Fcomp**	**p-value**	**Ho**	**Verbal Interpretation**
Experiential Learning Opportunity	0.711	0.791	Accepted	Not Significant

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Aspects/Profile	Fcomp	p-value	Ho	Verbal Interpretation
Mentorship and Guidance	0.710	0.792	Accepted	Not Significant
Promotion of Values and Ethics	1.208	0.258	Accepted	Not Significant
Development of Organizational Skills	0.981	0.480	Accepted	Not Significant

Results suggest that personal characteristics of the student-leaders are not significant on their perceptions regarding the extent of effects of student services program on the development of their leadership skills with respect to the different aspects. This means that regardless of their age, sex, sibling position, number of children in the family, parents' educational attainment, parents' occupation, monthly family income and position in the organization they believe that student services program affect their leadership skills development.

Findings imply that student leader-respondents' profile such as age, sex, sibling position, number of children, father's and mother's education, father's and mother's occupation, family income, position in organization did not significantly influence their perceptions on the extent of effects of Student Services Program on leadership skills development with respect to the different aspects. Perception is perfectly homogeneous, program is equitable and inclusive, effective across all backgrounds.

The findings align with previous research by Sabodogo (2024) which revealed that student affairs activities and programs had a significant positive impact on student success and personal growth, showing that students across diverse backgrounds report high satisfaction with support services designed to develop talents, skills, ethical values, and leadership skills. This supports the current study's results, demonstrating that student leader-respondents' profiles do not significantly alter perceptions regarding the extent of effects of student affairsservices programs on leadership development, indicating an equitable and inclusive program that is effective across all backgrounds.

Level of Academic Performance of the Student Leader-Respondents as Revealed by their General Weighted Average Grade in the Second Semester

Table 12 presents the level of the academic performance of the student leader-respondents as revealed by their general weighted average grade in the second semester.

Table 12. *Level of the Academic Performance of the Student Leader-Respondents as Revealed by Their General Weighted Average Grade in the Second Semester*

Grade	Percentage Equivalent	Verbal Interpretation	f	%
1.0–1.7	90 and above	Outstanding	197	72
1.8–2.2	85–89	Very Satisfactory	51	19
2.3–2.6	80–84	Satisfactory	26	9
2.7–3.0	75–79	Fairly Satisfactory	–	–
Below 3.0	Below 75	Did Not Meet Expectations	–	–
Total			274	100

Descriptive Statistics	Value
Highest Grade	1.0
Lowest Grade	2.6
Mean	1.60 – Outstanding
Standard Deviation	0.37

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The table shows that out of 274 student leader -respondents, 197 or 72% got Outstanding performance with average grades of 1.0-1.7. Meanwhile, 51 or 19 % obtained Very Satisfactory performance with average grades of 1.8-2.2. Only 26 or 9% obtained Satisfactory performance with average grades of 2.3-2.6.

Findings indicate most student leaders achieve outstanding performance while leading student organization. These students balance leadership and academics well. Even the lowest performing student leaders are still Satisfactory, none are Fairly Satisfactory or Did Not Meet Expectations.

Findings imply that student leader-respondents have Outstanding academic performance despite leadership responsibilities. This further implies that Student Services Program effectively develops leaders who are both academically excellent and organizationally competent, supporting that leadership development and academic achievement are complementary, not competing.

This is aligned with the study of Estacio et al. (2022) which indicated that the student services and programs offered by the university were effective in facilitating academic performance and overall student development. The analysis of mean averages demonstrated that these services and programs were instrumental in supporting students throughout their university stay, providing resources and opportunities that fostered academic engagement and timely program completion.

Significant Relationship between the Perceived Extent of Effects of Student Affairs Services Program on the Development of Leadership Skills of Student Leaders and their Level of Academic Performance

Table 13. *Computed R-values on the Significant Relationship between the Perceived Extent of Effects of Student Affairs Services Program on the Development of Leadership Skills of Student Leaders and their Level of Academic Performance*

Aspects	R-values	p-values	Ho	Verbal Interpretation
Experiential Learning Opportunity	0.013	0.837	Accepted	Not Significant
Mentorship and Guidance	0.038	0.533	Accepted	Not Significant
Promotion of Values and Ethics	0.007	0.910	Accepted	Not Significant
Development of Organizational Skills	0.063	0.296	Accepted	Not Significant

As gleaned from the table, the test of relationship showed small correlation coefficients in all aspects with probability values greater than .05. The null hypothesis stating that there is no significant relationship between the perceived extent of effects of student affairs services program on the development of leadership skills of student leaders and their level of academic performance is therefore accepted.

Findings indicate that perceived effects of student services program on the development of leadership skills is not significantly related to their academic performance. This means that student leaders' academic performance is not influenced by their responsibility in the organization.

Findings imply that student leaders' academic performance is independent of leadership perception. Leadership skills and academic achievement are separate, compatible domains. Findings further imply that despite students' responsibilities in their respective organization, they still comply with the needed requirements as responsible students.

This is similar with the findings of the study of Chen et al. (2025) which revealed that active participation in student organizations does not negatively affect the academic performance of the respondents. This directly counters the common assumption that organizational works and activities hinders study time of student leaders.

CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn:

1. Organizational advisers and student leaders differ on their observations and experiences on the extent of effects of student affairs services program on the leadership skills of student leaders with respect to experiential learning opportunity, mentorship and guidance, promotion values and ethics, and development of organizational skills.
2. Organizational advisers' age, sex, civil status, educational attainment, position title, length of service and seminars and trainings attended and student leaders' age, sex, sibling position, number of children in the family, parents' educational attainment, parents' occupation, monthly family income, and position in the organization are not influential on their perception on the extent of effects of student affairs services program on the leadership skills of student leaders with respect to experiential learning opportunity, mentorship and guidance, promotion values and ethics, and development of organizational skills.
3. Academic performance of student leaders is not significantly related to the perceived effects of student affairs services program on the leadership skills of student leaders.

Recommendations

In the light of the findings, the following recommendations are hereby offered:

1. School administration may continuously support the implementation of programs and activities in the student services program for better student development.
2. Student leaders may sustain their leadership abilities and involvement in student organization and projects for effective student services development.
3. The proposed institutional development program may be implemented.
4. Parallel studies may be conducted considering other variables.

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