

Student Affairs Programme and Academic Sustainability in Federal Institutions in South-West Nigeria

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Abstract-- The study examined the influence of student affairs programmes on the Academic sustainability of federal tertiary institutions in South-West, Nigeria. This study is driven by the increasing concerns of student retention, academic achievement, graduation rates, and the ability of higher education institutions to sustain quality academic outcomes. Student affairs programs are essential to students' academic, social, and personal development. Services include counseling, academic advising, health services, career assistance, leadership development, and extracurricular activities. Yet, despite their importance, many institutions still struggle to achieve sustainable academic success. The design of the study was descriptive survey. The population comprised seventy three (73) individuals of student affairs divisions recruited from three federal tertiary institutions in Ogun State viz: Federal Polytechnic, Ilaro, Federal University of Agriculture, Abeokuta and Federal College of Education, Osiele. A comprehensive enumeration method was used because the number of people was extremely small. Data were collected using a standardized questionnaire and analyzed using descriptive and inferential statistics. The results show that student affairs programs have a significant effect on academic sustainability. Factors that enhance academic achievement, retention, institutional commitment and overall learning experience of students were identified as student support services, counseling programs, student engagement efforts and extracurricular activities. The study found that the major causes of the inefficiency of student affairs programs are lack of appropriate budget, shortage of trained personnel and inadequate physical facilities. The research found that effective student affairs programs are important to achieving academic sustainability in federal higher education institutions. It called for more funding for student affairs units, continued professional development for staff, greater student involvement in institutional governance, better support services, and the use of technology in the administration of student affairs. Such initiatives would improve the institution's ability to sustain high academic standards and deliver quality educational experiences to students.

Keywords-- Student Affairs, Student Affairs Programmes, Academic Sustainability, and Student Support Services

I. BACKGROUND TO THE STUDY

In higher education, student affairs is a broad category of services and programs that are aimed at supporting the academic, social and personal development of students. Services such as counseling, health services, student housing, extracurricular activities and career services play a critical role in creating an environment that supports academic success and personal growth. Academic sustainability is the capacity of educational institutions to preserve and improve their quality and relevance over time. This principle ensures that institutions uphold high educational standards and adapt to changing societal needs and challenges. The study argues that for federal institutions in South-West Nigeria to effectively support their student populations and contribute to national growth, student affairs must be integrated into their goals for academic sustainability.

Student affairs are important for academic sustainability, due to their management of non-academic factors that affect student achievement. Busteed and Thomas (2013) report that participation in extracurricular activities, mentoring and supportive services are important predictors of academic persistence and achievement for students. Efficient student affairs programs in federal colleges in South-West Nigeria increases retention rate, decreases dropout rate and improves academic performance. Student affairs programs are vital for the promotion of academic sustainability in the Nigerian tertiary institutions through the provision of a conducive, participatory and inclusive environment that meets the varied needs of students outside the classroom. An integrated approach is critical to the continued success and growth of both students and institutions.

Counseling services help students manage stress and mental health issues that frequently interfere with academic success (Samarita, et al. 2024). Health services are essential for the health and well-being of students and their ability to participate fully in their academic work whereas career services help students to match their academic interests with the career opportunities and thus increase their motivation and commitment to their studies (Adediran, 2014).

These services are essential in creating a nurturing atmosphere that promotes academic sustainability by attending to the holistic needs of students.

Despite the crucial role performed by student affairs in promoting academic sustainability, many challenges in the area exist in federal institutions in South-West Nigeria. The chief problem is lack of funds, which means that the amount and quality of service to students is limited. Olayinka and Adesola (2017) stated that a lot of Nigerian colleges are financially handicapped and their student affairs programmes are poorly funded and are not able to meet the diverse needs of students.

