

Journal of
Education and Practice
(JEP)

**The Role of Student Affairs in Promoting Student Success and
Retention**



CARI
Journals

The Role of Student Affairs in Promoting Student Success and Retention

 John Johnson A. Sabodogo

Asian Institute of Maritime Studies

<https://orcid.org/0009-0006-0629-9711>

Accepted: 23rd Jul 2024 Received in Revised Form: 3rd Aug 2024 Published: 19th Aug 2024

Abstract

Purpose: Universities place a high priority on student success, yet data shows that one-third of students drop out of postsecondary education without receiving a diploma. While some research suggests that student affairs activities and programs have an effect on college achievement, others suggest that additional unknown factors may be at play. In this study, the general aim is to determine the roles of student affairs and its relationship on student retention and success.

Methodology: The researchers used quantitative techniques with descriptive-correlational study design to reach these aims and objectives. Simple random sampling was used in order to select individuals who participated in the study. A total of 60 respondents were selected and were given a researcher-made questionnaire that contains the demographic profile of the respondents, level of satisfaction on the roles of student affairs and their level of student success and retention.

Findings: Student affairs activities and programs helped students succeed and stay enrolled. Student success and retention were found to be higher for those who actively participated in student affairs activities. Additionally, the students' suggestions for the roles of student affairs included providing accessible and secure residential options for students, psychosocial and mental health programs, career opportunities, physical fitness opportunities, and opportunities to develop and enhance talents, abilities, and values for appreciating, promoting, and conserving national culture and multi-cultural heritage, as well as providing accessible health services like online medical.

Unique Contribution to Theory, Policy and Practice: The researcher then recommended that students should be encouraged to participate in student affairs and programs. Also, increase student affairs efforts to reach students about the services, programs and activities and student affairs should focus on activities that improve the motivation and engagement of the students towards learning and their surroundings. Moreover, develop programs and activities that will enable students to have confidence in subject areas, especially on student retention. Lastly, for future researchers, it is recommended to make use qualitative observations in studying the variable for this study.

Keywords: *Student Affairs, Student Success, Student Retention*

INTRODUCTION

Background of the Problem

Universities place a high priority on student success, yet data shows that one-third of students drop out of postsecondary education without receiving a diploma. While some research suggests that student affairs activities and programs have an effect on college achievement, others suggest that additional unknown factors may be at play. According to Pascarella and Terenzini (2020), students are more likely to stay in college and graduate if they are socially or intellectually included in their campus. All student affairs initiatives, including campus leisure, are primarily motivated by the achievement of the students. Such a claim made by those who operate in the field rather than being founded on science, often frequently draws from human experience, stories, and other observations. Several studies that look into students' engagement and achievement. As greater proof of student affairs' contribution to student achievement is needed for school accreditation purposes, the necessity for research becomes more critical (Cooper & Faircloth, 2016).

According to Schreiber (2014), the literature in many nations serves as the primary source of information for higher education counseling since it is believed that the United States has a renowned and recognized student affairs profession. Although student affairs have a longer history in the United States than in South Africa or other nations, there are numerous parallels in the roles it serves in higher education.

In an article by Schuh et al. (2016) acknowledged that learning occurs as a result of interactions between students and the various environments in which they exist, including people like academic and support staff, as well as peers, and highlighted the synergistic relationship between what students learn in the classroom and what they learn outside of it. The main message of this text was that it was up to student affairs to plan and oversee events that support students' learning and had an educational purpose. The first step in realizing this goal is realizing that student learning is the primary emphasis of all divisions within a higher education institution. For a long time, formal education's intended result—learning—was perceived by the higher education sector as an industry. However, the method of this learning was given less attention. Multiple organizations, ranging from accrediting authorities to specific institutions, started imposing requirements on the United States that defined learning objectives for students to be conveyed through syllabi and program objectives. In order to achieve the intended goals, this needed that academic and support personnel in higher education understand the process of how students learn and how we know they understand the subject.

