

Challenges and Emerging Perspectives in Managing Students' Personnel Services in Tertiary Institutions: A Systematic Review

DOI: <https://doi.org/10.47175/rielsj.v7i3.1326>

| Frank Mwamakula^{1,*} | Emmanuel Daniel Slaa² |

¹Department of Education
Foundations, St. Augustine
University of Tanzania

²Masumbwe Secondary
School, Mbogwe District,
Geita, Tanzania

*frank.mwamakula@saut.ac.tz



This work is licensed
under a Creative Commons Attribution-
ShareAlike 4.0 International License.

ABSTRACT

Students' personnel services in tertiary education provide academic, social, psychological, financial, health, career, counselling, welfare, disciplinary and extracurricular support for students' successful participation and completion of studies. However, expansion, diversification and digital transformation of tertiary education create new demands for managing these services. This systematic review examines the challenges and emerging perspectives for management of students' personnel services in tertiary institutions. The review adopts a systematic literature review approach guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA 2020) framework. It reviews the literature published between 2020 and 2026 supplemented by policy frameworks. The synthesis identifies challenges like: inadequate financial and human resources; increasing student diversity and complexity of needs; fragmented and reactive service delivery; limited professionalization of student affairs; digital inequality and technological capacity gaps; and growing concerns about student mental health, privacy and wellbeing. At the same time, the literature reveals emerging perspectives focusing on student centred management, proactive and personalized support, integrated digital student services, learning analytics, peer mentoring, mental health responsive services, inclusive provision and stronger student voice. Evidence suggests that globally, student support services remain unevenly developed, with underfunding, limited professionalization and weak student participation. The review concludes that tertiary institutions need to move from fragmented welfare-oriented approaches towards integrated, evidence informed and student centred personnel services systems.

KEYWORDS

Personnel services; tertiary education; integration; student welfare; digital transformation.

INTRODUCTION

Tertiary institutions play a critical role in national development by producing skilled professionals, driving technological innovation, and supporting socio-economic progress. Beyond delivering academic instruction, these institutions are responsible for creating an environment that promotes students' overall growth and wellbeing (Omari & Maghimbi, 2023). Among these, Student Personnel Services (SPS) constitutes a fundamental component of higher education systems. Johnson et al. (2022) conceptualize SPS as organized support services designed to address students' academic, social, psychological,

and physical wellbeing to enhance their learning experience and institutional adjustment. SPS are not merely supplementary services but essential pillars that sustain effective teaching, learning, and research in tertiary institutions.

Tertiary education carries a huge task of responding to increased demand for advanced knowledge, professional competencies, employability and lifelong learning. The expansion of tertiary education has resulted into increased diversities in student populations according to their socioeconomic background, age, gender, geographical origin, disability, educational preparation, employment status and mode of study. UNESCO reports continuing global expansion which has led to persistent challenges and questions related to education access, affordability, equity, digital inequality and quality (UNESCO, 2023, 2024). These expansion challenges have increased the necessity of institutional administrative and personnel support systems beyond classroom instruction.

Recently, rapid enrollment expansion has observed in tertiary institutions, however, the organization and delivery of students' personnel services remain questionable and highly affected by massification and diversification of students, marketization and globalizations pressures (Jamieson et al., 2023). The students' personnel services in many tertiary institutions' contexts appear to be underfunded, insufficiently equipped with professionals, with inadequate students' voices incorporation into institutional decision-making. Tertiary institutions are therefore obliged to form institutional infrastructure and services which facilitate smooth students' academic, social, psychological and personal development, famously referred to as students' personnel or support services. Bennett et al. (2021) outline the services to include academic advise, career counselling and guidance, health and library services, accommodation, financial assistance, student leadership, disability support, disciplinary services, recreation, sports, orientation, student records and other welfare-related services, all aimed at promoting student success and institutional effectiveness.

Experience shows that ineffective management of these services undermines student welfare, reduces academic success, and erodes institutional reputation and sustainability (Tinto, 2020). Conversely, weak management of such services undermines the academic mission and negatively impacts institutional effectiveness. Therefore, managing student personnel services efficiently is essential to the overall effectiveness of tertiary institutions, as it directly affects student performance, satisfaction, and institutional outcomes (Aljohani et al., 2023).