Furthermore, student affairs and academic departments often do not work together, resulting in uncoordinated student support and also lead to the inability to address the connected academic and non-academic issues that affect student academic progress (Yusuf, 2012). In addition, the student-to-staff ratios are high in many institutions, which often overwhelm student affairs staff and hinder them from providing individualised help to students (Adeyemi & Akpotu, 2004). Such problems can dilute the effectiveness of student affairs programs and therefore the academic sustainability of the institutions. To overcome these challenges and ensure academic sustainability, the federal universities in South-West Nigeria must adopt a more integrated and holistic approach to student affairs. More money needs to be put into student support services.

The specialized unit created in various tertiary institutions to cater for the wellbeing of the student through the promotion of the overall success and development of higher education institutions in South-West Nigeria is the directorate of Student Affairs. These activities are particularly important as these institutions through their Directorates play a significant role in shaping the academic success and professional futures of millions of students from admission to graduation. Student affairs encompasses a broad range of services and programs that are intended to promote students' academic, social, and personal growth. These services include, among others, counseling, health services, student housing, extracurricular activities, promotion of cultural diversity and career services.

The department responsible for the promotion of Students affairs in Nigeria tertiary institutions despite their contributions were viewed by the staff and students as strict, inhumane and over disciplined. To some, the activities of the directorate of student affairs are recognized, appreciated and valued as the pillar of sustainable academics in the Nigerian Tertiary institutions. This paper deals with the evaluation of the mixed feeling by the staff of Directorate of student affairs in the selected institutions

II. OBJECTIVES OF THE STUDY

The central objective of this study is to examine the significant effect of Student Affairs program on Academic sustainability in Federal Tertiary institutions in Nigeria, while other objectives shall be to;

- i. Assess the importance of student affairs program on academic sustainability in Nigerian tertiary institutions
- ii. Examine the effect of academic sustainability on student academic program in Nigerian tertiary institutions
- iii. Identify the significance of student affairs program on institutional administration

Hypothesis

H01 There is no correlation between student affairs program and academic sustainability in Nigerian Tertiary Institutions

H011 There is no significant relationship between academic sustainability and academic program

H0111 There is no correlation between student affairs program and institutional administration in Nigerian Tertiary Institutions

III. LITERATURE REVIEW

Student Affairs

Student Affairs is a coordinated program in tertiary institutions that prepares individuals student for a profession in the student affairs division of tertiary institution. Student Affairs refers to a dedicated division within educational institutions, particularly in higher education, saddled with the responsibility of supporting and enhancing the overall student experience in the institution. This definition explicit the wide range of services, programs, and activities designed to enhanced students' academic, social, emotional, and personal growth as a student and beyond. The overriding aim of student affairs is to establish a nurturing educational atmosphere that fosters comprehensive student development and achievement, both academically and personally.

The student affairs division is an area inside higher education institutions that caters to the comprehensive needs of students. This department consists of student affairs specialists with varied expertise and functional domains committed to meeting student needs. According to Iyayi (2017) in Anidobe (2023), student affairs management includes all measures undertaken by institutions to meet students' needs, such as ensuring the safety of lives and property, providing a supportive learning environment, and facilitating extracurricular activities both on and, to some extent, off the institution's premises.

A variety of competencies and functional areas exist to address the specific needs of students. The residence hall supervisor provides housing for students in need of accommodation.

The needs of low-income students or those facing financial challenges are met through the work-study program and/or the financial aid office, among other services. The student affairs division includes multiple functional areas designed to improve student support and promote their academic advancement. It is crucial to acknowledge that Student Affairs professionals aim to improve student services while simultaneously seeking to uphold and stay knowledgeable about the institution's values and campus culture.

Academic sustainability refers to an institution's capacity to preserve and improve its educational quality and relevance over time, hence ensuring the provision of a high standard of education for future generations.

Academic sustainability refers to the ability of educational institutions to sustain and improve the quality of their teaching, research, and service objectives in the long run, while including sustainability concepts into their activities and educational programming. The concept entails the maintenance of a flexible and robust educational setting, the promotion of methods that foster environmental conservation, social accountability, and economic sustainability, both inside the institution and in the wider society (Barth & Rieckmann, 2012).