Research Gap

Previous studies were not able to understand the role of student affairs specifically on the success of students as well as their retention. Furthermore, this study will try to observe the

presence of student affairs in Maritime setting and its effects on the success and retention of maritime students.

Review of Related Literatures

Previous studies have shown a connection between student engagement, college success, perseverance, and retention and the activities provided by student affairs. According to previously conducted studies, those students who don't participate on the student affairs programs and activities tend to have greater issues in college (Pascarella & Terenzini, 2020). In other words, lower academic success has been linked to poor health and poor health practices. To improve student retention and performance, the American College Health Association's Healthy Campus (2018), advocate that student affairs should create a comprehensive health promotion program (such as campus recreation programs) for faculty, staff, and students. In another study, students who have been part of any extracurricular activities such as clubs, sports, study groups, school spirit have been associated with good retention and academic success from students (Ericksen, 2022). Given the constant link between extracurricular and academic success, these experts advise developing a campus that promotes a feeling of belongingness and engagement among students. However, conflicting findings from this research suggest that in order to completely comprehend student performance outcomes, more factors than just extracurricular must be taken into account (Page et al., 2020). The majority of prior research on student success has examined factors relating to academic challenges and kids who have poor academic performance.

The purpose of these investigations has been to identify the factors that affect a student's potential or lead to school abandonment. This research' findings indicate that academic success would be forthcoming if variables that contributed to failure could be removed. However, in order for high levels of success to follow, students must also develop habits that help them succeed in addition to avoiding the failure-related behaviors that were the study's main focus (Becker et al., 2018). Becker et al., (2018) both describe how the academic professionals frequently assesses a student's success using a similar paradigm; if a student performs well in all of the aspects, physical, emotional, mental, and social well-being they are viewed or classified as healthy and are hence described as succeeding. The absence of one of the aspects does not, however, determine a student's health in isolation. The World Health Organization (WHO) has been defining academic health since 1948 as a total condition of physical, emotional, mental, and social well-being and not only the absence of any of these aspects (WHO, 2018).

Moreover, in a study of Becker et al., (2018), examined the link between student achievement and participation in student affairs activities. In their study, they used a total number of samples of 691 students who are enrolled in large universities in United States. The student's independent and academic health, and participation to student affairs activities were evaluated using the Salutogenic Wellness Promotion Scale (SWPS), a positive health scale that has been previously validated for college students (Becker et al., 2019). The SWPS is a 26-item, 7-

dimensional survey. The SWPS questions are intended to gauge how frequently people participate in identifying rank of health-promoting activities on a 6-point Likert scale from Always to Never (Always, Very Often, Often, Sometimes, Once in a While, Never). The questionnaire evaluates actions in the domains of life that are physical, social, emotional, spiritual, intellectual, occupational, and environmental. According to their findings, students are more likely to be successful as measured by their GPA and health condition the more active they are with Student Affairs programs. The success of students in terms of academic achievement and physical well-being might be enhanced if student affairs experts assist them to become more involved in student affairs programs. Their study provides more evidence that Student Affairs initiatives may affect students' academic success because the majority of the success-related activities that students participate in on campus are generally common and changeable. Therefore, those who work in student affairs have the chance to assist, nurture, and encourage students to participate in initiatives that promote the traits thought to be associated with success, such as bettering one's health and achieving academically. The findings also showed that students' achievement increased with their level of participation.

Theoretical Framework

This study was framed by several hypotheses. First, student affairs perceptions of their roles and how they affect their conduct were explained using Bem's (1967) self-perception theory. According to self-perception theory, what attitude must an individual have to be prepared to act in this way in this circumstance? Bem's theory, according to Woodyard (1973), "makes judgments about beliefs in the same way that judgments are made about the beliefs of others, all based on behaviors that are observed" (Bem & McConnell, 1970, p. 29). Self-perception theory is one of the most popular ideas on how individuals get to know themselves since it can explain changes in self-knowledge in a variety of circumstances (Ehiobuche, 2012, p. 23). According to Ehiobuche (2012), perception is the act of obtaining information, selecting which information to focus on, and deciding how to interpret that information. A person's prior knowledge and previous experiences are what help them construct their perceptions. Perceptions were described by Skinner (1965) as our "behavior" with our environment or the world as we know it (p. 140). Managers and other leaders may find it useful to comprehend how people view their place in a company. Such understanding is critical because stimuli—internal and external—can influence people's behavior (Ehiobuche, 2012).