Tertiary education systems worldwide have evolved to integrate comprehensive support systems that address students' physical, psychological, and academic needs. Holistic student support is a key pillar in achieving Sustainable Development Goal 4 (SDG 4), which aims to ensure inclusive, equitable, and quality education for all (UNESCO, 2020). In developed countries like the United States of America, student personnel services are institutionalized within educational governance frameworks. Universities are required by accreditation bodies to maintain effective health, counselling, and library services as indicators of educational quality (Sorensen & Ulriksen, 2022).

Recent technological advancement has accelerated the provision of personnel services challenges by forcing tertiary institutions' transition from physical administrative to online support functions. Although digital technologies have created opportunities for flexible and accessible student support, they have also exposed inequalities in internet connectivity, digital skills, access to devices and institutional technological capacity (UNESCO, 2023). Mental health and wellbeing of tertiary education students has also emerged among major concerns for student personnel management, noting occurrence of substantial levels of

depression, psychological distress and other mental-health challenges among students (Ardekani et al., 2021; Rotar, 2022).

In these contexts, student services management is deeply embedded in educational policy and institutional culture. The integration of academic advising, mentorship, and mental health programs has been shown to improve student retention and graduation rates. European universities have adopted student-centered management approaches emphasizing well-being, diversity, and inclusivity. On the contrary, the shortage of student personnel services affects student engagement and increases attrition rates (Bakiri et al., 2024). The Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) promote combined welfare, counseling, and academic advisory systems in universities to support student learning (Okamoto & Saito, 2021). Singapore's higher education institutions, particularly the National University of Singapore, employ digital platforms for managing counseling and health appointments, which have streamlined student service delivery and improved institutional responsiveness. Similarly, the National University of Singapore has digitized the management of library, health, and counseling services to streamline access and improve operational efficiency across departments (Chen et al., 2023).

Across Africa, universities have increasingly recognized the role of student personnel services in enhancing academic achievement and institutional effectiveness. However, the management of these services often faces constraints, including inadequate funding, a shortage of qualified personnel, and a lack of coordination mechanisms. Adebayo and Kolawole (2021) found that Nigerian universities with poorly managed counseling and health services reported low student retention and weak graduation rates. In South Africa, the Department of Higher Education and Training warned that ineffective management of student support services undermines institutional transformation (DHET, 2022), limiting equity and restricting access for disadvantaged groups. Generally, sub-Saharan Africa continues to experience significant disparities in service delivery due to financial and administrative limitations, which compromise institutional effectiveness.

In East Africa, Kenya, Uganda and Tanzania, tertiary institutions have been striving to improve their management of student personnel services. Ugandan universities indicate that poorly structured counseling services contribute to increased student absenteeism and weaken academic performance (Lule & Nsubuga, 2022). Kenya universities evidence poorly managed health and library services recorded lower student satisfaction and lower retention rates (Otieno, 2022), and increased incidents of student unrest and hindered academic excellence. In Tanzania, The Tanzania Commission for Universities (TCU, 2019) handbook of standards and guidelines Standard 1.11, directs each university to establish a library with adequate staffing to facilitate teaching, learning, and research, health care and counseling services as core student welfare provisions to create a conducive learning environment (Omari & Maghimbi, 2023).

Despite the growing importance of student personnel services, the literature remains fragmented across student affairs, academic advising, counselling, student wellbeing, digital student support, financial support and institutional management. There is Therefore there is a need to synthesize existing evidence to identify the major challenges confronting management of these services and the emerging approaches capable of improving their effectiveness.

LITERATURE REVIEW

Student personnel services in the modern era adopt a holistic understanding and practices, from traditional exclusive focus on students' disciplinary administration or welfare to

modern supporting students throughout the life cycle from admission, orientation to academic progression, graduation and transition to employment (Rotar, 2022). The life cycle considers proper identification and consideration of intake, intervention, support, transition and measurement stages of student support and development. Health services are a fundamental component of student personnel services, playing a vital role in promoting student well-being, academic success, and overall institutional effectiveness. They include provision of mental health support, preventive care, and health promotion. A cross-sectional study by Zhang (2024) examined the relationship between university students' mental health and academic performance in China. The study found that poorer mental health (higher scores for depression/anxiety) was significantly associated with lower GPA and higher course in completion.