In addition to assuring the long-term survival of academic programs, student affairs underscores the need of integrating sustainable development into educational frameworks, so equipping students to address global issues (Tilbury, 2011). Educational institutions dedicated to academic sustainability promote multidisciplinary research, innovative curriculum, and institutional practices that uphold ecological and social well-being (Cortese, 2003).

Relevance of Student Affairs Program on Academic Sustainability in Nigeria Tertiary Institutions

The efficacy of the student affairs activities on academic sustainability of various tertiary institutions in Nigeria cannot be over-emphasized as Student affairs activities is a pre-requisite to students' academic welfare, emotional balance and institutional stability in term of smooth academic calendar, institutional ranking, staff and students' security among others.

1. *Enhancement of Student Well-being:* Student affairs programs provide essential services such as counseling and health support that enhance students' mental and physical well-being, which is critical to reducing dropout rates and promoting academic persistence (Kuh et al., 2006).
2. *Development of Soft Skills:* These programs facilitate leadership development, career guidance, and interpersonal skills training, equipping students with competencies necessary for holistic success beyond academics (Astin, 1999; Komolafe, 2014).
3. *Promotion of a Positive Learning Environment:* Student affairs initiatives foster a supportive and inclusive campus culture, crucial for maintaining student motivation and engagement necessary for academic sustainability (Tinto, 1993; Olowu & Ajiboye, 2018).
4. *Conflict Resolution and Discipline:* One of the significant responsibility of the student affairs program is to oversee and regulate students discipline and attend to conflict related issue between student to students and/or between student and host community members, thereby reducing grievances that could adversely affect academic performance and sustainability (Osuji, 2015).
5. *Promotion of Academic Engagement:* Student affairs programs equally foster active learning engagement through appropriate registration and monitoring of academic associations and clubs, sport and recreational activities as well as organizing seminars, and workshops to enhance their learning, thereby enhancing students' academic commitment (Kuh, 2009).
6. *Retention and Graduation Rates:* indefatigable assistance from student affairs programs mitigates obstacles including social adaptation and financial limitations, hence enhancing student retention and graduation rates (Adeyemi, 2010; Eze & Okeke, 2014).
7. *Support for At-Risk Students:* Student Affairs programs identify and provide support for students encountering academic or personal difficulties like family issues, physically challenged and promoting their ongoing education and success (Baker & Siryk, 1984).



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Challenges of the Student Affairs program in Federal Tertiary Institutions in Nigeria.

Student Affairs Programs in tertiary institutions are essential in enhancing student welfare, fostering discipline, and establishing a supportive learning environment. Student affairs programs generally include and not limited to counseling services, accommodation management, student orientation, health services, leadership development, and coordination of student activities. Despite the significance of Student affairs program in promoting academic sustainability and student growth, Student Affairs divisions in Nigerian tertiary institutions are faced with various obstacles that impede their efficacy of the division in tertiary institutions

The most significant challenge is insufficient funding. Numerous tertiary institutions in Nigeria operate with inadequate financial resources, and Student Affairs departments frequently lack sufficient funding. This will in turn affect the delivery of vital services including counseling, healthcare, hostel upkeep, and extracurricular activities to be provided by student affairs program. Welfare services that is not well funded will lead to student unhappiness and stress, adversely impacting academic performance (Okebukola, 2015).

Another challenge is insufficient infrastructure and congestion. The continuous rise in student enrollment in Nigerian tertiary institutions has not been equated by a proportional infrastructure development, including student hostels, health centers, and recreational areas. The National Universities Commission indicates that infrastructural shortages continue to be a significant concern for higher education institutions in Nigeria.

The deficiency of qualified workers is an additional issue affecting Student Affairs program, efficient student affairs services necessitate skilled specialists in disciplines such as counseling, psychology, student development, and conflict resolution. (Omonijo, Uche, & Rotimi, 2013). Nevertheless, numerous institutions are deficient in sufficiently trained staff to address students' emotional, social, and behavioral issues. Vincent Tinto (1993) asserts that the nature of student support services like student affairs are so crucial to ensure student retention and assimilation into the academic environment.

