IJRES International Journal of Research in Education and Science

www.ijres.net

Panoramic Mapping of Student Development Interests Across Six Domains in Higher Education

Marco B. Discarga [1], Aaron A. Funa [2 *], Renz Alvin E. Gabay [3]

[1] Sorsogon State University, Philippines, 0009-0007-3781-3151
[2] Sorsogon State University, Philippines, 0000-0002-6648-8825
[3] Sorsogon State University, Philippines, 0000-0002-8108-4589
* Corresponding author: Aaron A. Funa (funa.aaron@sorsu.edu.ph)

Article Info

Article History

Received:
6 October 2025

Revised:
17 January 2026

Accepted:
18 February 2026

Published:
1 March 2026

Keywords

Career readiness
Higher education
Needs assessment
Student affairs
Student development

Abstract

Student affairs planning often proceeds without direct evidence of students' expressed development needs; this study provides a six-domain, demand-focused profile to ground decisions. Using a descriptive cross-sectional survey, 259 undergraduates from a Philippine higher education institution rated their interest in six development areas: self-development, study skills, time management, learning expectations about college, preparation for living and working, and support systems. Descriptive statistics profiled each domain; internal consistency reliability was examined; and group comparisons tested differences by sex. Interest was high across all areas, with the strongest ratings for learning-oriented domains (self-development, study skills, time management), while preparation for living and working and support systems also showed substantial interest. Comparisons indicated no practically meaningful differences by sex across domains, challenging assumptions about gender-differentiated programming and suggesting broadly shared priorities. The study contributes an institution-specific, six-domain profile that centers student voice, distinguishes learning-skills demand from support-services demand, and establishes a baseline for monitoring future cohorts. These results clarify where students most want development opportunities in this context and demonstrate the value of structured needs assessments for aligning student affairs initiatives with stated student interests.

Citation: Discarga, M. B., Funa, A. A., & Gabay, R. A .E. (2026). Panoramic mapping of student development interests across six domains in higher education. *International Journal of Research in Education and Science (IJRES), 12*(2), 365-388. https://doi.org/10.46328/ijres.5799

ISSN: 2148-9955 / © International Journal of Research in Education and Science (IJRES).

Introduction

Student affairs programs are a core lever for advancing student success, yet their effectiveness varies across systems and contexts. Internationally, student affairs professionals often navigate resource constraints, limited professional preparation, and governance disruptions that constrain program impact (e.g., Kenya's sector grapples with rising costs, limited training, and periodic campus closures) (Yakaboski & Birnbaum, 2013). Converging evidence also shows that aligning services with learners' interests enhances engagement and participation, an insight grounded in interest-development theory and in recent empirical work linking individual interest to stronger school engagement (Hidi & Renninger, 2006; Lobo & Dimalanta, 2024). These patterns underscore a practical imperative: student affairs should be designed from the student outward, guided by systematic needs assessment that maps what learners value most. Situating this approach in theory clarifies the mechanism of action. Interest-development theory explains how triggered interest can mature into maintained and well-developed interest that sustains engagement over time (Hidi & Renninger, 2006). Self-determination theory highlights the roles of autonomy, competence, and relatedness in motivating participation (Deci & Ryan, 2000), while expectancy-value theory emphasizes how expectations for success and task value shape choices and persistence (Eccles & Wigfield, 2002). Together, these perspectives suggest that mapping interests identifies levers student affairs can influence to support engagement and persistence.

A needs-assessment approach is especially pertinent after the COVID-19 pandemic. University students commonly reported heightened stressors, including health and family worries, sleep and concentration difficulties, reduced social contact, and academic pressures, indicating increased demand for targeted supports (Fruehwirth et al., 2021; Son et al., 2020). The pandemic not only elevated stressors, but it also diversified support needs across cohorts. Many students reentered campus with uneven study routines, altered learning expectations about instructional modalities, and new constraints at home and work. In this context, a structured needs assessment that foregrounds student voice provides a practical basis for redesigning services, sequencing interventions across the academic year, and triaging limited resources to where they yield the largest gains in engagement and well-being.

Scholarship on school climate and student voice identifies conditions for meaningful engagement: opportunities across multiple domains, caring and participatory communities, and visible recognition of personal growth (Nora & Crisp, 2007; Tinto, 2012). Quantitative work further shows that participation and recognition are strongly associated with student well-being (Graham et al., 2022). In the Philippines, the Commission on Higher Education (CHED) codifies Student Affairs and Services (SAS) through CMO No. 9, s. 2013, which defines and organizes programs in student welfare, student development, institutional services, and SAS research to complement academic instruction (CHED, 2013). Within this framework, needs assessment does not merely inform planning, it operationalizes SAS functions by aligning welfare and development initiatives with demonstrable student priorities. Positioning interest-mapping as a recurring quality-assurance activity links SAS to institutional planning, program budgeting, and outcomes monitoring, strengthening compliance with national guidance while maintaining responsiveness to local context.

For this study, *interest* refers to students' self-reported desire to participate in, or receive, support within specified

development areas. Interest is treated as a proximate indicator of likely uptake when programs are offered, rather than as a measure of current skill or service quality. This operationalization supports prioritization decisions, since higher expressed interest typically signals greater potential participation and, therefore, larger returns to investment. Interpreting interest as a prioritization signal also avoids pathologizing lower scores, which may reflect adequate existing provision or competing commitments rather than disinterest.

Six areas are especially consequential for program design. First, *Self-Development* domain pertains to identity formation, agency, and well-being. College cohorts frequently report multiple stressors that, if unaddressed, erode performance and persistence; targeted counseling, life-skills, and wellness supports are therefore central to a responsive student affairs portfolio (Son et al., 2020). Approaches that help students see themselves as capable agents who can shape their educational environment, rather than as problems to be managed, are associated with better experiences of college life (Baxter Magolda & King, 2004; Deci & Ryan, 2000). Second, *Study Skills* consistently predict achievement beyond traditional metrics. A meta-analysis identified study habits and skills as a major noncognitive contributor to academic performance, comparable to ability and prior achievement (Credé & Kuncel, 2008), while course-based interventions improve students' self-assessment of their learning strategies and attitudes (Sera & McPherson, 2019).

Third, *Time Management* is pivotal within self-regulated learning models because it links intentions to action through the allocation of time to goal-relevant tasks (Wolters & Brady, 2021). Evidence suggests that students often display short-term planning strengths but lack durable long-term routines, highlighting a tractable target for workshops and coaching (Alvarez et al., 2019). Positive attitudes toward managing time are also associated with higher achievement and can be strengthened through practice (Tanrıögen & Işcan, 2009). Fourth, *Learning Expectations* shape how students engage with coursework and support. Reviews indicate that many undergraduates anticipate doing additional study and taking responsibility for their learning, yet they often need clearer guidance on how to self-manage effectively; accessible and varied teaching approaches remain highly valued (Tomlinson et al., 2023). Earlier research likewise found strong expectations for formal or interactive lectures and active methods, coupled with preferences for essays, research projects, and structured exercises in assessment (Sander et al., 2000). Complementary Philippine evidence shows teachers and students valued learner-centered, action-oriented, and transformative approaches in distance education, while also flagging implementation challenges—implying that expectations must be matched with realistic support structures (Funa et al., 2023). Socioeconomic context intersects with learning expectations, with higher expectations associated with increased college attendance and persistence, particularly among students from more advantaged backgrounds (Brumley et al., 2019).

Fifth, *Living and Working Arrangements* shape the feasibility of engagement. Many students balance paid work with study; while some manage this effectively, others experience negative impacts on grades and degree progress, which argues for flexible scheduling, work-study advising, and financial counseling embedded within student affairs (Holmes, 2008). Sixth, *Support Systems* encompassing peer networks, counseling services, co-curricular involvement, and health-promoting activity are linked to adjustment and resilience. Students with stronger peer support and self-esteem demonstrate better academic and social adjustment, and users of counseling services

report improved social adaptation (Friedlander et al., 2007). Engagement in physical activity is also positively associated with resilience in academic contexts, suggesting that recreation and wellness programming can bolster coping and persistence (Xu et al., 2021). Although this study compares levels of interest by sex, the primary goal is to identify actionable patterns rather than essentialize differences. Sex is analyzed because prior research documents gendered experiences in higher education and differential access to support. At the same time, results are interpreted cautiously, recognizing that sex is only one of many intersecting factors, such as year level, program demands, socioeconomic context, and work responsibilities.