The World Health Organization (WHO, 2021) global review and guideline on school health services emphasizes effective health services, treatment, referral systems, health promotion, and continuity of care mechanisms for supporting students' well-being and educational attainment. Heller et al. (2024) in Germany examined the connection between health behaviour and academic achievement in higher education, and revealed that adequate sleep, good nutrition, and low substance use are strongly associated with better academic performance. In Japan, Chu et al. (2022) analyzed student mental health indicators and academic outcomes which indicated that impaired mental health was strongly associated with lower academic achievement and a higher risk of student withdrawal. Similarly, Núñez et al. (2024) review highlighted that institutions with integrated on-campus health services experienced fewer medically related absences and improved academic persistence.

Also, Reuter et al. (2021) point a clear association between student health behaviours and academic achievement, whereas, physical activity and certain risk behaviours are associated with academic performance. Mental health outcomes and patterns of digital service use among Arab American and Arab/Middle Eastern international students during the COVID-19 recovery period raised problematic scene on academic adjustment. Moreover, same concerns and associations were raised by Lederer et al. (2024) and Hammoudi Halat et al. (2023) who reported sleep and psychological distress to have significant negative associations with academic outcomes. In Tanzania, Mboya et al. (2020) and Rweyemamu et al. (2024) reported a prevalence of mental distress in tertiary institutions around 14% leading to lower than expected grades and limited social support as significantly associated with distress among undergraduates on campus.

Guidance and counseling services are other essential components of student personnel services that support students' psychological well-being, academic adjustment, and overall success in tertiary institutions. In Italy, Cerolini et al. (2023) and Pizzo et al. (2024) reported improved mental health outcomes and functioning, and noted emerging evidence that web-based counselling as online intervention could expand access among University Students Worldwide. Similarly, Amado and Shiferew (2022) at Dilla University, Ethiopia reported that students with better access to counselling showed improved academic and social adjustment.

Speranza et al. (2023) used validated psychological measures to assess change of students who received university counselling and reported significant improvements in psychological functioning following counselling, and it analyzed predictors of better outcomes (e.g., baseline distress, therapeutic engagement). This raised the demand for Counselling Psychology Quarterly services for higher education students, with a focus on mental health and academic functioning. They found overall positive effects of counselling

on mental-health outcomes and preliminary evidence that these improvements supported better academic functioning (attendance, concentration, timely assignment submission).

Library services raise another critical component of student personnel services that support teaching, learning, and research in tertiary institutions. Effective library services, including access to adequate resources, digital systems, and skilled personnel, enhance students' academic performance, research capacity, and overall institutional effectiveness. De Groote and Scoulas (2022) at the University of Illinois at Chicago in the United States of America, examined students' perceptions of academic library resources and services and their impact on students' academic success. The study found that students' views on the library's contribution to success varied based on demographic factors and that success encompassed more than Grade Point Average (GPA), including learning, confidence and preparedness.

Aryee and Tetteh (2024) studied library resource constraints, user frustration, and user behavior in selected public universities in Ghana and revealed inadequate library resources, particularly recommended textbooks, significantly frustrated users, leading to negative behaviors such as hiding books, theft, and property damage. Kaishe-Mulungu and Lwehabura (2024) using selected Tanzanian university libraries reported inadequate e-resource access, limited opening hours and staffing shortages which undermined users' satisfaction and such service gaps were likely to impair students' academic work and research output. Similarly, Muneja et al. (2023) and Bakiri et al. (2024) explored the training needs of information systems, awareness, adoption and prospects for Artificial Intelligence services in academic libraries. Universities require urgent training needs in digital skills, research support, and managerial competencies and strategies to build policy and training. Modernized library services and enhancement of resources are likely to improve student research capacities and institutional effectiveness.

The reviewed studies establish a knowledge gap as many have focused on student outcomes, with comparatively less attention to how the management of student personnel services, including planning, staffing, accessibility, and resource allocation, affects institutional effectiveness. Theoretical and conceptual gaps also exist since previous research lacked a unifying framework and linkage of student personnel services management practices to institutional effectiveness, and most studies did not examine integrated services as interdependent subsystems. Addressing these gaps, this study examines challenges and emerging perspectives on management of health, counseling, and library services and their influences on student outcomes, retention, and overall effectiveness of tertiary institutions.