But if such services are inadequately provided due to dearth of professional personnel there will be likelihood of student attrition escalates.

Campus disputes and student unrest constitute another area of common challenge which Student affairs departments normally serve the middle path between the tertiary institution management and their Students' Union /Associations. Student disturbances, demonstrations and riots commonly stemming from differences of opinion on the fee regime, provision of welfare facilities, institutional policies/ rules usually lead to a dislocation of academic life in the institution (Ajayi & Ekundayo, 2010). Lack of adequate communication or flow of information between the management and their counterpart on the other hand would tend to aggravate crisis.

A further concern is insufficient student engagement and participation in institutional initiatives, rules formation and enforcement, but Student Affairs programs rely significantly on efficient and effective student participation in extracurricular activities such as sporting, leadership initiatives, and welfare programs. Nevertheless, certain students display lack or minimal interest in these activities owing to a deficiency in information, infrastructure, ineffective communication, or a lack of trust between students and institutional authorities and this may affect students learning (Alexander Astin 1999)

Ultimately, technical constraints associated with student affairs program impact the efficacy of Student Affairs administration, institutions in Nigeria still use manual systems for managing student data, result processing, allocation of hostel accommodations, and information dissemination. The restricted utilization of digital platforms such as websites and apps diminishes efficiency in student affairs service delivery and hampers the ability to promptly address students' wants in a swiftly changing academic landscape.

IV. METHODOLOGY

The population for this study consist of the senior staff of the Directorate of Student Affairs of the Federal Institutions in Ogun State vis a vis the federal p[olytechnic Ilaro, federal university Abeokuta, federal college of education Osiele with 73 as the population which was adopted as the sample size. Descriptive statistics were used for presentation and analysis of data in this study.

V. DATA ANALYSIS

Table 1: Importance of Student Affairs Program on Academic Sustainability

S/N	Item	Response	Frequency	Percentage
1	Student affairs program is essential for smooth academic program in tertiary institutions	Strongly Disagree	-	-
		Disagree	7	9.6
		Undecided	-	-
		Agree	65	89.0
		Strongly Agree	1	1.4
2	Student affairs program serves as a guide for student academic sustainability	Strongly Disagree	12	16.4
		Disagree	3	4.1
		Undecided	-	-
		Agree	30	41.1
		Strongly Agree	28	38.4
3	Student affairs program prevent crisis related events in tertiary institutions	Strongly Disagree	11	15.1
		Disagree	2	2.7
		Undecided	-	-
		Agree	25	34.2
		Strongly Agree	35	47.9
4	Without Student affairs program academic programs may be disrupted	Strongly Disagree	10	13.7
		Disagree	4	5.5
		Undecided	-	-
		Agree	39	53.4
		Strongly Agree	20	27.4

Table 1. shows respondents opinion on the importance of student affairs programmes on academic sustainability in tertiary institutions. Generally, the results indicate that the majority of the respondents recognized the vital role of student affairs programmes in enabling academic functions, enhancing academic sustainability, averting crises and ensuring stability in tertiary institutions.

For item 1. Respondents were asked whether “student affairs programme is vital for smooth academic programme in tertiary institutions.” The results show that 65 respondents representing 89.0% agreed while 1 respondent representing 1.4% strongly agreed with the statement. In contrast, only 7 respondents representing 9.6% disagreed while none remained undecided or strongly disagreed. This suggests a very positive perception of the relevance of student affairs programs in the facilitation of effective academic administration and institutional operation. The high level of agreement indicates that respondents view student affairs units as important units in the coordination of student related activities, promotion of discipline and an enabling environment for academic success.