The second theory that was employed to frame the investigation was role theory. The role theory states that "interpretation of organizational context can guide managerial perceptions of their role" (Shivers-Blackwell, 2004, p. 45). According to Biddle (1986), "social systems that are preplanned, task-oriented, and hierarchical" are the emphasis of role theory for organizations and their members (p. 73). This idea is especially related to organizational jobs and the requirements for such positions. Role theory, according to Shivers-Blackwell (2004), may be used to

comprehend and ascertain how managers' views of the organizational environment affect their leadership actions. According to her observation on page 45, managers are under pressure to conform their conduct to organizational standards as a result of expectations and preconceptions about the organization's structure, culture, and superiors. Shivers-Blackwell (2004) also noted that there is a connection between context and leadership behaviors and that "every work environment is a set of activities or roles that are defined as potential behaviors to be performed in accordance with a specific job" (p. 41). These actions may alter how SAAs are viewed as playing a part in HE. In order to become a successful leader, Gillett-Karam (1999) stated that it is important to understand one's own "personal leadership style as well as understanding the responsibilities, roles, strategies, and aspirations of mid-level managers" (p. 7).

Conceptual Framework

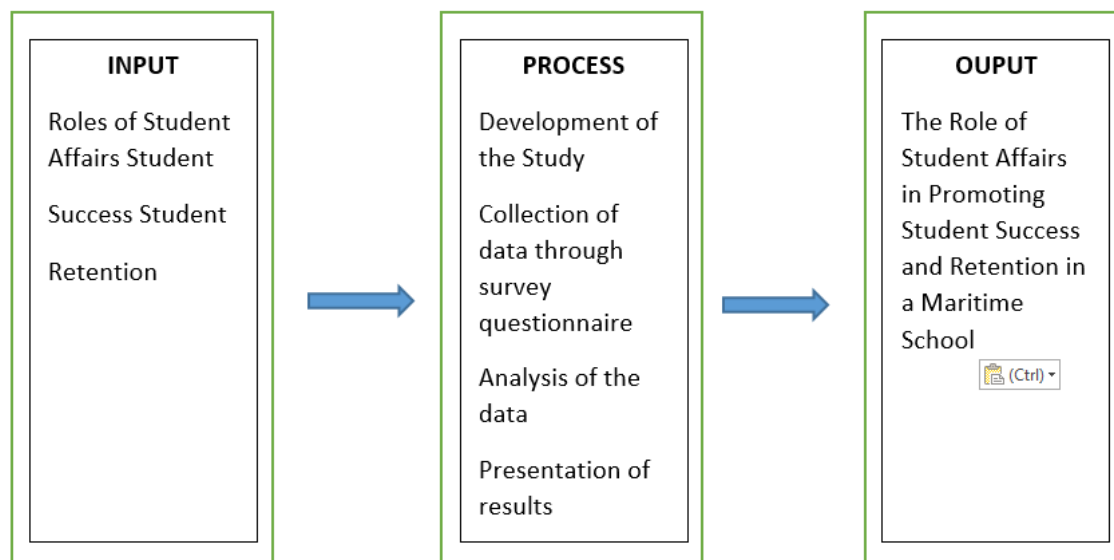


Figure 1. Conceptual Framework of the Study

The figure above illustrated the key concept of this study. Through this study, the researcher examined the role of student affairs in promoting student success and retention in a Maritime School.

Statement of the Problem

The general aim of this study was to examine the role of student affairs in promoting student success and retention in a Maritime School.

Specifically, this study seeks to answer the following questions;

1. What is the demographic profile of the respondents?
2. What are the roles of student affairs from a student perspective?
3. What is the level of the student's academic success?
4. What is the level of retention of the students?
5. Is there a correlation between roles of student affairs and student's success and retention?