Translating interest-mapping into design requires an integrated approach. High-priority domains can be addressed through layered offerings, for example, low-barrier workshops for broad reach, cohort-specific coaching for depth, and referral pathways to counseling or financial services when needs are complex (Bailey et al., 2015; Bettinger & Baker, 2014; Hunt & Eisenberg, 2010). Sequencing supports across the semester, embedding co-curricular recognition, and partnering with academic units can convert expressed interest into sustained participation. Establishing a simple logic model that links inputs, activities, short-term uptake, and contribution to engagement and persistence provides a clear line of sight from student voice to institutional outcomes.

Despite a maturing knowledge base, many institutions still lack granular, context-specific evidence about where students' interests are strongest across these domains. This limits the ability of student affairs units to prioritize, integrate, and sequence services in ways that maximize impact. The present study addresses this gap by mapping learners' interests in six development areas—Self-Development, Study Skills, Time Management, Learning Expectations, Living and Working Arrangements, and Support Systems—to inform a data-driven student affairs program for the institution. Specifically, it asks: (RQ1) What are students' levels of interest in the six development areas? (RQ2) Do levels of interest differ by sex (male vs. female)? (RQ3) What student affairs program can be proposed to address the identified needs?

Method

Research Design

This study used a quantitative, descriptive, cross-sectional survey design to characterize student-expressed interests across predefined development domains at a single point in time. This design was selected because the study's purpose is needs assessment and priority mapping, which require estimating distributions and group differences rather than establishing causal effects (Creswell & Creswell, 2018). The setting was a higher education institution in Sorsogon City, Philippines. Sorsogon is a coastal province at the southern tip of Luzon in the Bicol Region of the Philippines, where a mixed urban-rural setting and frequent typhoon exposure shape students' access to services and participation in campus programs.

Participants and Sampling

A nonprobability convenience sampling approach was employed to maximize participation under real-world constraints of online administration and varied student schedules. This approach is common in institutional

surveys designed for rapid, decision-oriented description; however, it limits statistical generalizability beyond the source population, so findings are interpreted as most applicable to the institution studied (Etikan et al., 2016). Eligibility required active enrollment, age ≥ 18 years, and access to the online questionnaire. Recruitment occurred over a one-month data-collection window via institutional announcements and course channels.

A total of 259 students completed the survey. Based on self-reported sex, 201 identified as female (77.6%) and 58 as male (22.4%). Because convenience sampling was used, no a priori, formula-based sample size was set; instead, subsequent analyses report effect sizes alongside p-values to convey the precision and practical significance of observed group differences.

Research Instruments

A 44-item, domain-organized Likert-type questionnaire adapted from Mata (2019) was used to measure students' interests across six development areas: Self-Development, Study Skills, Time Management, Learning Expectations, Living and Working Arrangements, and Support Systems. This instrument was selected because it aligns with the study's purpose—needs assessment and priority mapping across multiple student-affairs domains—while remaining brief enough for online administration and suitable for descriptive, group-comparison analyses. Responses were captured on a 4-point Likert-type scale (1 = Very Unimportant, 2 = Unimportant, 3 = Important, 4 = Very Important); higher scores indicate greater perceived importance/interest. No neutral option was provided to avoid moderacy bias.

Adaptation preserved construct coverage from the source instrument while clarifying item wording for the local context. Content and face validity were established by a three-member expert panel in student services (guidance/counseling, psychology, and social work) using the validity framework described by Funa et al. (2022); inter-rater agreement, computed with an online free-marginal multi-rater kappa was $\kappa = 1.00$. Reliability was examined in a pilot with 34 students and showed excellent internal consistency for the full scale (Cronbach's $\alpha = .961$; 44 items). For the main study, the instrument was delivered online; the form presented an information statement on confidentiality and the Philippine Data Privacy Act of 2012 prior to consent and completion.

Research Ethics

Data were collected through an online questionnaire administered via Google Forms. Before responding, participants were informed about the Philippine Data Privacy Act of 2012 and the confidentiality of the information to be gathered, as stated in the survey instrument's information section. Administrative permission to conduct the study was secured from the College Dean. Following a one-month data-collection window, responses were retrieved, organized, and analyzed using descriptive and inferential statistics in accordance with the approved plan. No institutional identifiers are reported in presenting the findings, and data are presented in aggregate to protect respondent confidentiality, consistent with the information provided to participants at the point of survey completion.

Data Gathering Procedures

Following instrument preparation—including content and face validation by a three-member expert panel and a pilot reliability check—the finalized 44-item questionnaire was deployed via Google Forms. The landing page presented an information sheet describing the study, confidentiality safeguards, and compliance with the Philippine Data Privacy Act of 2012 (Republic Act 10173); proceeding to the survey indicated informed consent. Eligibility screening confirmed active enrollment and age ≥ 18 years. Participants were recruited through institutional announcements and course channels using a nonprobability convenience approach. The online form was open for one month; participation required reliable internet access and was voluntary with no incentives. At survey close, responses were exported to Microsoft Excel, screened for eligibility, duplicates, and completeness, assigned anonymous identifiers, and prepared for analysis. Subsequent statistical processing followed the prespecified analysis plan (descriptive statistics and Mann–Whitney U tests).

Data Analysis

Consistent with a needs-assessment orientation, item responses were treated as prevalence indicators of perceived importance to map where student interest is concentrated, prioritizing clear percentage profiles over model-based estimation (Altschuld & Kumar, 2010; Witkin & Altschuld, 1995). Survey responses were exported from the online form, screened for duplicates and incomplete submissions, and retained as complete cases. Descriptive statistics summarized the respondent profile (frequencies and percentages). For context, 201 participants identified as female (77.6%) and 58 as male (22.4%), for a total of 259. Item-level interest within each of the six development areas was presented as percentage distributions across the four response categories (Very Unimportant, Unimportant, Important, Very Important). In the domain tables, the last row reports the mean percentage across items; percentages may not sum to exactly 100 due to rounding. Because the items use a 4-point Likert-type scale with ordered categories, between-group comparisons by sex were conducted with the Mann-Whitney U test (two-tailed, $\alpha = .05$), which is appropriate for ordinal outcomes and does not assume normality. For each item, we report the U statistic, Z value, asymptotic p-value, and mean ranks. Effect sizes were computed as the rank-based correlation $r = |Z|/\sqrt{N}$ and are used to aid interpretation in the narrative. Given 44 item-level tests, p-values are unadjusted and are interpreted cautiously in line with the study's descriptive purpose.

Results and Discussion

Results and discussion are presented in three parts: (RQ1) item-level interest across six development areas as percentage distributions on a 4-point importance scale (Very Unimportant–Very Important); (RQ2) item-level sex differences tested with Mann–Whitney U (two-tailed, $\alpha = .05$) reporting U, Z, p-value, and mean ranks; and (RQ3) a proposed Student Affairs Program derived from high-priority domains and statistically supported differences.

Students' Interest Across the Six Development Areas (RQ1)

This section summarizes students' interest across the six development areas identified above—Self-Development,

Study Skills, Time Management, Learning Expectations, Living and Working Arrangements, and Support Systems—using item-level percentage distributions on a 4-point importance scale (Very Unimportant to Very Important). Higher proportions of "Important" and "Very Important" indicate stronger interest and greater programming priority; the tables that follow present distributions for each indicator within its domain.

Self-Development

Table 1 reports the distribution of interest ratings for nine self-development indicators. Across indicators, interest was uniformly high: on average, 62.3% selected Very Important and 32.9% selected Important (approximately 95% combined). The strongest Very Important endorsements were making plans for one's life (74.9%), having a healthy lifestyle (72.2%), knowing and understanding oneself (70.7%), and developing self-confidence (69.9%). Items tied to behavior change and appearance drew slightly lower Very Important shares but remained strongly endorsed overall: getting rid of vices or uncontrollable habits reached 90.3% when Important responses are included (48.6% Very Important, 41.7% Important), and improving appearance reached 91.5% (52.1% Very Important, 39.4% Important). Interest in developing resiliency was also high at 96.2% combined (58.7% Very Important, 37.5% Important), and knowing and developing one's talents reached 95.4% combined (58.7% Very Important, 36.7% Important).