Item 2, respondents rated whether “student affairs programme acts as a guide for student academic sustainability. The results showed that 30 respondents (41.1%) agreed, and 28 respondents (38.4%) strongly agreed with the statement. On the other hand, 12 respondents (16.4%) strongly disagreed and 3 respondents (4.1%) disagreed. No undecided respondent. The overall agreement percentage of 79.5% indicates that the majority of the respondents are of the opinion that student affairs programmes provide guidance and support mechanisms that contribute to students’ capacity to sustain their academic pursuits. These programmes can include counselling services, orientation activities, leadership training, conflict resolution, welfare support, and mentorship initiatives, and all of them can be positive in promoting students' academic continuity and personal development.

Item 3 examined “whether student affairs programme prevent crisis related events in tertiary institution. The results show that 25 respondents representing 34.2% of agree and 35 respondents representing 47.9% of strongly agree.

On the other hand, 11 respondents or 15.1% strongly disagree and 2 respondents or 2.7% disagree. The absence of undecided responses implies that respondents had clear opinions on the issue. The overall positive response rate of 82.1% suggests that student affairs programmes are viewed as significant devices for crisis prevention and campus stability. This might be because student affairs departments mediate disputes, handle student grievances, promote dialogue between the administration and students and coordinate programs for peaceful coexistence within the institution.

For item 4, respondents were asked whether “academic programmes would be disrupted without student affairs programme”. The results show that 39 respondents representing 53.4% agreed while 20 respondents representing 27.4% strongly agreed. On the other hand 10 respondents representing 13.7% strongly disagreed while 4 respondents representing 5.5% disagreed. Again, no respondent was on the fence.

The findings indicate that most of the respondents perceive that the lack of student affairs programmes could have a negative effect on academic activities and the stability of the institution. This highlights the strategic importance of Student Affairs Units to ensure orderliness, address student concerns promptly and support the continuous teaching and learning processes.

In summary, the above tables indicate strong agreement among the respondents that student affairs programmes are very important for the academic sustainability of tertiary institutions. The very high percentages of agreement on all items demonstrate that the respondents view these programmes as important mechanisms to ensure smooth operations of academics, to guide students academically, to prevent crises in the institution and to ensure continuity of educational activities. The findings therefore suggest that strengthening student affairs programmes could contribute to a great extent to the improvement of institutional harmony, student welfare and sustainable academic development in tertiary institutions.

Table 2: Effect of Academic Sustainability on Student Academic Program

S/N	Item	Response	Frequency	Percentage
1	Academic sustainability promotes student retention in tertiary institutions	Strongly Disagree	5	6.8
		Disagree	11	15.1
		Undecided	-	-
		Agree	38	52.1
		Strongly Agree	19	26.0
2	Academic sustainability enhances inclusive education	Strongly Disagree	6	8.2
		Disagree	10	13.7
		Undecided	-	-
		Agree	37	50.7
		Strongly Agree	20	27.4
3	Academic sustainability ensure adaption to technological advancement	Strongly Disagree	10	13.7
		Disagree	7	9.6
		Undecided	-	-
		Agree	30	41.1
		Strongly Agree	26	35.6
4	Academic sustainability ensure uninterrupted academic program	Strongly Disagree	11	15.1
		Disagree	3	4.1
		Undecided	-	-
		Agree	29	39.7
		Strongly Agree	30	41.1

Table 2 presents the respondents' views on the effect of academic sustainability on student academic programmes in tertiary institutions. The table examines how academic sustainability contributes to student retention, inclusive education, technological adaptation, and uninterrupted academic activities. The findings generally indicate that the majority of respondents perceived academic sustainability as a critical factor in enhancing the effectiveness and continuity of academic programmes in tertiary institutions.

For item 1, respondents were asked if "academic sustainability promotes retention of students in tertiary institutions." The results show that 38 respondents representing 52.1% agreed with the statement while 19 respondents representing 26.0% strongly agreed. On the contrary, 11 respondents, or 15.1%, disagreed while 5 respondents, or 6.8%, strongly disagreed. All respondents were firm. The 78.1% overall agreement rate indicates that respondents are quite confident that academic sustainability has an important role to play in the retention of students within the educational system. This means that when institutions provide stable academic structures, supportive learning environments, effective student support services and consistent academic policies, students are likely to stay committed to their educational pursuits and complete their programmes successfully.