Research Hypothesis

There is no significant evidence to say that the role of student affairs is correlated with student's success and retention.

Significance of the Study

Low academic success and retention from students are serious concerns which most universities had no programs to aid with. Most of the time, students who are struggling academically have poor non-academic participation. Because of this, the study aided in the dissemination of knowledge in the roles in student affairs and in raising awareness about the problem related to this study. Furthermore, this study sought to help Maritime Student Affairs obtain information and awareness about how their roles may impact student success and retention, as well as other programs and activities that they could possibly provide in order to help students.

Scope and Limitations

The scope of the study was the participation of sixty (60) students enrolled in Asian Institute of Maritime Studies (AIMS) who have engaged in the survey questionnaire discussing their perspective on the roles of student affairs as well as their level of student success and retention. The research took place especially at AIMS situated in Pasay City. A researcher-made survey questionnaire was the study's main method for gathering data.

The study is delimited to the responses of the participants to the survey questions where potential biases might have been present, and unintentional misunderstanding on the context of the questions were deemed unavoidable. Also, student's responses were only the basis for this study whereas student affairs employees' perception on their roles could improve programs and activities in their division.

Definition of Terms

The terms used in this study are defined as they are used in this study in order to avoid any ambiguity and vagueness as it relates to research work.

Maritime School. This is where the study will be conducted as well as the respondents will come from

Retention. One of the focuses of this study. This variable is used on how student affairs affect this variable of interests.

Role of Student Affairs. One of the focuses of this study. This variable is used to check how associated it was with student success and retention.

Student Success. One of the focuses of this study. This variable is used on how student affairs affect this variable of interests.

METHODOLOGY

This chapter defined the research methodologies that were used to carry out the investigation. This offered details on the research design, study participants, research tool, data collection techniques, and statistical analysis of the data.

Research Design

It ascertained the effect of the role of student affairs in promoting student success and retention in a Maritime School, a quantitative approach with a descriptive research design will be used in this study. The data that was used in this study gathered through researcher-made survey questionnaire with the respondents, and correlational analysis was used to determine whether or not "alternative knowledge assertions" are true, in accordance with Creswell's (2003) definition of quantitative research.

Research Locale

AIMS was the location of the study. The respondents were surveyed in their classrooms or any other locations where they feel at ease. The full academic year [2022–2023] will be dedicated to this study.

Sampling and Sampling Technique

In selecting the samples, the researcher used simple random sampling. A total of 60 students will be selected for the study. The target population were students enrolled in AIMS during the Academic Year [2022-2023]. In line with the sampling technique, given the researcher's limited time and human resources for the survey, this study will determine the sample size at 7% margin of error and 90% level of confidence. Furthermore, this study will be using a sample proportion of value of 50% since it is conservative and yields the largest sample size. The sample size will be determined and is increased by 15% for potential non-responses in the survey.

Research Instruments

In order to identify the roles of student affairs, student success and retention, the researcher collected data via a self-administered questionnaire. By having subject matter experts in the field of study confirm the guide questions, their validity and accuracy was assessed and validated. In line with this, the Cronbach Alpha of the researcher made questionnaire was computed to test

whether the questionnaire to be used is reliable. The questionnaire had four sections namely, a. demographic profiles, b. roles of student affairs c. level of student success, level of student retention.

Data Collection

In this study, the researcher used two types of data gathering procedures in supporting the content of the research classified as the primary and secondary data.

Primary Data- this refers to the result of the survey questionnaires that the researcher conducted. The responds and the outcomes of the survey conducted were the important figures needed to draw discussions and conclusions.

Secondary Data- on the other hand, the secondary data is the use of the gathered literature. The review of related literature supports the ideas and concepts that were used in the study.

Statistical Analysis of the Data

Amongst them were frequency and percentage, mean and correlational formulas to establish relationship among variables. The Spearman Rho correlation will then be used to check for the correlation among the said variables.