Table 1. Self-Development: Distribution of Interest Ratings by Indicator (%, n = 259)

Indicators	Very Important	Important	Unimportant	Very Unimportant
To know and understand myself better	70.7	25.9	2.7	0.8
To do something to get rid of my fears	54.8	40.2	4.2	0.8
To make plans for my life	74.9	23.2	1.2	0.8
To develop my self-confidence	69.9	27.4	1.9	0.8
To know my talents and develop them	58.7	36.7	3.9	0.8
To improve my appearance	52.1	39.4	7.7	0.8
To get rid of my vices/uncontrollable habits	48.6	41.7	8.1	1.5
To develop resiliency	58.7	37.5	2.7	1.2
To have a healthy lifestyle	72.2	23.9	2.7	1.2
Mean across indicators	62.3	32.9	3.9	1.0

Note. Percentages may not sum to exactly 100 due to rounding.

These patterns suggest a cohort that is both future-oriented and wellness-minded: students are seeking direction (life planning and self-understanding), foundational personal resources (confidence, resilience), and practical supports to translate intentions into sustained habits. The slightly lower Very Important shares on behavior change and appearance, coupled with very high combined endorsement, point to openness to assistance that is concrete and non-stigmatizing, especially where fears, routines, and self-presentation intersect with academic life. The profile aligns with evidence that students report better college experiences when institutions recognize them as capable agents in shaping their learning environments (Baxter Magolda & King, 2004; Deci & Ryan, 2000), and

with interest-development theory and self-determination theory, which link sustained engagement to perceived relevance and to supports for autonomy, competence, and relatedness (Hidi & Renninger, 2006; Deci & Ryan, 2000). Elevated interest in healthy lifestyle and resilience also resonates with research connecting wellness behaviors to improved adjustment and persistence, underscoring the value of accessible health-promoting offerings (Son et al., 2020; Xu et al., 2021).

Programmatically, the findings justify a layered Self-Development track: brief life-design workshops leading to individualized plans; strengths-recognition and confidence-building activities that make talents visible; low-barrier wellness initiatives paired with clear referral pathways for students who want help addressing fears or changing difficult habits. Sequencing touchpoints early and mid-semester, integrating short coaching follow-ups, and recognizing participation (e.g., certificates or micro-credentials) can convert high interest into sustained uptake. Co-delivery with academic units and student organizations will broaden reach while providing depth for students who need more intensive support.

Study Skills

Table 2 reports the distribution of interest ratings for 12 study skills indicators. Students rated study skills as highly salient overall. On average, 61.9% selected Very Important and 32.6% selected Important, yielding about 94.5% combined endorsement. The strongest Very Important items were attending class regularly (75.7%) and submitting all requirements (75.3%), followed by reviewing notes in preparation for exams (69.1%) and understanding lessons (68.3%). Confidence in recitations (64.5%), critical thinking (61.4%), active participation (61.0%), and maintaining balance between home responsibilities and studies (57.5%) were also strongly endorsed. Help-seeking items were comparatively lower on the Very Important tier but still high when Important is included, with talking to teachers about difficulties at 50.2% Very Important and 40.9% Important, and asking clarifying questions at 54.4% Very Important and 38.2% Important. Interest in using technology and applications was widespread as well (51.4% Very Important, 42.9% Important). All indicators reached at least 91% combined Important or Very Important.

Table 2. Study Skills: Distribution of Interest Ratings by Indicator (%, n = 259)

Indicators	Very Important	Important	Unimportant	Very Unimportant
To attend my class regularly	75.7	22.0	1.5	0.8
To ask for a copy of the lecture notes from a classmate when I'm absent	54.4	37.8	5.0	2.7
To review my notes in preparation for an exam	69.1	26.6	3.5	0.8
To understand my lessons	68.3	27.4	3.5	0.8
To submit all my assignments, outputs, and projects	75.3	21.6	2.3	0.8
To develop my confidence in recitations and discussions	64.5	29.3	5.0	1.2
To talk to my teachers about difficulty in	50.2	40.9	7.7	1.2

Indicators	Very Important	Important	Unimportant	Very Unimportant
understanding lessons				
To maintain balance between work at home and studies	57.5	36.7	4.6	1.2
To think critically in analyzing the lessons or topics	61.4	34.7	3.1	0.8
To actively participate in class discussions and activities	61.0	33.6	4.6	0.8
To ask clarifying questions during lectures or discussions	54.4	38.2	6.6	0.8
To use technology and applications	51.4	42.9	5.0	0.8
Mean across indicators	61.9	32.6	4.4	1.2

Note. Percentages may not sum to exactly 100 due to rounding.

Taken together, the pattern suggests a cohort that prioritizes rule-governed engagement and core cognitive habits—attendance, timely submission, note review, and comprehension—while placing slightly less salience on proactive help-seeking and in-class questioning. Strong interest in balancing home and study responsibilities indicates that many students are managing competing demands, which can dampen help-seeking and participation even when motivation is high. Widespread interest in technology use appears more like a baseline requirement than a differentiator, which implies students expect digital supports to be integrated but still value traditional study routines. These results accord with evidence that study habits and skills contribute meaningfully to academic performance beyond ability and prior achievement (Credé & Kuncel, 2008) and that class attendance is a robust predictor of course outcomes (Credé et al., 2010). Findings from a meta-analysis also show that argument-focused tasks enhance conceptual understanding, underscoring the value of structured questioning and participation in class (Ramallosa et al., 2022). They also align with research showing that structured, course-embedded strategy instruction can improve students' learning attitudes and self-assessment (Sera & McPherson, 2019). The comparatively lower Very Important ratings for help-seeking are consistent with literature that students often perceive asking for help as risky to competence or face, which can suppress questions and consultations even when they would be beneficial (Karabenick & Dembo, 2011; Ryan & Pintrich, 1997). Finally, the emphasis on balance echoes work linking competing role demands to variability in academic engagement.

Programmatically, these findings support a layered Study Skills track that secures the basics while normalizing help-seeking. First, reinforce attendance and timely submission through clear expectations, early-term planning checklists, and brief weekly routines for note review and exam preparation. Second, embed high-yield strategies, such as retrieval practice, spaced review, and self-explanation, into coursework through short practice sets and study guides so students experience the benefits in context. Third, lower the threshold for help-seeking by scheduling predictable consultation windows, promoting office-hour scripts and question prompts, and adding low-stakes Q&A channels that invite clarification. Fourth, address balance explicitly with short workshops on workload planning and with advisors who help students translate schedules into doable weekly study blocks. Finally, integrate technology as an enabler rather than an end in itself by curating a minimal set of tools for note

organization, spaced reminders, and collaborative discussion, accompanied by quick-start guides so adoption is effortless.

Time Management

Time management refers to students' planning and allocation of time for goal-relevant tasks, including scheduling, meeting deadlines, and minimizing delays and distractions so intentions translate into action (Wolters & Brady, 2021). Table 3 reports the distribution of interest ratings for eight time-management indicators.

Table 3. Time Management: Distribution of Interest Ratings by Indicator (%, n = 259)

Indicators	Very Important	Important	Unimportant	Very Unimportant
To set a time to study before an exam	60.6	33.6	4.6	1.2
To set a specific time each week to study	50.6	42.9	5.4	1.2
To successfully balance my social life and study time	59.1	35.1	5.0	0.8
To use a day planner/calendar to organize my weekly routine	40.9	46.7	10.8	1.5
To meet deadlines for projects and assignments consistently	60.2	36.7	2.7	0.4
To manage distractions while studying or working	55.6	35.9	8.1	0.4
To avoid procrastination and manage time effectively	52.5	39.8	6.6	1.2
To manage my digital distractions	50.6	40.9	6.9	1.5
Mean across indicators	53.8	38.1	6.3	1.0

Note. Percentages may not sum to exactly 100 due to rounding.