RESEARCH METHODS

The study adopted a systematic literature review approach to synthesize empirical and policy evidence published from 2020 to 2026 concerning challenges and emerging perspectives of student personnel services in tertiary education. The review followed the principles of transparent systematic evidence synthesis and was structured based on Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA 2020) framework, by identifying, screening and excluding duplicates and ineligible articles, and lastly including potential articles for review (Page et al., 2020). The review was guided by the major two questions: (i) What are the challenges facing effective provision of personnel services in tertiary institution?, and (ii) What initiatives can be adapted and applied by tertiary institutions to ensure effective provision of personnel services?

Electronic searches were targeted at major academic databases and scholarly search platforms, including Scopus, Web of Science, ERIC, ScienceDirect, SpringerLink, Taylor

and Francis, Wiley Online Library and Google Scholar. Relevant policy documents were also identified from official government and tertiary education agencies and evidences across policy, curriculum, pedagogy and accessibility dimensions of students' personnel services. Data were extracted according to the following categories: author and year, geographical context, study purpose, methodology, participant group, type of student personnel services, barriers, outcomes and implications, adapting Kumar (2020) data extraction guidelines for review studies. The extracted evidence was subjected to thematic synthesis which was considered appropriate because the reviewed studies used diverse methodologies and examined different dimensions of personnel services from diverse contexts.

RESULTS AND DISCUSSION

This section presents, interprets and discusses the findings in accordance with the specific objectives of the study. The findings are organized into two main subsections namely: (i) Challenges facing effective provision of personnel services, and (ii) Emerging perspectives in managing students' personnel services in tertiary institutions. The findings are presented and discussed in the succeeding sections accordingly.

Challenges Facing Effective Provision of Personnel Services

The findings indicate that inadequacy in medication supplies, staffing shortages, limited facilities, and delays in service provision negatively affect students' access to timely healthcare services and, consequently limiting their academic participation. Similar findings were reported by WHO (2021) which noted that inadequate healthcare resources reduce the effectiveness of institutional health services. Moreover, Mboya et al. (2020) observed that shortages of healthcare personnel contribute to delays in treatment and reduce quality of healthcare support in tertiary education institutions.

Limited treatment space is also evidenced, inadequate storage facilities for medicines, insufficient medical equipment, and a shortage of healthcare personnel in some institutions (Mkude, 2022). Such challenges may negatively affect students' attendance, concentration and overall institutional effectiveness. These findings were consistent with Rweyemamu et al. (2024), who found that inadequate student health support services and unmet healthcare needs contribute to students' learning, academic and social difficulties. Hence, emphasis should be put on strengthening campus health services to promote students' well-being and academic success (URT, 2023). This means that inadequate health infrastructure and staffing negatively affect effective health service delivery and students' well-being. The findings imply that shortages of medicines, inadequate staffing, limited facilities, poor management, and delays in healthcare services remain major barriers to the accessibility and effectiveness of health services in tertiary institutions.

Guidance and counseling services help reduce students' academic stress but are still constrained by limited accessibility and capacity in some cases. Concerns about a lack of confidentiality in some instances discourage full use of counseling services (Pizzo et al., 2024). In addition, delays in counseling appointments due to staff shortages and limited counseling offices are identified as challenges affecting timely access to support services (Speranza et al., 2023). Furthermore, structural and resource limitations such as inadequate counseling spaces, insufficient staffing and limited privacy arrangements still reduce services provision effectiveness.

Student personnel challenges reduce students' willingness to seek help and limit the full impact of counseling services for institutional effectiveness. The fact that some counseling offices are constrained by limited space and lack adequate privacy for students seeking

counseling support, this affects the confidentiality and accessibility of counseling sessions (Aryee & Tetteh, 2024). These findings align with Amado and Shiferew (2022) who reported that counseling services in tertiary education institutions to be constrained by inadequate staffing and limited counseling facilities, thereby reducing students' access to effective counseling support. Adequate counseling infrastructure and sufficient trained personnel are important for effective delivery of counseling services and improved student psychological functioning.

Library services in tertiary institutions are challenged by limited students' access to current academic knowledge and this affects research output, productivity and academic performance. Libraries have old editions with limited recent publications, relies more in printed sources than electronic ones. Reports on poor internet connectivity evidence constraints on access to digital learning resources, online journals and e-library systems (Kaishe-Mulungu & Lwehabura, 2024). Limited textbook copies intensify competition for learning materials. Meanwhile, poor accessibility of e-library systems, strict library regulations, overcrowding during examination periods, difficulty locating materials, and early closing or late opening hours all of which reduce convenience and accessibility of services (Bakiri et al., 2024).