RESULTS AND DISCUSSION

This chapter in the research study presented the data results gathered from the conduct of the study which was treated statistically, organized, interpreted, and presented with analysis.

Table 1. Demographic profile of the respondents

Variable	Frequency	Percentage	Rank
<i>Age Groups</i>			
18 to 20 years old	14	23.33%	2
21 to 22 years old	37	61.66%	1
23 years older	9	15%	3
<i>Gender</i>			
Male	41	68.33%	1
Female	19	31.67%	2

Degree Program

Bachelor of Science (BS) in Marine Transportation (BSMT)	29	48.33%	1
BS in Marine Engineering (BSME)	15	25%	2
BS in Naval Architecture and Marine Engineering (BSNAME)	2	3.33%	4
BS Customs Administration (BSCA)	14	23.33%	3

Table 1 shows the demographic profile of the respondents, based on the table. The profile variables indicated in the study is that of age, gender and degree program enrolled in.

For the variable age, majority or 61.33 percent of the respondents were 21-22 years old, 23.33 percent were 18-20 years old and 15 percent were 23 years and above. In the variable gender, majority or 68.33 percent of the respondents were male while 31.67 percent were female. In degree programs enrolled, majority or 48.33 percent were enrolled in BSMT, 25 percent were BSME students, 23.33 percent were BSCA students and 3.33 percent were BSNAME students.

Table 2. Level of student's satisfaction on the roles of student affairs

Statements	Weighted Average	Interpretation
1. The student affairs helps students to have accessible and safe student housing or residential services	3.50	Very Satisfied
2. The student affairs' services provide psycho-social and mental well-being programs	3.17	Satisfied
3. The student affairs provide career and occupational opportunities	3.37	Very Satisfied
4. The student affairs' programs include physical fitness and wellness other than Physical Education Subjects	3.37	Very Satisfied

5. The student affairs' programs provided opportunities to develop and enhance talents, abilities and values for appreciation, promotion and conservation of national culture and multi-cultural heritage	2.83	Satisfied
6. The student affairs provided accessible health services such as online medical	3.47	Very Satisfied
General Average	3.28	Very Satisfied

Table 2 shows the level of student's satisfaction on the roles of student affairs. Generally, the respondents indicated their level of satisfaction on the roles of student affairs as very satisfactory. This would mean that respondents believed that student affairs in their University was able to perform their roles and their function. Specifically, roles as provider of accessible and safe student housing or residential, psycho-social and mental well-being programs, career and occupational opportunities, physical fitness and wellness activities, opportunities to develop and enhance talents, abilities and values for appreciation, promotion and conservation of national culture and multi-cultural heritage and accessible health services such as online medical was evaluated with favorable response from the respondents. Thus, the indicated roles are the some of the necessary roles of student affairs.

Table 3. Level of student success among sampled students from AIMS

Statements	Weighted Average	Interpretation
1. I regularly engage in constructive, advantageous interactions with my lecturers both within and beyond the classroom.	3.18	Agree
2. By participating in group projects and collaborative learning on a regular basis, I effectively utilize my peers.	2.90	Agree
3. I feel like I'm a part of a community of academic learners at the University I am in because I know the other students in my classes.	3.10	Agree

4. I am highly motivated because I am aware of the advantages that will result from graduating with my chosen major.	3.18	Agree
5. By learning the subject covered in the previous class meeting before the following one, I keep up in my classes.	3.15	Agree
6. Regarding the time and effort I put into my academics, I'd give myself an A+.	2.38	Disagree
General Average	2.98	Agree

Table 3 presents the Level of student success among sampled students from AIMS. Finding shows that most of the students responded favorably to the indicators of student success. For instance, they strongly believed that they regularly engage in constructive, advantageous interactions with their lecturers both within and beyond the classroom as well as they are highly motivated because they are aware of the advantages that will result from graduating with my chosen major. However, they did not have a favorable response when they were asked to grade themselves a high score for the time and effort they put into their academics.

