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Parents' Satisfaction and Perceived Gains from Enrolling their Children in an Adventist Elementary School

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Abstract

Parents are important co-stakeholders in the basic education program for they play an important role in the choice of school for their children. To increase the enrolment rate, it is essential to unfold what satisfies the expectation of the parents. This is a mixed-method study which was participated in by 112 parents. Survey questionnaires and open-ended questions were used to determine the satisfaction and perceived gains of the parents with the quality of education the elementary school contributed to the development of the students. The quantitative results revealed that the parents were satisfied with the quality of the school program in terms of: relationship to God, responsible citizenship, and skills and knowledge. Likewise, they agreed that the elementary school's program highly contributed to the development of the students in these three aspects. The qualitative results unfolded that most of the parents validated that they chose the Adventist school for the objectives it carries. However, the study recommends that programs pertaining to the development of cultural appreciation, social and national interdependence through involvement in community programs, and the development of computer-related skills be enhanced. The study also recommends that the school conduct massive school promotion highlighting its strengths through different media platforms to reach parents with elementary-aged children.

Keywords: *satisfaction, school program, Adventist education, parent's school choice, evaluation*

Choosing where school their child will go is surely one of the most important decisions parents make. Parents also are in the best position to decide what school program would best fit their children. Parents across ethnicities, income levels, and socioeconomic statuses – consider common factors when choosing schools. These factors include high academic results, curriculum offerings, teacher quality, small class sizes, and the availability of extracurricular activities (Carter, 2018). Thus, the increase in elementary schools' enrolment is highly affected by parents' perception and satisfactory experience in a school. Satisfied parents will lead to strong retention. A strong retention rate obviously leads to increased enrolment. Satisfied parents will also tell their friends about the school. This is a positive word-of-mouth that works in favor of the school.

Thus, the increase in enrolment turnover is favorable to desirable schools that offer quality programs and that which satisfies the expectation of the parents as co-stakeholders. There is strong evidence that the expansion of school enrollment contributes to economic growth (Espinoza et al., 2018).

For those who believe in Adventist education, they suppose that it provides a quality academic foundation through a curriculum informed by biblical principles and infused with Christ's profound love and grace. They believe that Adventist schools offer environments in which children can thrive holistically, and grow physically, mentally, and spiritually (Thayer, et al., 2017).

However, in the last five years, there is a decline in enrolment in AUP Elementary. Many Adventist and non-Adventist parents are not making AUPE their child's choice of school anymore and many are opting for a different educational system for their children. Thus, more research is needed to explain why parents choose specific schools for their children and whether they consider specific qualities that they have deemed important when selecting a new school (Rhinesmith, 2017).

This study is anchored on William Glasser's Choice Theory which explains that exercising choice, whether in relationships, education, marriage, or other aspects of life, can provide a platform for enhanced relationships, satisfaction, and self-efficacy thus everything people do is a result of choice (Glasser, 1998). Thus, the direction of this study is to determine the satisfaction level of parents who chose to send all their children to AUPE and to uncover the real attributes of AUPE as experienced by parents through their children based on the school's set of objectives which are relationship to God, citizenship, and skills and knowledge.

This study also aimed to use the results to benchmark how the school should promote its strengths and improve its weaknesses to attract more parents to enroll their elementary-age children in AUPE. This study specifically focused on these three research problems:

1. What is the satisfaction level of parents with the quality of AUPE's program in terms of:
   a. Relationship to God
   b. Responsible Citizenship
   c. Skills and Knowledge
2. To what extent has the school contributed in the development of its students in terms of:
   a. Relationship to God
   b. Responsible Citizenship
   c. Skills and Knowledge
3. Why is AUPE your school of choice for your children?

Methodology

This is a mix method study that aimed to determine the satisfaction of the parents with the quality of education and the extent to which the elementary school contributed to the development of the students. This utilized a descriptive survey questionnaire for the quantitative part and an open-ended interview question for the qualitative part. The survey instrument is a four-part instrument that includes the profile of the respondents, the evaluation instruments, and an open-ended interview question that will require respondents to answer.

Descriptive survey study was utilized for the quantitative part of this study. Surveys are conducted for market surveys to obtain information by gathering data from a particular sample of a given population, through personal or impersonal means, to study its characteristics. The primary purpose is to identify what the customers, specifically the parents think of the services and programs of AUPE. This is also to identify effective and ineffective components of the AUP Elementary School Program based on its set of objectives. Survey studies are common research tools for educational and training programs. The results of this will help schools identify the strengths and weaknesses of the programs they specifically measure. The results of this survey study will primarily improve education and training programs as well as enhance the learning experiences of AUPE's future learners.