These findings agree with Aryee and Tetteh (2024) who note that inadequate and outdated library resources negatively affect students' academic engagement. Weak Information and Communication Technology (ICT) infrastructure and limited access to digital resources reduce library services effectiveness in tertiary education institutions. Inadequate ICT infrastructure and limited staffing expertise, support and constraints also add to library services' inefficiency. They findings also concur with Shikali et al. (2024) who also exposed limitation in digital support systems, utilities and restricted access to electronic library resources hindering teaching, learning, and research activities in most developing countries and African universities in particular. These findings imply that, despite the availability of library services, their effectiveness is undermined by inadequate resources and infrastructure constraints. The challenges collectively reduce students' ability to fully benefit from library services, thereby affecting their academic achievement and tertiary institutional effectiveness.

Emerging Perspectives in Managing Students' Personnel Services

The way tertiary institutions are transforming student personnel services in response to changing student needs, technology, inclusion, employability demands, and institutional accountability is a topic of paramount discussion. The perspectives demand enhanced digitalization of students' personnel services, through student information management systems (SIMS) and records, online registration, academic counselling and monitoring of student retention and completion (Chu et al., 2022; Núñez et al., 2024). Student centered service delivery, career guidance, counseling and mentorships should be strategically arranged to ensure inclusive and equitable students services.

Student wellbeing and psychosocial support are necessary through integration of mental health interventions and support services. Tertiary institutions are obliged to take wellbeing and gender responsive interventions as part of crisis response mechanisms. Overall, quality assurance and accountability must be at the heart of tertiary institutions' practices to ensure service standards, students' satisfaction and improvement in transparency and accountability in personnel services delivery. This is consistent with WHO (2021) and Hammoudi Halat et al. (2023) who insist on strengthening healthcare resources and preventive health support which may improve student inclusive well-being, academic participation and institutional effectiveness.

The findings further revealed several suggestions for improving health services in tertiary institutions. These included providing adequate medicines and medical equipment, increasing the number of qualified medical staff, extending the hours of operation for health services, and improving referral and emergency services. Zhang (2024) argue that mental health issues are significantly associated with improved academic performance, and on the contrary, health related challenges lead to lower academic achievement and increased academic difficulties among university students. Thus, Mtebe and Kondoro (2022) call for continued institutional health support systems contribute positively to students' retention and programme completion rates.

Measures are to be strategically lay down and monitored to improve access to healthcare services, reduce treatment delays, and enhance the quality of healthcare support provided within institutions. Tertiary education institutions should keep regular exercises of conducting health awareness programmes, strengthening health insurance support for students, and constructing or expanding health centres and dispensaries within institutions. Such findings are supported by WHO (2021) and Bennett et al. (2021) who insist on strengthening healthcare resources and preventive health support to improve student well-being, academic participation and institutional effectiveness.

Tertiary institutions are also urged to improve the accessibility, quality and effectiveness of institutional guidance and counseling services. This can be achieved through organizing regular counseling seminars to raise awareness of mental health and academic adjustment issues (Omari & Maghimbi, 2023). Hiring more trained counselors may increase accessibility and reduce workload while strengthening privacy and confidentiality to enhance students' trust in counseling services (Cerolini et al., 2023). Furthermore, tertiary education institutions should improve counseling resources, including well-furnished offices and support resources to create a more supportive and conducive counseling environment.

Institutions can introduce online counseling services to improve accessibility, particularly for students who fear or are reluctant to attend face to face sessions. Cerolini et al. (2023) observed that well-coordinated counseling systems improve students' psychological wellbeing and institutional functioning. Also, Amado and Shiferew (2022) emphasized that effective counseling services in higher education institutions depend on well established, monitored and managed institutional structures and coordinated services delivery. Similarly, Aljohani et al. (2023) observed that well-coordinated counseling systems significantly enhance students' psychological well-being and improve the overall effectiveness of institutional support services.

The establishment and expansion of gender desk offices, strengthening staffing, infrastructure, confidentiality systems, and service delivery methods would significantly improve the effectiveness of counseling services, thereby enhancing students' wellbeing, academic achievement and retention in tertiary institutions. Similarly, Mkude (2022) point out that inadequate counseling facilities, limited staffing, and poor accessibility constrain effective counseling service delivery and recommended strengthening counseling units to support students' wellbeing in a better way.