Table 4. Level of student retention among sampled students from AIMS

Statements	Weighted Average	Interpretation
1. After discussion, I am still interested in the things that are being said during class discussions	3.25	Strongly Agree
2. I can recall my professors' lectures and discussion during the midterm and final exams	3.38	Strongly Agree
3. I am capable of retaining all the insights gathered from my professor during our discussions.	2.40	Disagree
4. I can still understand the lessons discussed in the previous course, after a long time of discussion of the lesson of the current course	3.43	Strongly Agree
5. I believed that I can understand the lesson rather than memorizing it alone	3.37	Strongly Agree
6. I have wide mental capacity	2.28	Disagree

General Average

3.02

Agree

Table 4 shows the response of the students on student success, indicators of student retention have more favorable response than unfavorable response. Generally, students agreed that their level of retention is relatively high. Finding shows that students strongly believed that they could recall their professors' lectures and discussion during the midterm and final exams. On a similar note, they agreed that they can still understand the lessons discussed in the previous course, after a long time of discussion of the lesson of the current course. Consequently, they did not have a favorable response when asked regarding their capability of retaining all the insights gathered from their professor during their discussions as well as they have wide mental capacity.

Table 5. Relationship between role of student affairs to the student success and student retention

Demographic Profile	Pearson Coefficient	P value	Interpretation
Student success	0.433	<0.001	Significant
Student retention	0.505	<0.001	Significant

Table 5 shows the computed values for correlation between roles of student affairs are correlated with student success and retention. Specifically, role of student affairs and Student success has Pearson coefficient value of 0.433 together with a p value of <0.001. This means that the said variables have moderate direct relationship with each other. Meanwhile, role of student affairs and Student retention has a Pearson coefficient value of 0.505 together with a p value of <0.001. This means that the said variables, similar to the previous variables, have moderate direct relationship with each other.

DISCUSSION CONCLUSION, RECOMMENDATIONS

This chapter in the study contains the summary, conclusions and recommendations that were drawn in view of the results that were gathered in the study.

Discussion

A quantitative with descriptive-correlational method was used in this study. The 60 respondents who participated in the study or were students at AIMS made up the sample size.

Profile Variable of the Respondents

For the variable age, majority or 61.33 percent of the respondents were 21-22 years old, 23.33 percent were 18-20 years old and 15 percent were 23 years and above. In the variable gender, majority or 68.33 percent of the respondents were male while 31.67 percent were female. In degree programs enrolled, majority or 48.33 percent were enrolled in BSMT, 25 percent were BSME students, 23.33 percent were BSCA students and 3.33 percent were BSNAME students.

Roles of Student Affairs from Student Perspective

Roles as provider of accessible and safe student housing or residential, psycho-social and mental well-being programs, career and occupational opportunities, physical fitness and wellness activities, opportunities to develop and enhance talents, abilities and values for appreciation, promotion and conservation of national culture and multi-cultural heritage and accessible health services such as online medical was evaluated with favorable response from the respondents. Thus, the indicated roles are the some of the necessary roles of student affairs. Seidman (2017) concluded in their study in relation to this study inferred that student affairs activities and programs should center on assisting students in establishing healthy food habits, effective emotional regulation, and physical exercise. McInnis (2019) also emphasized that the most crucial services offered to students are those that address their requirements for academic, personal growth, and emotional support. Furthermore, the preparation of students for active involvement in society is a crucial function of student services. By planning or supporting internships, experiential units, or brief-term activities that are integrated into the curricula, they provide greater learning opportunities and community involvement alongside educators and non-governmental organizations (UNESCO, 2022).

Level of Students Academic Success

While findings show that most of the students responded favorably to the indicators of student success. For instance, they strongly believed that they regularly engage in constructive, advantageous interactions with their lecturers both within and beyond the classroom as well as they are highly motivated because they are aware of the advantages that will result from graduating with my chosen major. However, they did not have a favorable response when they were asked to grade themselves a high score for the time and effort they put into their academics.