For item 2, respondents evaluated if "academic sustainability supports inclusive education." The results show that 37 respondents representing 50.7% agreed while 20 respondents representing 27.4% strongly agreed. Contrarily, 10 respondents representing 13.7% disagreed and 6 respondents representing 8.2% strongly disagreed. The non-existence of undecided responses implies that respondents had clear views on the contribution of academic sustainability to inclusive education. The total positive response rate of 78.1% indicates that sustainable academic practices contribute to creating equal learning opportunities for students regardless of their backgrounds, abilities, or socioeconomic conditions. This may include the provision of equitable access to educational resources, student-friendly policies, and support systems that promote participation and academic engagement among diverse student populations.

Item 3 asked if "academic sustainability guarantees adaptation to technological advancement". The findings showed that 30 respondents representing 41.1% agreed, and 26 respondents representing 35.6% strongly agreed. On the other hand, 13.7% (10 respondents) strongly disagreed and 9.6% (7 respondents) disagreed. The overall agreement percentage of 76.7% shows that the respondents view academic sustainability as an important mechanism for adaptation to modern technological changes in the educational sector. This means that sustainable academic systems promote the integration of digital learning platforms, information and communication technologies, e-learning tools and innovative teaching methods that enhance the quality and accessibility of education.

In item 4, the respondents were asked to rate if "academic sustainability ensure uninterrupted academic program. The result shows that 29 respondents (39.7%) agree and 30 respondents (41.1%) strongly agree . On the contrary, 11 respondents which represent 15.1% strongly disagreed and 3 respondents which represent 4.1% disagreed. None of the respondents were in doubt. The overall agreement rate of 80.8% implies that the respondents were of the strong opinion that academic sustainability is a crucial aspect in guaranteeing the continuity and stability of academic programmes. This implies that sustainable academic structures enable institutions to manage disruptions such as crises, strikes, financial instability or administrative challenges and continue teaching and learning activities effectively without undue interruptions.

The results in Table 2, simply put, reveal that academic sustainability has good and significant effect on student academic courses in tertiary institutions. The high levels of consensus on all the items show that the respondents regard academic sustainability to be an important element to improve student retention, to develop inclusive education, to adjust to technology innovations, and to ensure that academic activities are not disrupted. The findings underscore the need for sustainable academic policies and institutional structures to facilitate sustainable educational development and improve the academic experiences and outcomes of students.

Table 3: The Significance of Student Affairs Program on Institutional Administration

S/N	Item	Response	Frequency	Percentage
1	Student Affairs program supports institutional policy implementation	Strongly Disagree	7	9.6
		Disagree	3	4.1
		Undecided	-	-
		Agree	40	54.8
		Strongly Agree	23	31.5
2	Student affairs program promotes institutional Goals and Visions	Strongly Disagree	23	31.5
		Disagree	4	5.5
		Undecided	-	-
		Agree	30	41.1
		Strongly Agree	16	21.9
3	Student affairs program facilitates communication and collaboration between the school and the students	Strongly Disagree	11	15.1
		Disagree	5	6.8
		Undecided	-	-
		Agree	20	27.4
		Strongly Agree	37	50.7
4	Students affairs program ensures crisis management and student supports	Strongly Disagree	9	12.3
		Disagree	9	12.3
		Undecided	-	-
		Agree	29	39.7
		Strongly Agree	26	35.6

Table 3 examines the significance of student affairs programmes on institutional administration in tertiary institutions. The responses obtained from the respondents indicate that student affairs programmes play major roles in supporting administrative effectiveness, policy implementation, communication, crisis management, and the realization of institutional goals and visions. The analysis of the responses further demonstrates that the majority of respondents hold positive perceptions regarding the contribution of student affairs programmes to institutional administration.