Pizzo et al. (2024) emphasize that confidential and supportive counseling environments improve students' mental health and academic functioning. They significantly enhance students' mental health outcomes and increase their willingness to seek psychological support within tertiary education institutions. The findings therefore imply that students highly value accessible, confidential, adequately staffed, and effectively managed counseling services as important components for improving their emotional wellbeing, academic success, retention, and institutional effectiveness in tertiary institutions.

Furthermore, there is a need to improve library services to ensure easy accessibility, adequacy, quality and effectiveness. The improvement initiatives include the provision of updated books and journals, highlighting the need for current, relevant academic resources to support learning and research. Libraries also demand improved internet connectivity and addition of more computers and digital facilities which are considered essential for enhancing access to digital learning resources and online academic materials. This accommodates what De Groote and Scoulas (2022) observed that academic libraries positively support students' academic success, confidence, and learning effectiveness. Similarly, Kaishe-Mulungu and Lwehabura (2024) found that inadequate ICT infrastructure and e-library, staffing shortages, and limited academic resources negatively affected the effectiveness of modern library services.

Ana up to date library must strengthen e-library services, increase reading space, extend library operating, employ more library staff, and strengthen library user education programmes. These suggestions imply that students expect modern, accessible, and well managed library systems and resources that can effectively support teaching, learning, and research. Shikali et al. (2024) emphasize that digital library services and online academic resources are important for supporting the continuity of learning and research activities in tertiary education institutions. However, many tertiary learning institutions in developing countries and Africa face challenges of inadequate ICT infrastructure, limited access to digital resources, and unreliable internet connectivity, which restrict effective utilization of e-library services. Thus, aligns with Bakiri et al.'s (2024) notes that weak and limited technological capacity and digital transformation in academic libraries continue to hinder the full integration and use of electronic library services.

Proper use of e-library depends much on technical personnel. Muneja et al. (2023) give an opinion that competent library personnel contribute significantly to effective learning support and institutional research productivity. Thus, professionally trained and competent library staffs significantly enhance the effectiveness of academic library services by assisting students with information retrieval, research activities, and academic assignments (Speranza et al... 2023; Zhang, 2024).

Generally, improving library resources, ICT infrastructure, staffing, and user education would significantly enhance students' academic engagement and institutional effectiveness. In the same line, Sorensen and Ulriksen (2022) argue that updated academic resources enhance student success. Also, Lule and Nsubuga (2022) emphasize that strong digital library systems and ICT infrastructure are essential for sustainable learning support in higher education. The findings therefore imply that students highly value accessible, confidential, adequately staffed, and effectively managed ICT resources in library as important components for improving their academic success, retention and institutional effectiveness in tertiary institutions.

CONCLUSION

Effective management of students' personnel services is a crucial component of quality, inclusive, and student centred tertiary education. However, the effectiveness health, guidance and counseling, and library services is constrained by continued limited financial and human resources with limited professional capacity. Institutions experience weak coordination among units, while receiving student with digital inequalities. Management of student personnel services in recent era must adapt emerging perspectives which emphasise on digital transformation, data informed student support, and personalised services. It should be in place to identify students' risks and accommodate inclusive service provision, monitor mental health issues and ensure students' wellbeing.

Application of digital platforms such as Artificial Intelligence (AI) offers both challenges and opportunities which are to be monitored to improve technological innovation and sustainability in student interaction, development and academic achievement.

The best future of students depends much on the quality of their personnel services. Tertiary education institutions need to ensure sustainable inclusive investment in adequate qualified personnel and infrastructure with integrated information digitalized systems, clear established institutional policies, and inter-departmental coordination mechanisms. Serious attention should be given to institutional accountability and supportive academic and social learning environments which accommodate engagement and enhance students' well-being, academic achievement and overall institutional effectiveness. Future research should move beyond descriptive assessments of individual services towards longitudinal and comparative studies that examine how integrated students' personnel service models influence student outcomes across different institutional, socioeconomic, and national contexts.