In the past studies, it was established that student success can be seen on how students engage with their surroundings (Afkhaminia et al., 2018). Also, high engagement with student and their surroundings such as their teacher and co-students indicates higher ability for student success. With regards to motivation, according to researchers, college students typically have sufficient drive to study, and a lack of interest in the subject matter of one's studies might result in academic failure. Thus, a student's success considers motivation as indicator.

Level of Retention of Students

Findings show that while generally, students agreed that their level of retention is relatively high. Finding shows that students strongly believed that they could recall their professors' lectures and discussion during the midterm and final exams. On a similar note, they agreed that they can still understand the lessons discussed in the previous course, after a long time of discussion of the lesson of the current course. Consequently, they did not have a favorable response when asked regarding their capability of retaining all the insights gathered from their professor during their discussions as well as they have wide mental capacity.

According to Clotilda (2022), to thrive in college and to have good retention skills, students require a variety of supports, including academic guidance, tutoring, and mental health services. Strong support services offered by institutions can aid students in maintaining their enrollment and achieving academic success. This is where student affairs take part and provide their programs and activities.

Correlation between Roles of Student Affairs as Perceived by Students and Student Success and Retention.

In the discussion from the review of related literature, many studies have concluded and supported these results. Pascarella and Terenzini, (2020) stated students who don't participate in student affairs programs and activities typically experience more problems in college. In line with the results, it was observed that high satisfaction of student to the roles student affairs, along with it, high student success and retention was also seen. This would mean that the roles of student affairs could possibly improve student success and retention. In a study of the American College Health Association's Healthy Campus (2018), advises that student affairs is expected to develop an extensive program for professors, staff, and students' health promotion (like campus recreation programs). A different study found a positive correlation between student retention and academic success and participation in extracurricular activities such clubs, athletics, study groups, and school spirit (Ericksen, 2022). These experts recommend creating a campus that fosters a sense of belonging and involvement among students given the ongoing relationship between extracurricular activities and academic success. However, contradictory results from this study imply that additional factors outside extracurricular activities need to be taken into account in order to fully understand student performance outcomes (Page et al., 2020).

Conclusion

Overall, student success and retention were facilitated by activities and programs provided by student affairs. It was determined that students who actively participate in student affairs programs were observed to have higher student success and retention. Also, the roles of student affairs as suggested by the students was to provide accessible and safe student housing or residential, psycho-social and mental well-being programs, career and occupational opportunities, physical fitness and wellness activities, opportunities to develop and enhance talents, abilities and

values for appreciation, promotion and conservation of national culture and multi-cultural heritage and accessible health services such as online medical.

Recommendations

Based on the conclusions of the study, the researcher recommends the following:

1. Students should be encouraged to participate in student affairs and programs.
2. Increase student affairs efforts to reach students about the services, programs and activities
3. Student affairs should focus on activities that improves the motivation and engagement of the students towards learning and their surroundings
4. Develop programs and activities that will enable students to have confidence on subject areas especially on student retention.
5. For future researchers, it is recommended to make use qualitative observations in studying the variable for this study.

References

- ACE (American Council on Education). (2019). *The student personnel point of view*, 9. Washington, DC: ACE.
- Afkhaminia, F., Siamian, H., Behnampour, N., Moghimi, A., & Karimpour, S. (2018). Study of Student Success Indicators based on the Viewpoints of the Students of Mazandaran University of Medical Sciences. *Acta informatica medica : AIM : journal of the Society for Medical Informatics of Bosnia & Herzegovina : casopis Drustva za medicinsku informatiku BiH*, 26(3), 175–179. <https://doi.org/10.5455/aim.2018.26.175-179>
- American College Health Association, Task Force on National Health Objectives (2018). *Healthy Campus: Making it Happen*. Baltimore, MD: American College Health Association
- Becker, C., Dolbier, C., Durham, T., Glascoff, M., & Adams, T. (2018). Development and preliminary evaluation of the validity and reliability of a positive health scale. *American Journal of Health Education*, 39(1), 34–41.
- Becker, C., Moore, J., Whetstone, L., Glascoff, M., Elizabeth, C., Felts, M., et al. (2019). Validity Evidence for the Salutogenic Wellness Promotion Scale (SWPS). *American Journal of Health Behavior*, 33(4), 455–465.
- Bem, D. J. (1967). Self-perception: An alternative interpretation of cognitive dissonance phenomena. *Psychological Review*, 74(3), 183-200.
- Bem, D. J., & McConnell, H. (1970). Testing the self-perception explanation of dissonance phenomena: On the salience of premanipulation attitudes. *Journal of Personality and Social Psychology*, 14(1), 23-31.