The instrument included an open-ended question which will be the qualitative part of the study. This was utilized to gather information to validate the data gathered using the survey instrument. The responses from the open-ended interview question were utilized to explain the statistical data to determine to further the area strengths and weaknesses of AUPE's programs based on its set of objectives as perceived by the parents.

The survey instrument was administered online by taking advantage of the free Google Forms application. The link of the questionnaire was sent via messenger which was the easiest form of data sharing and communication in this time of the pandemic when face-to-face communication is highly discouraged.

Parents of elementary students who graduated from 2016 to 2021 are the participants of this study. The respondents for this survey study are purposely and conveniently chosen as there are already a predetermined number of parents from specific school years covering the five-year period. The contact addresses were derived from the school's registrar's office and parents were formally invited to participate in the study with the assurance that their responses and identity will not be revealed.

Collectively, there are about 300 parents who were invited to participate. Out of this, 37% or 112 parents participated in the study. The data gathering was properly launched, and the data responses were encoded and monitored through the Google Survey platform.

Results and Discussion

To determine parents' satisfaction with the AUP Elementary program and to measure the extent of AUPE's contribution to their students' development based on the objectives of the school, this study was launched. Figure 1 shows the distribution of the respondents in terms of religious affiliation.
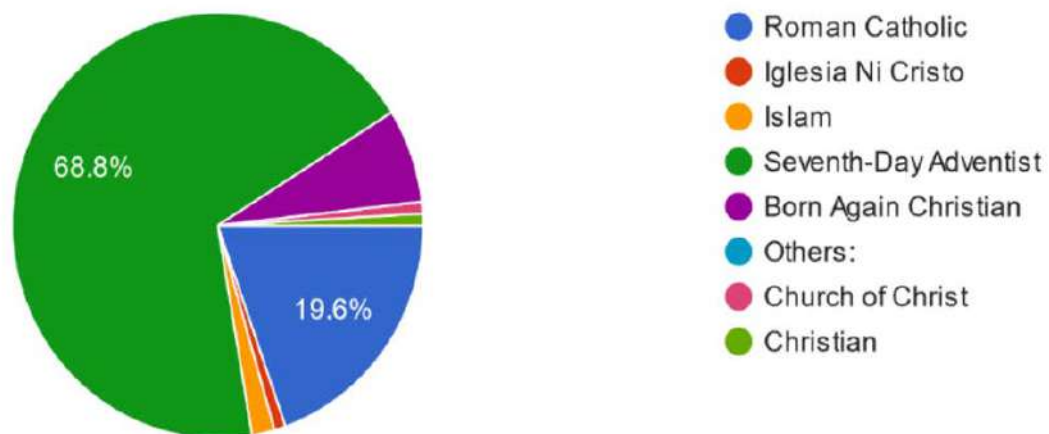
Figure 1. *Distribution of Religious Affiliation*

The study was participated by 112 parents from different religious affiliations. Accordingly, 77 or 68% of the respondents are Seventh-day Adventist, 22 parents or 19.6% are Roman Catholic, 8 parents or 7.1% are Born Again Christians, 1 parent or 0.9% are Iglesia ni Cristo, 2 parents or 1.8% are Islam and other 2 parents or 1.8% are affiliated with Christian Church.

The first research question focuses on the satisfaction of parents with the quality of Adventist University of the Philippines Elementary's program based on its school objectives which are categorized into three parts namely: relationship to God, citizenship, and skills and knowledge.

Satisfaction of Parents Terms of Relationship to God

Five statements are used to quantify the satisfaction of parents in terms of relationship to God. Table 1 shows that parents are satisfied with AUPE's program in terms of developing a relationship to God with a mean score of 4.49.