REFERENCES

- Adebayo, T., & Kolawole, F. (2021). Management of student services and institutional effectiveness in Nigerian universities. *African Journal of Education and Development Studies*, 18(2), 45-60. <https://doi.org/10.46627/silet.v6i1.506>
- Aljohani, K. A., Almarwani, A. M., Tubaishat, A., Gracia, P. R. B., Natividad, M. J. B., Gamboa, H. M., & Aljohani, M. S. (2023). Nursing and health sciences students' perspective on the functions of academic advising. *SAGE Open Nursing*, 9, 1-8. <https://doi.org/10.1177/23779608231172656>
- Amado, A.A., & Shiferew, M. (2022). Perceived need and utilization of counselling services among university students in Ethiopia. *African Journal of Guidance and Counseling*, 4(1), 16-30.
- Ardekani, A., Hosseini, S. A., Tabari, P., Akbari, H., Vakili, M. A., & Heydari, S. T. (2021). Student support systems for undergraduate medical students during the COVID-19 pandemic: A systematic narrative review of the literature. *BMC Medical Education*, 21, 352. <https://doi.org/10.1186/s12909-021-02791-9>
- Aryee, R., & Tetteh, E. O. A. (2024). Library resources constraints, frustration, and user behavior: An empirical library operations study. *Brain and Behavior*, 14(6), e3627. <https://doi.org/10.1002/brb3.3627>
- Bakiri, E., Mbembati, R., & Tinabo, R. (2024). Adoption of artificial intelligence tools in Tanzanian academic libraries. *Journal of Digital Libraries and Information Systems*, 7(2), 121-137. <https://doi.org/10.4314/udslj.v18i2.3>
- Bennett, C. A., Hsiao, E.-L., Dees, D. C., Kim, D., & Bochenko, M. J. (2021). The impact of TRIO Student Support Services on academic performance of non-traditional students at a public state college in Georgia. *Journal of Adult and Continuing Education*, 27(2), 157-174. <https://doi.org/10.1177/1477971420915938>
- Cerolini, S., Romano, F., & Di Giacomo, D. (2023). The effectiveness of university counseling services: A systematic review and meta-analysis. *International Journal of Mental Health Counseling*, 45(3), 201-221. <https://doi.org/10.5204/ssj.3019>
- Chen, L., Tan, S., & Wong, P. (2023). Digital transformation in student welfare management in Asian higher education. *Asian Journal of Educational Management*, 12(1), 22-39.
- Chu, K., Nakamura, S., & Ito, H. (2022). Health behaviors and academic outcomes among university students: A multi-institutional study. *Asian Journal of Higher Education Research*, 8(3), 201-220.

- De Groote, S. L., & Scoulas, J. M. (2022). The impact of the academic library on students' success, in their own words. *portal: Libraries and the Academy*, 22(2), 355-374. <https://dx.doi.org/10.1353/pla.2022.0021>
- Department of Higher Education and Training (DHET). (2022). *Student support and institutional transformation report 2022*. Department of Higher Education and Training.
- Hammoudi Halat, D., Fares, S., & Saad, W. (2023). Health behaviors and psychological distress among university students: A cross-sectional assessment. *Journal of Mental Health and Education*, 11(4), 266-280. <https://doi.10.1186/s12889-023-16184-8>.
- Jamieson, I., Oanda, I., & Saarinen, T. (2023). Contextualizing student affairs and services in global higher education. *New Directions for Student Services*. <https://doi.org/10.1002/ss.20474>
- Johnson, C., Gitay, R., Abdel-Salam, A.-S., BenSaid, A., Ismail, R., Al-Hazaa, K., & Romanowski, M. (2022). Student support in higher education: Campus service utilization, impact, and challenges. *Heliyon*, 8(12), e12559. <https://doi.org/10.1016/>
- Kaishe-Mulungu, S., & Lwehabura, M. J. F. (2024). Student satisfaction with library services in higher learning institutions in Tanzania. *Tanzania Journal of Library and Information Science*, 10(1), 55-70.
- Kumar, R. (2020). *Methods of data collection*. Mewar University, Chittorgarh.
- Lederer, A. M., Hoban, M. T., & Morley, K. (2024). Health and academic performance in higher education: A scoping review. *Journal of Postsecondary Student Health*, 4(1), 1-15. <https://doi.10.1177/08901171241255768>
- Lule, P., & Nsubuga, H. (2022). Management of student welfare services and academic success in Ugandan universities. *African Educational Review*, 15(4), 78-95.
- Mboya, I. B., John, B., & Mrema, G. (2020). Mental distress and associated factors among undergraduate students in Tanzania: A case of KCMUCo. *BMC Psychology*, 8(1), 283-6. <https://doi.org/10.1186/s12888-020-2448-1>
- Mkude, D. (2022). Challenges in managing student counseling services in Tanzanian universities. *Journal of Social and Educational Research*, 8(1), 27-41.
- Mtebe, J., & Kondoro, A. (2022). Evaluating management strategies for non-academic services in higher learning institutions. *Tanzania Journal of Educational Management*, 5(1), 11-28.
- Muneja, S., Mwantimwa, K., Msonde, S., & Benard, R. (2023). Competency and training needs of academic library professionals: Implications for service quality. *African Journal of Library and Information Science*, 14(2), 88-102. <https://doi.org/10.1080/10572317.2023.2235953>
- Núñez, C., Alvarez, R., & Mendes, J. (2024). The role of university health centers in student success: A clinician-oriented review. *Health Services in Higher Education*, 6(2), 77-93.
- Okamoto, H., & Saito, K. (2021). Integrated student support services in Japanese universities. *Journal of Asian Educational Studies*, 5(2), 66-83.
- Omari, J., & Maghimbi, A. (2023). Administrative efficiency and student welfare management in higher education institutions. *Journal of Educational Administration in Africa*, 7(3), 90-108.
- Otieno, M. (2022). Influence of student service management on academic performance in Kenyan universities. *East African Journal of Education and Social Sciences*, 7(4), 99-115.