Students expressed strong interest in time management overall. On average, 53.8% selected Very Important and 38.1% selected Important, yielding about 91.9% combined endorsement across items. The highest Very Important endorsements were setting time before exams (60.6%) and meeting deadlines consistently (60.2%), closely followed by balancing social life and study time (59.1%) and managing distractions while studying or working (55.6%). Interest remained high for avoiding procrastination (52.5%), setting a specific weekly study time (50.6%), and managing digital distractions (50.6%). Using a day planner or calendar drew the lowest Very Important share (40.9%) but still reached 87.6% when Important responses are included. This profile indicates that students already prioritize deadline adherence and exam-oriented preparation, with slightly less salience attached to routine calendaring and the deliberate containment of digital pull.

Interpreted together, the pattern suggests a cohort that values punctuality and short-term preparation yet underutilizes the weekly structures that sustain effort between deadlines. High interest in balancing social and study time, along with managing distractions, signals demand for practical tools that help convert intentions into regular study blocks and protect those blocks from interruptions. The comparatively lower Very Important rating for planner use points to an actionable skills gap rather than disinterest, since combined endorsement remains

high. These results are consistent with research that positions time management as a core self-regulatory process linking goals to sustained engagement (Wolters & Brady, 2021). Classic findings show that structured planning practices predict college success (Britton & Tesser, 1991), and positive attitudes toward managing time are associated with higher achievement and can be strengthened through practice (Tanrıögen & Işcan, 2009). The emphasis students place on avoiding procrastination aligns with evidence that targeted strategy instruction, such as pre-commitment and implementation intentions, reduces delay and improves follow-through, especially when paired with clear, proximal deadlines.

Programmatically, the findings support a layered Time Management track that builds weekly structure and protects attention. First, leverage students' strong exam-preparation orientation by back-planning from assessment dates into specific weekly study appointments, using simple templates that auto-populate recurring slots. Second, normalize planner use with very brief routines, for example, a ten-minute weekly planning check and a two-minute daily review, paired with prompts that translate intentions into if-then actions. Third, address procrastination and distraction directly with short skills sessions on task chunking, starting rituals, and environmental controls, alongside optional digital-hygiene practices such as notification batching and app-timers. Finally, integrate progress check-ins and light accountability through peer study pods or adviser touchpoints so students experience immediate payoff from structured scheduling, which reinforces continued use of these habits.

Learning Expectations

Table 4 reports the distribution of interest ratings for seven learning expectations indicators. Students reported high expectations overall, with an average 63.8% marking items as Very Important and 31.2% as Important (approximately 95.0% combined). The strongest Very Important endorsements were passing all subjects (77.6%), having competent and caring teachers who will guide them (68.3%), and achieving better college than high-school grades (67.2%). Interest was also pronounced for having more interesting student activities (63.7%) and studying in a conducive learning environment (60.6%). Reducing examination anxiety (60.2% Very Important, 33.2% Important; 93.4% combined) and keeping schoolwork from feeling boring (49.0% Very Important, 45.2% Important; 94.2% combined) drew slightly lower top-tier shares but still reflected broad consensus.

Interpreted together, the profile depicts a cohort with firmly performance-oriented standards (passing all subjects, improving grades) coupled with clear learning expectations for supportive pedagogy and climate (competent, caring teachers and conducive environments). Students also signal a desire for interest-rich activities that make learning feel engaging rather than tedious, alongside recognition that anxiety during examinations is a barrier worth addressing. The mix of high-performance expectations and calls for guidance suggests students are not seeking lower standards but rather the conditions—instructional clarity, responsiveness, and engaging co-curriculars—that help them meet those standards. Evidence from a meta-analysis indicates that argument-based learning produces large gains in conceptual understanding across levels, supporting calls for discussion-rich, engaging activities in coursework (Ramallosa et al., 2022).These patterns are consistent with contemporary expectations research showing that students value accessible, varied teaching and anticipate taking additional responsibility for study when instructional environments support that effort (Tomlinson et al., 2023). Earlier work

similarly documents preferences for clear structure and active methods, with students responding well to transparent assessment demands and opportunities for interaction (Sander et al., 2000). The prominence of examination anxiety aligns with evidence that affective states around testing shape engagement and performance, reinforcing the value of explicit assessment literacy and anxiety-management supports within academic services.

Table 4. Learning Expectations: Distribution of Interest Ratings by Indicator (%, n = 259)

Indicators	Very Important	Important	Unimportant	Very Unimportant
To find schoolwork not boring	49.0	45.2	5.0	0.8
To pass all my subjects	77.6	18.5	3.1	0.8
To have my college grades better than my high school grades	67.2	27.4	4.6	0.8
To not feel anxious while taking examinations	60.2	33.2	5.8	0.8
To study in a conducive learning environment	60.6	35.5	3.1	0.8
To have more interesting student activities	63.7	30.9	4.2	1.2
To have competent and caring teachers who will guide us along the way	68.3	27.4	3.1	1.2
Mean across indicators	63.8	31.2	4.1	0.9

Note. Percentages may not sum to exactly 100 due to rounding.

Programmatically, the results point to three complementary fronts for Student Affairs in partnership with academic units. First, strengthen progression supports keyed to the “pass all subjects” and “better grades” expectations through assessment-literacy sessions, early-term planning for high-stakes assessments, and timely feedback clinics that demystify criteria. Second, enhance the learning environment and activity mix by coordinating interest-driven co-curriculars tied to coursework, improving access to quiet study spaces and reliable connectivity, and promoting faculty-student touchpoints that make guidance visible and routine. Third, address examination anxiety without diluting standards by offering brief skills training on test preparation and anxiety regulation, coupled with clear referral pathways for students needing more intensive support. Together, these steps translate high expectations into actionable conditions that enable students to meet them.

Living and Working Arrangements

Table 5 reports the distribution of interest ratings for three indicators on living and working conditions that shape students’ ability to engage with coursework. Students placed high value on conditions that reconcile study with nonacademic demands. On average, 62.3% rated items as Very Important and 32.8% as Important (approximately 95.1% combined). The strongest Very Important endorsements were having time for oneself (68.7%) and having time to sleep and study (66.4%). Preventing work from interfering with school responsibilities drew a lower Very Important share (51.7%) but still reached 93.8% when Important responses are included (51.7% Very Important, 42.1% Important). This profile indicates that rest, protected study time, and clear boundaries around employment are salient concerns for the cohort.

Table 5. Living and Working Arrangements: Distribution of Interest Ratings by Indicator (%, n = 259)

Indicators	Very Important	Important	Unimportant	Very Unimportant
To ensure my work responsibilities do not interfere with school responsibilities.	51.7	42.1	5.4	0.8
To have time to sleep and study	66.4	30.1	3.1	0.4
To have time for myself	68.7	26.3	4.2	0.8
Mean across indicators	62.3	32.8	4.2	0.7

Note. Percentages may not sum to exactly 100 due to rounding.

Interpreted together, the pattern suggests students value recovery and personal time alongside reliable blocks for academic work, and they recognize that unmanaged work obligations can crowd out study. The slightly lower Very Important rating for limiting work–school interference, coupled with very high combined endorsement, points to an actionable need: many students may accept paid work as a given but still seek strategies that minimize conflict with coursework. High salience for sleep and study time underscores that time scarcity, rather than lack of motivation, is a primary constraint. These results align with studies showing that students often balance paid work with academic commitments and that supportive contexts and coping strategies facilitate this balance, whereas excessive or poorly timed work hours are associated with academic strain (Holmes, 2008; Lowe & Gayle, 2007). They also resonate with post-pandemic evidence that elevated stressors and competing responsibilities complicate sustained academic routines, reinforcing the value of targeted supports that protect time for study and rest (Son et al., 2020; Fruehwirth et al., 2021).

For practice, the findings justify a practical package that protects time and reduces friction between roles. Advising can include workload planning that translates course demands into weekly study appointments, with check-ins that help students defend sleep and study windows. Student Affairs can coordinate with academic units on predictable assessment pacing and provide quiet study spaces with reliable connectivity so students can use short gaps productively. Partnerships with campus offices and local employers can promote study-friendly scheduling during peak academic periods. Brief skills sessions on boundary setting, task batching, and recovery routines can be paired with referral pathways for students who need individualized support. Together, these measures address students' expressed priorities by making rest, personal time, and protected study time achievable within the realities of work and home responsibilities.