- Biddle, B. J. (1986). Recent development in role theory. *Annual Review of Sociology*, 12, 67-92.
- Cooper, N., & Faircloth, C. (2016). Repositioning campus recreation: A case report on designing program evaluation procedures. *Recreational Sports Journal*, 30(2), 124– 133.
- Creswell, J. W. (2003). *Research design. qualitative, quantitative, and mixed methods approaches* (2nd ed.). SAGE Publications.
- Ehiobuche, C. (2012). Organizational behavior and the pedagogy of perception theories. *Insights to a Changing World Journal*, (1), 15-25
- Ericksen, K. (2022, August 23). 8 overlooked factors affecting student persistence and retention: Collegis Education. *Collegis Education - Tech-Enabled Higher Ed Solutions*.
- Gillett-Karam, R. (1999). Mid-level management in the community college: A rose garden? *New directions for community colleges*, 105, 5-11.
- Journal of College & Character*, 15(4):211-218. <https://doi.org/10.1515/jcc-2014-0026>
- Martens, M., Page, J., Mowry, E., Damann, K., Taylor, K., & Cimini, M. (2020). Differences between actual and perceived student norms: An examination of alcohol use, drug use, and sexual behavior. *Journal of American College Health*, 54, 295–300.
- McInnis, C. (2019). *Studies of Student Life: an overview*. *European Journal of Education*, Vol. 39, No. 4, 2004.
- Pascarella, E., & Terenzini, P. (2020). *How college affects students: A third decade of research*. San Francisco: Jossey-Bass.
- Reynolds AJ, Temple JA, Ou SR, Robertson DL, Mersky JP, Topitzes JW, (2017). Effects of a school-based, early childhood intervention on adult health and well-being: A 19-year follow-up of low-income families. *Arch Pediatr Adolesc Med*;161(8):730–739
- Schreiber, B. (2018). *The role of student affairs in promoting social justice in South Africa*.
- Schuh, J.H. Jones, S.R. & Torres, V. (2016). *Student services: A handbook for the profession* (6th edition). San Francisco: Jossey-Bass.
- Seidman, A. (2017). *College Student Retention: Formula for Student Success*. Westport, CT: Praeger Publishers.
- Shivers-Blackwell, S. L. (2004). Using role theory to examine determinants of transformational and transactional leader behavior. *Journal of Leadership & Organizational Studies*, 10(3). 41-50. doi: 10.1177/107179190401000304
- Skinner, B. F. (1965). *Science and human behavior*. New York, NY: Free Press.

UNESCO-United Nations Educational, Scientific and Cultural Organization (2022). The Role of Student Affairs and Services in Higher Education: A Practical Manual for Developing Implementing, and Assessing Student Affairs Programmes and Services. Paris, UNESCO. Follow-up to the World Conference on Higher Education (Paris 5-9 October 1998)

Von Ah, D., Ebert, S., Ngamvitroj, A., Parj, N., & Kang, D. (2018). Predictors of health behaviours in college students. *Journal of Advanced Nursing*, 48, 463–474

Whitt, E.J. (2005). Promoting student success: What student affairs can do. Occasional Paper No. 5. Bloomington, In: Indiana University Center for Postsecondary Research. Retrieved from <http://files.eric.ed.gov/fulltext/ED506531.pdf>

World Health Organization (WHO). Definition of Health. Available at: http://www.searo.who.int/LinkFiles/About_SEARO_const.pdf.



©2024 by the Authors. This Article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CCBY) license (<http://creativecommons.org/licenses/by/4.0/>)