- Page M. J., McKenzie J. E., Bossuyt P. M., Boutron I., Hoffmann T. C., Mulrow C. D. (2020). The PRISMA 2020 statement: an updated guideline for reporting systematic reviews. *BMJ*. <https://doi.org/10.1136/bmj.n71>
- Pizzo, G., Esposito, A., & Freda, M. F. (2024). Counseling interventions in higher education: A systematic review. *Counselling Psychology Quarterly*, 37(1), 1-20.
- Rotar, O. (2022). Online student support: A framework for embedding support interventions into the online learning cycle. *Research and Practice in Technology Enhanced Learning*, 17, 2. <https://doi.org/10.1186/s41039-021-00178-4>
- Reuter, P. R., Forster, M., & Brister, S. (2021). Health behaviors and academic achievement in college students: A U.S. institutional study. *American Journal of College Health*, 69(6), 67-86. <https://doi.org/10.1177/08901171241255768>
- Rweyemamu, D., Msigwa, C., & Massawe, J. (2024). Prevalence of mental distress among university students in Tanzania: A study at the University of Dodoma. *East African Journal of Psychology and Education*, 3(1), 45-58. <https://doi.org/10.1007/s44192-024-00098-x>
- Shikali, B., Muneja, S., & Kassim, A. (2024). Access to academic library resources during COVID-19: A systematic review. *International Journal of Library and Information Services*, 9(1), 33-49. <https://doi.org/10.21203/rs.3.rs-4237695/v1>
- Sorensen, M., & Ulriksen, L. (2022). University student support systems and institutional outcomes in Europe. *International Review of Education*, 68(3), 321-340. <https://doi.org/10.1111/J.1468-2273.2008.00420.X>
- Speranza, M., Russo, D., & Parisi, F. (2023). Effects of short-term counseling on stress, anxiety, and academic outcomes among university students: A pre-post study. *Journal of Counseling Research and Practice*, 55(2), 89-103. <https://doi.org/10.1007/s12144-025-08344-3>
- Tinto, V. (2020). *Student success and the role of institutional support*. Routledge.
- UNESCO. (2020). *Education for sustainable development: Progress and prospects*. UNESCO Publishing. <https://doi.org/10.54675/YFRE1448>
- UNESCO. (2023). *Global education monitoring report 2023: Technology in education: A tool on whose terms?* UNESCO. <https://doi.org/10.54676/UZQV8501>
- UNESCO. (2024). *Monitoring progress towards SDG 4: Higher education*. Global Education Monitoring Report. <https://doi.org/10.54676/EFLH5184>
- URT. (2023). *Education and Training Policy 2014 (2023 Edition)*. Ministry of Education, Science and Technology: Dodoma, Tanzania.
- WHO. (2021). *WHO guideline on school health services*. World Health Organization. <https://www.who.int/publications/i/item/9789240029392>
- Zhang, Y. (2024). Health service utilization and academic performance among university students: A systematic review. *Journal of College Health Studies*, 12(1), 33-47.