Support Systems

Table 6 reports the distribution of interest ratings for five indicators within the Support Systems domain. Students placed strong value on supportive relationships overall, with a combined 89.9% selecting Important or Very Important across items. The most salient indicator was encouragement from friends and family (72.2% Very Important; 96.1% combined Important/Very Important), followed by having a teacher or staff member who shows interest in their success (54.1% Very Important; 92.7% combined) and having a friend to share problems (55.6% Very Important; 89.2% combined). Interest in discussing problems with parents was similarly high in combined

terms (50.6% Very Important; 89.2% combined). Talking with a counselor drew the lowest Very Important share (35.1%), though a majority still rated it Important (47.1%; 82.2% combined). The pattern indicates a clear preference for naturally occurring, relational supports, with formal counseling valued but positioned as a secondary or later step.

Table 6. Support Systems: Distribution of Interest Ratings by Indicator (%, n = 259)

Indicators	Very Important	Important	Unimportant	Very Unimportant
To have friends and family members who encourage me to finish my studies	72.2	23.9	3.1	0.8
To have a teacher or staff who shows interest in my success	54.1	38.6	5.8	1.5
To talk with a counselor	35.1	47.1	15.4	2.3
To develop the ability to discuss my problems with my parents	50.6	38.6	8.1	2.7
To have a friend whom I can share my problems	55.6	33.6	7.7	3.1
Mean across indicators	53.5	36.4	8.0	2.1

Note. Percentages may not sum to exactly 100 due to rounding.

Interpreted together, the profile suggests students want everyday encouragement and guidance embedded in their immediate networks, complemented by visible, approachable adults on campus who signal care and availability. The comparatively lower Very Important rating for counseling, alongside a strong Important share, points to ambivalence rooted less in rejection and more in thresholds to access, such as uncertainty about when to seek help or concerns about stigma. High salience for family and peer encouragement implies that many students first disclose challenges to close others and then escalate to staff or counselors if needed. These results align with evidence that peer support and positive self-regard are linked to better academic and social adjustment (Friedlander et al., 2007) and that mentoring relationships with faculty and staff scaffold engagement and persistence through role modeling, feedback, and socioemotional support (Nora & Crisp, 2007). They also fit persistence models emphasizing the role of social integration and supportive climates in students' continued enrollment and success (Tinto, 2012). The mixed enthusiasm for counseling is consistent with prior work showing that, despite recognized benefits, many students hesitate to use formal mental health services due to perceived need, time, and stigma barriers, which can be reduced through low-threshold, outreach-oriented designs (Hunt & Eisenberg, 2010).

For practice, the findings support a layered Support Systems package. First, strengthen peer networks through trained peer supporters and small-group affinity or study pods that provide routine check-ins and rapid signposting. Second, expand faculty and staff mentoring by designating "student success contacts" in departments, setting predictable consultation windows, and recognizing mentoring in workloads so caring adults are both visible and reachable. Third, engage families with brief updates and guidance on how to encourage students effectively while respecting autonomy. Fourth, normalize counseling through brief classroom introductions, drop-

in consults, and same-week appointments, coupled with clear referral pathways from peer mentors and faculty. Finally, integrate mental health literacy and help-seeking scripts into orientation and gateway courses so students know when and how to move from informal support to professional care. Together, these steps translate students' expressed priorities into a coherent support ecosystem that begins with relationships and offers timely access to specialized services when needed.

Sex Differences in Interest by Indicator (RQ2)

In this section, sex differences are defined as item-level contrasts in the distribution of importance ratings between male and female respondents on ordinal, 4-point Likert-type items, analyzed with the Mann–Whitney U test and summarized by mean ranks, U, Z, and two-tailed p-values (Jamieson, 2004; Mann & Whitney, 1947). Effect sizes are expressed as small rank-based correlations to aid interpretation; because tests are unadjusted for multiple comparisons, significant findings are read cautiously in light of the study's descriptive, needs-assessment purpose. Table 7 presents the item-by-item mean ranks and test statistics across the 44 indicators.

Table 7. Item-Level Sex Differences in Interest by Domain (Mann–Whitney U; n = 259)

Areas of Development	Mean Rank (Male)	Mean Rank (Female)	Mann-Whitney U	Z	Asymp. Sig. (2-tailed)
Self-Development					
To know and understand myself better	137.91	127.72	5370	-1.151	0.25
To do something to get rid of my fears	136.50	128.12	5452	-0.855	0.393
To make plans for my life	129.07	130.27	5775	-0.143	0.887
To develop my self-confidence	148.08	124.78	4780.50	-2.612	0.009
To know my talents and develop them	143.58	126.08	5041.50	-1.811	0.07
To improve my appearance	146.74	125.17	4858	-2.164	0.03
To get rid of my vices/uncontrollable habits	132.01	129.42	5712.50	-0.257	0.797
To develop resiliency	144.23	125.89	5003.50	-1.903	0.057
To have a healthy lifestyle	131.34	129.61	5751.50	-0.197	0.843
Study Skills					
To attend my class regularly	124.40	131.62	5504	-0.867	0.386
To ask for a copy of the lecture notes from a classmate when I'm absent	110.78	135.55	4714	-2.505	0.012
To review my notes in preparation for an exam	122.22	132.24	5378	-1.112	0.266
To understand my lessons	122.47	132.17	5392	-1.07	0.285
To submit all my assignments, outputs, and projects	126.20	131.10	5608.50	-0.585	0.559
To develop my confidence in recitations and discussions	138.37	127.58	5343.50	-1.149	0.25

To talk to my teachers about difficulty in understanding lessons	135.64	128.37	5502	-0.725	0.468
To maintain balance between work at home and studies	141.09	126.80	5186	-1.467	0.142
To think critically in analyzing the lessons or topics	135.66	128.37	5500.50	-0.767	0.443
To actively participate in class discussions and activities	141.79	126.60	5145	-1.587	0.112
To ask clarifying questions during lectures or discussions	128.88	130.32	5764	-0.146	0.884
To use technology and applications	139.02	127.40	5306	-1.174	0.24
Time Management					
To set a time to study before an exam	120.93	132.62	5303	-1.217	0.224
To set a specific time each week to study	124.66	131.54	5519	-0.693	0.488
To successfully balance my social life and study time	118.47	133.33	5160	-1.537	0.124
To use a day planner/calendar to organize my weekly routine	124.95	131.46	5536	-0.641	0.522
To meet deadlines for projects and assignments consistently	122.53	132.15	5396	-1.007	0.314
To manage distractions while studying or working	122.24	132.24	5379	-1.013	0.311
To avoid procrastination and manage time effectively.	122.10	132.28	5371	-1.024	0.306
To manage my digital distractions	123.87	131.77	5473.50	-0.79	0.43
Learning Expectations					
To keep schoolwork from feeling boring.	120.59	132.72	5283	-1.222	0.222
To pass all my subjects	117.78	133.53	5120	-1.945	0.052
To have my college grades better than my high school grades	129.95	130.01	5826	-0.007	0.994
To not feel anxious while taking examinations	115.48	134.19	4987	-1.941	0.052
To study in a conducive learning environment	130.16	129.96	5820	-0.021	0.983
To have more interesting student activities	139.04	127.39	5304.50	-1.237	0.216
To have competent and caring teachers who will guide us along the way	138.16	127.65	5356	-1.158	0.247
Living and Working Arrangements					
To have my work responsibilities not interfere with school responsibilities	140.84	126.87	5200.50	-1.41	0.159
To have time to sleep and study	136.72	128.06	5439.50	-0.94	0.347
To have time for myself	133.73	128.92	5612.50	-0.531	0.595
Support Systems					

To have friends and family members who encourage me to finish my studies	137.05	127.97	5420	-1.042	0.297
To have a teacher or staff who shows interest in my success	134.32	128.75	5578.50	-0.563	0.574
To talk with a counselor	147.51	124.95	4813.50	-2.194	0.028
To develop the ability to discuss my problems with my parents	139.93	127.13	5253	-1.271	0.204
To have a friend whom I can share my problems	149.47	124.38	4699.50	-2.529	0.011

Note. Male (n = 58); Female (n = 201)

Most comparisons showed no statistically significant differences ($p \geq .05$), indicating broadly similar interest profiles for males and females. Only 5 of 44 items (around 11%) reached $p < .05$. Male students reported higher interest on four indicators: developing self-confidence (mean rank 148.08 vs. 124.78; $U = 4780.50$, $Z = -2.612$, $p = .009$, $r = .16$), improving appearance (146.74 vs. 125.17; $U = 4858$, $Z = -2.164$, $p = .030$, $r = .13$), talking with a counselor (147.51 vs. 124.95; $U = 4813.50$, $Z = -2.194$, $p = .028$, $r = .14$), and having a friend to share problems (149.47 vs. 124.38; $U = 4699.50$, $Z = -2.529$, $p = .011$, $r = .16$). Female students reported higher interest on one indicator: asking a classmate for lecture notes when absent (135.55 vs. 110.78; $U = 4714$, $Z = -2.505$, $p = .012$, $r = .16$). Two expectation items—passing all subjects and not feeling anxious during exams—were near-significant (both $p = .052$) with higher mean ranks among females, whereas developing resiliency ($p = .057$) and knowing/developing talents ($p = .070$) trended higher among males. All detected effects were small in magnitude ($r = .13–.16$).