On whether student affairs programmes support institutional policy implementation, the findings reveal that 40 respondents representing 54.8% agreed, while 23 respondents representing 31.5% strongly agreed. In contrast, only 7 respondents representing 9.6% strongly disagreed and 3 respondents representing 4.1% disagreed with the statement. The high proportion of respondents who agreed and strongly agreed, accounting for 86.3% of the total responses, indicates that student affairs programmes are perceived as important structures that aid the implementation of institutional policies.

This suggests that student affairs units help to ensure that institutional regulations, rules, and decisions are properly communicated and adhered to by students, thereby enhancing administrative coordination and institutional orderliness.

Regarding whether student affairs programmes promote institutional goals and visions, 30 respondents representing 41.1% agreed, while 16 respondents representing 21.9% strongly agreed. However, 23 respondents representing 31.5% strongly disagreed and 4 respondents representing 5.5% disagreed. Although the majority of respondents, representing 63.0%, expressed positive opinions, the relatively high percentage of respondents who strongly disagreed indicates that some respondents may feel that student affairs programmes have not fully achieved their expected roles in advancing institutional visions and objectives. Nevertheless, the overall result still implies that student affairs activities contribute meaningfully to the promotion of institutional values, student development, and the realization of broader educational goals.

On the issue of communication and collaboration between the school and students, the findings show that 20 respondents representing 27.4% agreed and 37 respondents representing 50.7% strongly agreed that student affairs programmes facilitate communication and collaboration between management and students. Meanwhile, 11 respondents representing 15.1% strongly disagreed and 5 respondents representing 6.8% disagreed. The combined positive response rate of 78.1% demonstrates that student affairs programmes are widely recognized as effective channels through which students interact with institutional authorities. This implies that student affairs divisions help to create understanding between students and school management, resolve student-related issues, communicate institutional information effectively, and promote peaceful coexistence within the institution.

Furthermore, respondents were asked whether student affairs programmes ensure crisis management and student support. The results indicate that 29 respondents representing 39.7% agreed, while 26 respondents representing 35.6% strongly agreed with the statement. On the contrary, 9 respondents representing 12.3% strongly disagreed and another 9 respondents representing 12.3% disagreed. The total percentage of respondents who agreed and strongly agreed stood at 75.3%, showing that most respondents believe student affairs programmes are important in managing crises and providing support services for students. This finding suggests that student affairs units play significant roles in addressing student grievances, preventing conflicts, offering counseling and welfare services, and ensuring stability within tertiary institutions.

Conclusively, the findings from Table 3 indicate that student affairs programmes are highly significant to institutional administration in tertiary institutions. The majority of respondents acknowledged that these programmes support policy implementation, promote institutional goals and visions, facilitate communication and collaboration, and contribute to crisis management and student support. The findings therefore emphasize the need for tertiary institutions to strengthen student affairs units in order to enhance administrative effectiveness, institutional stability, and sustainable educational development.

VI. CONCLUSION

The student affairs constitute an indispensable factor for actualizing sustainability of academic activities in federal institutions in South-West, Nigeria. Students' well-being are considered through adequate provision of services and programs that support their academic success as well as other areas of development.

This vision is yet to be fully actualized due to constraints such as paucity of funds, dis-jointed and uncoordinated student's support services, as well as an high ratio of student to staff. Thus there must be an investment and the better coordination and integration of student affairs, as well as an encouragement of their role in this respect.

Recommendations

Based on the findings of this study, the following recommendations were made;

- i. Federal organizations should work towards improvement in student affairs programs: mentoring services, counseling, academic guidance, and health services
- ii. Government and institution managing student affairs unit shall ensure to fund this department enough so that they may continue providing quality program and service.
- iii. Institutions should provide opportunities for students to be involved in institutional processes; through their student union, via committees and the feedback mechanisms
- iv. Institutions should encourage regular training, workshops, and professional development programmes for student affairs administrators and staff
- v. Digital systems must be adopted by the federal agencies for educational counseling, student engagement, disseminating information, student counseling, and handling grievances.

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