Interpreted as a whole, the profile is one of convergence with minor, context-specific nuances. Both groups value the same domains at high levels; the few differences suggest that male students, in this cohort, place slightly greater salience on socioemotional supports (self-confidence, peer sharing) and are comparatively more open to formal help (counseling) than is often assumed, alongside attention to self-presentation (appearance). Female students' higher interest in obtaining lecture notes when absent points to a marginally stronger inclination toward collaborative information sharing as a coping tactic during lapses in attendance. Given the uniformly high base rates of "Important/Very Important" across domains, these contrasts fine-tune rather than redefine priorities.

The analytic approach matches guidance for ordinal survey data and small between-group differences (Jamieson, 2004; Mann & Whitney, 1947). Substantively, the mixed pattern around help-seeking connects to research showing that students weigh social-evaluative concerns when deciding whether to ask for help (Ryan & Pintrich, 1997; Karabenick & Dembo, 2011). Prior work also notes that, despite recognized benefits, formal counseling is often underused because of perceived need, time, and stigma barriers (Hunt & Eisenberg, 2010). Against that backdrop, the present finding of higher male interest in counseling and in peer disclosure is notable, suggesting that local norms or recent outreach may be lowering thresholds for men in this setting. At the same time, strong expectations for supportive adults and mentoring reported elsewhere remain relevant for both groups as scaffolds for engagement and persistence (Nora & Crisp, 2007; Tinto, 2012).

For practice, the results support an inclusive, universal design with light, data-informed tailoring. Core offerings (e.g., life-design advising, study-skills support, wellness and resilience programming) should remain open to all, while communications and access routes can be nuanced: highlight male-friendly entry points into counseling (brief drop-ins, peer-to-pro pathways, visible male ambassadors) and peer-based sharing spaces that normalize disclosure and mutual support; for females, make collaborative information channels—such as streamlined note-sharing protocols and structured catch-up guides—highly visible. Because all observed effects are small, avoid sex-segmented services; instead, track uptake and outcomes and adjust nudges, timing, and messaging across subgroups. This approach honors the broad common ground in interests while addressing the subtle differences that can improve fit and follow-through.

Proposed Student Affairs Program to Address the Identified Needs (RQ3)

The program is designed as universal in access, targeted in emphasis, and referral-enabled for individualized support (see Figure 1). This design logic aligns with evidence that integrated, problem-based learning sequences can convert knowledge and attitudes into stronger study behaviors (Funa & Gabay, 2025). It follows directly from the study's results, which show uniformly high interest across domains, with the strongest endorsements concentrated in life planning, healthy lifestyle, class attendance and timely submission, exam preparation, balancing roles, supportive teaching and environments, and encouragement from peers, family, and staff. Only five of 44 item comparisons by sex are statistically significant and effects are small, so core services remain inclusive; tailoring focuses on messaging and access rather than separate tracks.

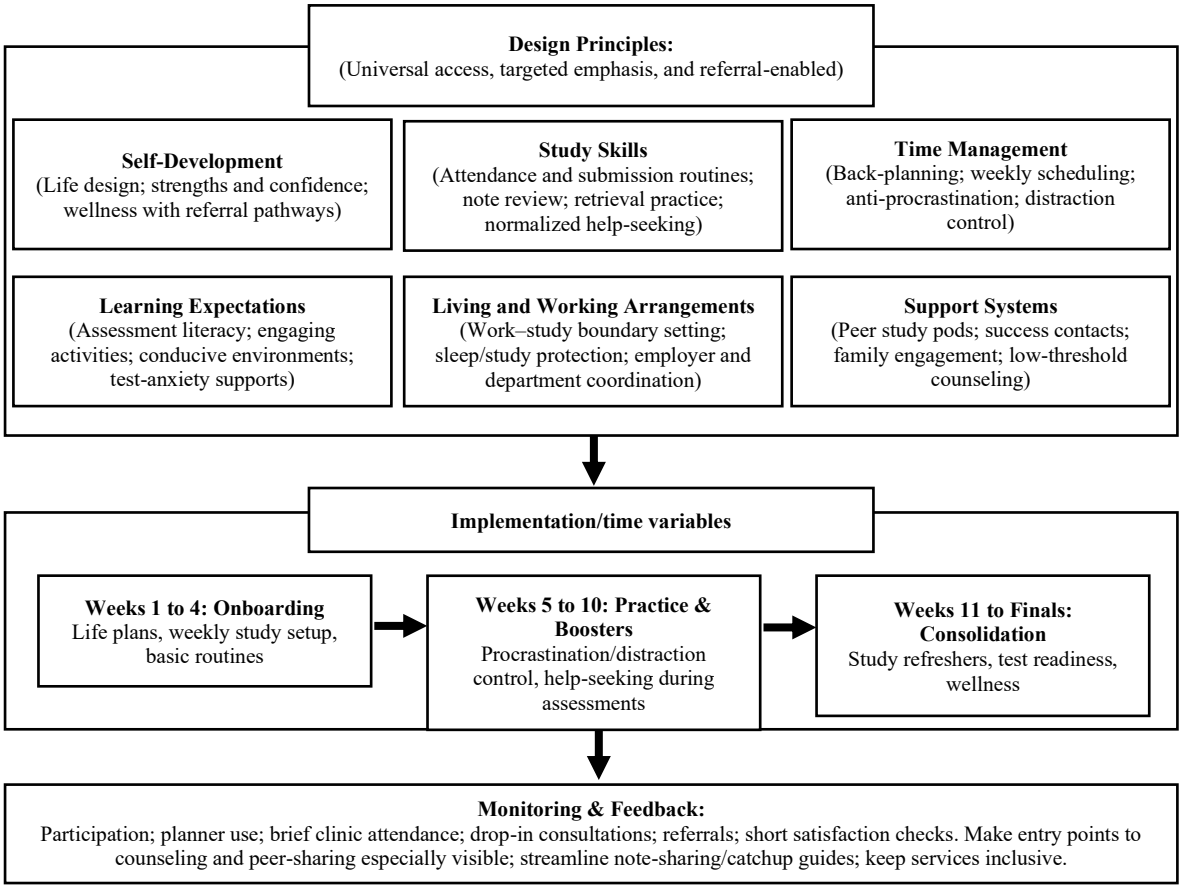

Figure 1. Proposed Student Affairs Program Aligned to Identified Needs.

Within Self-Development, students prioritize making life plans, self-understanding, confidence, healthy lifestyle, and resilience. These priorities are consistent with interest-development theory, which links maintained interest to sustained engagement, and with self-determination theory, which highlights autonomy, competence, and relatedness as drivers of participation (Deci & Ryan, 2000; Hidi & Renninger, 2006). They also align with post-pandemic evidence of elevated stressors that increase demand for preventive and coping supports (Fruehwirth et al., 2021; Son et al., 2020). Accordingly, the program centers brief life-design sessions that yield individualized plans, strengths-recognition and confidence-building activities that make progress visible, and wellness offerings with clear referral pathways for students who want help addressing fears or changing difficult habits.

In Study Skills, Very Important endorsements are highest for regular attendance and on-time submission, followed by reviewing notes and understanding lessons, with slightly lower top-tier ratings for proactive help-seeking although combined endorsement remains high. This pattern matches evidence that study habits and skills contribute to performance beyond ability and prior achievement and that attendance is a robust predictor of outcomes (Credé & Kuncel, 2008; Credé et al., 2010). Literature on help-seeking shows that students weigh social-evaluative costs, which can suppress questions and consultations even when beneficial (Karabenick & Dembo, 2011; Ryan & Pintrich, 1997). The program therefore secures core routines through in-context strategy instruction on note review and retrieval practice, predictable consultation windows, and simple scripts that normalize asking for help, while positioning technology as an enabler for organizing notes and tasks (Sera & McPherson, 2019).

For Time Management, students emphasize exam-oriented planning and meeting deadlines, while routine calendaring and deliberate digital-distraction controls draw lower Very Important ratings despite high combined endorsement. This profile suggests that punctuality and short-term preparation are valued, yet weekly structures that sustain effort between deadlines are underused. Time management functions as a core self-regulatory process that links goals to sustained engagement; structured planning practices predict college success, and positive attitudes toward time management are associated with higher achievement (Britton & Tesser, 1991; Tanrıögen & Işcan, 2009; Wolters & Brady, 2021). Program responses include back-planning from assessment dates into weekly study appointments, brief planning routines, and skills for starting tasks, chunking work, and managing digital pull, with light accountability via peer study pods and short adviser check-ins.

The Learning Expectations domain reflects high performance standards paired with clear calls for supportive pedagogy and climate. Students place Very Important emphasis on passing all subjects, achieving better college than high-school grades, competent and caring teachers, engaging activities, and conducive environments, while acknowledging examination anxiety and boredom as constraints. These results are consistent with contemporary work showing that students value accessible, varied teaching and anticipate taking responsibility for study when environments support that effort, and with earlier evidence that students prefer clear structure and active methods (Sander et al., 2000; Tomlinson et al., 2023). Program components include assessment-literacy sessions that clarify criteria and timelines, coordinated interest-rich co-curriculars tied to coursework, expanded access to quiet study spaces and reliable connectivity, and brief skills for test preparation and anxiety regulation with clear routes to additional support.

In Living and Working Arrangements, students strongly endorse preserving time for self, sleep, and study, and preventing work from interfering with coursework. This points to time scarcity, rather than lack of motivation, as a primary constraint. Prior studies show that many undergraduates balance paid work and study, with supportive contexts and coping strategies facilitating this balance and excessive or poorly timed hours linked to academic strain (Holmes, 2008; Lowe & Gayle, 2007). The program therefore provides workload planning that translates course maps into weekly schedules respectful of employment and commuting, coordinates predictable assessment pacing with academic units, and partners with campus offices and local employers to promote study-friendly scheduling during peak weeks. Short sessions on boundary setting, recovery routines, and task batching help students protect rest and study time.

Within Support Systems, students place highest value on encouragement from family and friends and on having a teacher or staff member who shows interest in their success, while a majority rate counseling as Important but fewer rate it as Very Important. This profile indicates preference for naturally occurring supports first, with formal help as a secondary step. The pattern is consistent with evidence that peer support and mentoring scaffold adjustment, engagement, and persistence, and with research showing that formal mental-health services are often underused because of perceived need, time, and stigma barriers that can be reduced through low-threshold designs (Friedlander et al., 2007; Hunt & Eisenberg, 2010; Nora & Crisp, 2007; Tinto, 2012). Program elements strengthen peer networks through trained supporters and small-group pods, designate department-level student success contacts with predictable availability, offer brief family-engagement guidance on effective encouragement, and normalize counseling through classroom introductions, drop-in consultations, and same-week appointments with clear referral pathways.

Sex comparisons offer limited guidance for tailoring. Male students report slightly higher interest in developing self-confidence, improving appearance, talking with a counselor, and confiding in a friend, whereas female students report higher interest in obtaining lecture notes when absent. Because effects are small, services remain inclusive. Tailoring focuses on outreach and routes to access, for example highlighting approachable entry points into counseling and peer-sharing spaces that may resonate with male students and making collaborative information channels, such as streamlined note-sharing protocols and catch-up guides, highly visible to all.

Implementation follows a cycle congruent with needs-assessment practice: early-term onboarding to life design, weekly planning, and study routines; mid-term boosters on procrastination, distraction control, and help-seeking during assessment peaks; and late-term consolidation of routines, test readiness, and wellness. Phased cycles of onboarding, practice/boosters, and consolidation mirror intervention designs shown to improve KAB outcomes through iterative application and reflection (Funa & Gabay, 2025). Monitoring emphasizes participation and leading indicators of uptake, such as use of weekly planners, attendance at short clinics, and completion of drop-in consultations, with incremental adjustments guided by these signals (Altschuld & Kumar, 2010; Witkin & Altschuld, 1995). Taken together, the results and prior research converge on a design principle: align services with expressed student priorities, keep entry low-threshold, and scaffold sustained participation through clear routines, approachable relationships, and visible pathways to specialized support.

Conclusion

This study answered three research questions. First (RQ1), it mapped students' interests across six development areas and found uniformly high importance, with strongest priorities in life planning, healthy lifestyle, class attendance and timely submission, exam preparation, supportive learning environments and activities, protected time for sleep and study, and encouragement from family, peers, and caring staff. Second (RQ2), it examined sex differences at the item level and found only 5 of 44 contrasts to be statistically significant with small effects, indicating broadly similar priorities for males and females and supporting inclusive services with only light tailoring in messaging and access. Third (RQ3), it translated these results into a coherent student affairs program that is universal in access, targeted in emphasis, and referral-enabled, organized into six strands (Self-Development, Study Skills, Time Management, Learning Expectations, Living and Working Arrangements, Support Systems), implemented across early, midterm, and consolidation phases, and monitored with simple uptake indicators for continuous improvement. Findings should be interpreted in light of a single-institution, convenience sample and cross-sectional self-report data; future work should replicate across campuses, test domain composites and longitudinal change, and evaluate impact on behavioral uptake and academic outcomes.

Recommendations

In relation to RQ1, institutions should institutionalize an annual, campus-wide needs assessment using the validated 44-item instrument aligned to the six domains, administer it early in the first term (Weeks 3 to 4), summarize results as item-level percentage distributions, and release a planning brief within four weeks. For RQ2, research teams should continue item-level sex comparisons using the Mann–Whitney U test, report rank-biserial r with Holm-adjusted p-values, avoid sex-segmented services, and expand subgroup analyses (year level, working status, commuting pattern) to guide inclusive access routes. For RQ3, student affairs units should implement a universal, targeted, referral-enabled program across three phases—Weeks 1 to 4 onboarding, Weeks 5 to 10 practice and boosters, and Weeks 11 to Finals consolidation—with termly monitoring of participation, planner use, brief-clinic attendance, drop-in consultations, referrals, and satisfaction to drive iterative improvement. Finally, stakeholders should adopt the program diagram (framework) as the logic model for aligning proposals and budgets, orienting staff and students, and structuring evaluation and future research replication.

References

Altschuld, J. W., & Kumar, D. D. (2010). *Needs assessment: An overview* (Vol. 1). SAGE.

Alvarez Sainz, M., Ferrero, A. M., & Ugidos, A. (2019). Time management: Skills to learn and put into practice. *Education & Training, 61*(5), 635–648. https://doi.org/10.1108/ET-01-2018-0027

Bailey, T., Jaggars, S. S., & Jenkins, D. (2015). *Redesigning America's community colleges: A clearer path to student success*. Harvard University Press. https://doi.org/10.4159/9780674425895

Baxter Magolda, M. B., & King, P. M. (Eds.). (2004). *Learning partnerships: Theory and models of practice to educate for self-authorship*. Stylus.

Bettinger, E. P., & Baker, R. (2014). The effects of student coaching: An evaluation of a randomized experiment

in student advising. *Educational Evaluation and Policy Analysis, 36*(1), 3–19. https://doi.org/10.3102/0162373713500523

Britton, B. K., & Tesser, A. (1991). Effects of time-management practices on college grades. *Journal of Educational Psychology, 83*(3), 405–410. https://doi.org/10.1037/0022-0663.83.3.405

Brumley, L. D., Russell, M. A., & Jaffee, S. R. (2019). College expectations promote college attendance: Evidence from a quasiexperimental sibling study. *Psychological Science, 30*(8), 1186–1194. https://doi.org/10.1177/0956797619855385

Commission on Higher Education (CHED). (2013). *CMO No. 9, s. 2013: Enhanced policies and guidelines on Student Affairs and Services (SAS).* https://ched.gov.ph/wp-content/uploads/2017/10/CMO-No.09-s2013.pdf

Credé, M., & Kuncel, N. R. (2008). Study habits, skills, and attitudes: The third pillar supporting collegiate academic performance. *Perspectives on Psychological Science, 3*(6), 425–453. https://doi.org/10.1111/j.1745-6924.2008.00089.x

Credé, M., Roch, S. G., & Kieszczynka, U. M. (2010). Class attendance in college: A meta-analytic review of the relationship of class attendance with grades and student characteristics. *Review of Educational Research, 80*(2), 272–295. https://doi.org/10.3102/0034654310362998

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE.

Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry, 11*(4), 227–268. https://doi.org/10.1207/S15327965PLI1104_01

Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual Review of Psychology, 53*, 109–132. https://doi.org/10.1146/annurev.psych.53.100901.135153

Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics, 5*(1), 1–4. https://doi.org/10.11648/j.ajtas.20160501.11

Friedlander, L. J., Reid, G. J., Shupak, N., & Cribbie, R. (2007). Social support, self-esteem, and stress as predictors of adjustment to university among first-year undergraduates. *Journal of College Student Development, 48*(3), 259–274. https://doi.org/10.1353/csd.2007.0024

Fruehwirth, J. C., Iyer, S., & Zhang, J. (2021). Mental health among college students during the COVID-19 pandemic: Differences across race/ethnicity and gender. *PLOS ONE, 16*(1), e0245327. https://doi.org/10.1371/journal.pone.0245327

Funa, A. A., & Gabay, R. A. E. (2025). Bridging the gap among knowledge, attitudes, and behaviors toward sustainable development through I-STEM-PBL-ESD. *International Journal on Studies in Education*, 7(2), 288–303. https://doi.org/10.46328/ijonse.317

Funa, A. A., Gabay, R. A. E., Esdicul, K. L., & Prudente, M. S. (2023). Secondary teachers' and students' perceptions of distance education in science: Focus on learner-centered, action-oriented, and transformative learning. *Dalat University Journal of Science, 13*(3), 156–181. https://doi.org/10.37569/DalatUniversity.13.3.1108(2023)

Funa, A. A., Gabay, R. A. E., Estonanto, A. J. J., & Prudente, M. S. (2022). Development and validation of online

survey instrument on sustainable development for science teachers: Focus on Pili (*Canarium ovatum*). *Journal of Turkish Science Education, 19*(2), 559–576. https://doi.org/10.36681/tused.2022.137.

Graham, A., Anderson, D. L., Kerr, T., & Mitchell, J. (2022). *Exploring the associations between student participation, wellbeing and recognition at school. Cambridge Journal of Education, 52*(4), 453–472. https://doi.org/10.1080/0305764X.2022.2031886

Hidi, S., & Renninger, K. A. (2006). The four-phase model of interest development. *Educational Psychologist, 41*(2), 111–127. https://doi.org/10.1207/s15326985ep4102_4

Holmes, V. (2008). Working to live: Why university students balance full-time study and employment. *Education + Training, 50*(4), 305–314. https://eric.ed.gov/?id=EJ801313

Hunt, J., & Eisenberg, D. (2010). Mental health problems and help-seeking behavior among college students. *Journal of Adolescent Health, 46*(1), 3–10. https://doi.org/10.1016/j.jadohealth.2009.08.008

Jamieson, S. (2004). Likert scales: How to (ab)use them. *Medical Education, 38*(12), 1217–1218. https://doi.org/10.1111/j.1365-2929.2004.02012.x

Karabenick, S. A., & Dembo, M. H. (2011). Understanding and facilitating self-regulated help seeking. *New Directions for Teaching and Learning, 2011*(126), 33–43. https://doi.org/10.1002/tl.443

Lobo, E. L., & Dimalanta, R. B. (2024). Individual interest of students in physical education and school engagement: The mediating role of learning strategies. *ERIES Journal, 17*(1), 79–91. https://doi.org/10.7160/eriesj.2024.170107

Lowe, J., & Gayle, V. (2007). Exploring the work/life/study balance: The experience of higher education students in a Scottish further education college. *Journal of Further and Higher Education, 31*(3), 225–238. https://doi.org/10.1080/03098770701424942

Mann, H. B., & Whitney, D. R. (1947). On a test of whether one of two random variables is stochastically larger than the other. *Annals of Mathematical Statistics, 18*(1), 50–60. https://doi.org/10.1214/aoms/1177730491

Mata, K. A. (2019). Students' needs assessment: Basis for student service program enhancement. *American Journal of Humanities and Social Sciences Research, 3*(6), 246–249. https://www.ajhssr.com/wp-content/uploads/2019/07/ZE1936246249.pdf

Nora, A., & Crisp, G. (2007). Mentoring students: Conceptualizing and validating the multi-dimensions of a support system. *Journal of College Student Retention: Research, Theory & Practice, 9*(3), 337–356. https://doi.org/10.2190/CS.9.3.e

Ramallosa, J. M., Funa, A. A., Geron, A. T., Ibardaloza, R. T., & Prudente, M. S. (2022). Meta-analysis on the effectiveness of argument-based learning on students' conceptual understanding. In *Proceedings of the 2022 13th International Conference on E-Education, E-Business, E-Management, and E-Learning (IC4E 2022), Tokyo, Japan*. Association for Computing Machinery. https://doi.org/10.1145/3514262.3514305

Republic Act No. 10173. (2012). *Data Privacy Act of 2012.* https://www.officialgazette.gov.ph/2012/08/15/republic-act-no-10173/

Ryan, A. M., & Pintrich, P. R. (1997). "Should I ask for help?" The role of motivation and attitudes in adolescents' help seeking in math class. *Journal of Educational Psychology, 89*(2), 329–341. https://doi.org/10.1037/0022-0663.89.2.329

Sander, P., Stevenson, K., King, M., & Coates, D. (2000). University students' expectations of teaching. *Studies*

in Higher Education, 25(3), 309–323. https://doi.org/10.1080/03075070050068465

Sera, L., & McPherson, M. L. (2019). Effect of a study skills course on student self-assessment of learning skills and strategies. *Currents in Pharmacy Teaching and Learning, 11*(7), 664–668. https://doi.org/10.1016/j.cptl.2019.03.004

Son, C., Hegde, S., Smith, A., Wang, X., & Sasangohar, F. (2020). Effects of COVID-19 on college students' mental health in the United States: Interview survey study. *Journal of Medical Internet Research, 22*(9), e21279. https://doi.org/10.2196/21279

Tanrıögen, A., & Işcan, S. (2009). The relationship between time management and academic achievement. *Eurasian Journal of Educational Research, 35*, 93–108. https://ejer.com.tr/wp-content/uploads/2021/01/ejer_2009_issue_35.pdf

Tinto, V. (2012). *Completing college: Rethinking institutional action.* University of Chicago Press. https://doi.org/10.7208/chicago/9780226804545.001.0001

Tomlinson, A., Simpson, A., & Killingback, C. (2023). Student expectations of teaching and learning when starting university: A systematic review. *Journal of Further and Higher Education, 47*(8), 1054–1073. https://doi.org/10.1080/0309877X.2023.2212242

Witkin, B. R., & Altschuld, J. W. (1995). *Planning and conducting needs assessments: A practical guide.* SAGE.

Wolters, C. A., & Brady, A. C. (2021). College students' time management: A self-regulated learning perspective. *Educational Psychology Review, 33*(4), 1319–1351. https://doi.org/10.1007/s10648-020-09519-z

Xu, Z., Qiu, J., Chen, J., Zou, L., Li, F., Yeung, A. S., & Grosso, G. (2021). Association between physical activity and academic resilience among Chinese university students during COVID-19. *International Journal of Environmental Research and Public Health, 18*(19), 10091. https://doi.org/10.3390/ijerph181910091

Yakaboski, T., & Birnbaum, M. (2013). US-style student affairs in Kenya: The "Americanization" of higher education and student outcomes. *Journal of Student Affairs in Africa, 1*(1–2), 31–40. https://doi.org/10.14426/jsaa.v1i1-2.14