Table 1

Descriptive Statistics on the Satisfaction Level in Terms of Relationship to God

Statement	Mean	SD	Verbal Interpretation
1. Instilling a knowledge and love of God and of Jesus Christ who came into this world to be its Redeemer	4.63	0.502	Satisfied
2. Teaching the principles of the New Birth, Faith, and Prayer which lead to a transformed life.	4.51	0.553	Satisfied
3. Awakening and developing the power of perception, reflection, and application in the study of nature as the handwriting of God revealing His thoughts.	4.41	0.665	Satisfied
4. Presenting the ideals of true culture with an appreciation of what is pure, true, noble, and beautiful	4.44	0.626	Satisfied
5. Developing an inward fortitude against evil and sense of personal responsibility in the application of social, moral, and physical laws which should govern individual conduct.	4.46	0.629	Satisfied
Grand Mean	4.49	0.538	Satisfied

Scoring System: 1.00 – 1.50 Highly Dissatisfied; 1.51 – 2.50 Not Satisfied; 2.51 – 3.50 Fairly Satisfied; 3.51 – 4.50 Satisfied; 4.51 – 5.00 Highly Satisfied

The primary reason for the existence of Adventist schools such as AUPE is to introduce to their students God as their Creator and loving Savior. Education in its broadest sense is a means of returning human beings to their original relationship with God.

In an article published in The Journal of Adventist Education volume 62 in 2010, parents identified the seven reasons why they send their children to Adventist schools. Two of these reasons were because the Bible is taught and the second is because students are indicted to the family of God. This shows that it is an important factor for parents that their child's school is establishing a broader knowledge about God among their children.

Supporting these findings, Adventist schools' highest goal is for every student to surrender one's whole life to God; develop a relationship with Jesus Christ and allow the Holy Spirit to work in one's life. The true education which was the only pattern of every Adventist school was penned more than a hundred years ago through Ellen G. White, she was instructed to write "In the highest sense the work of education and the work of redemption are one, for in education, as in redemption, "other foundation can no man lay than that is laid, which is Jesus Christ." (Education, Chapter 4)

Satisfaction of Parents in Terms of Responsible Citizenship.

There are four items in the category of developing responsible citizenship. Table 2 presents the results of the descriptive analysis. Based on the grand mean score of 4.43, the result shows that the parents are satisfied with the quality of AUPE's program in terms of Responsible Citizenship.

Table 2

Descriptive Statistics on the Satisfaction Level in Terms of Responsible Citizenship

Statement	Mean	SD	Verbal Interpretation
1. Inspiring love and loyalty for the country and respect for recognized authority.	4.49	0.644	Satisfied
2. Emphasizing the value and dignity of labor in the development of character.	4.51	0.630	Satisfied
3. Developing a sympathetic understanding of the world and its needs, with the interdependence of men and nations.	4.35	0.732	Satisfied
4. Developing an aesthetic and intellectual appreciation for proper cultural values.	4.38	0.749	Satisfied
Grand Mean	4.43	0.638	Satisfied

Scoring System: 1.00 – 1.50 Highly Dissatisfied; 1.51 – 2.50 Not Satisfied; 2.51 – 3.50 Fairly Satisfied; 3.51 – 4.50 Satisfied; 4.51 – 5.00 Highly Satisfied

Adventist school's philosophy of education is to restore in humanity the lost image of God through the harmonious development of the mental, physical, social, and spiritual faculties. Thus, its mission is to provide quality Bible-based education, nurturing students for academic excellence, Christ-like character, and exemplary service. Social development and exemplary service pertain to the development of its students to become excellent citizens of the community they are affiliated with. This is realized through the rich provision of programs to develop good citizenship.

Adventist elementary school offers students a basic core of skills and knowledge for everyday living appropriate to their age, specifically a wholesome appreciation and respect for authorities in the home, the church, the school, and the community. The goal is for every student to manifest interpersonal skills and emotional growth necessary for healthy relationships with their peers, family, and community.

Satisfaction of Parents in Terms of Skills and Knowledge.

This category has four items to determine the satisfaction of parents with the programs of AUPE in terms of developing skills and knowledge. Results of descriptive analysis are presented in Table 3. It generated a grand mean score of 4.38 which implies that parents were satisfied with the quality of AUPE's program in terms of Skills and Knowledge.

Table 3

Descriptive Statistics on the Satisfaction Level in Terms of Skills and Knowledge

Statement	Mean	SD	Verbal Interpretation
1. Arousing interest and awakening thought as the prerequisite of true learning, that every capability of body, mind, and spirit might be exercised in the pursuit of knowledge.	4.46	0.642	Satisfied
2. Teaching the value and necessity of mental habits, application, and concentration.	4.41	0.665	Satisfied

{table continues on the next page}

3. Acquiring common skills and knowledge essential to scholastic progress and economic independence.	4.36	0.721	Satisfied
4. Developing skills and confidence in working with computers and the application programs.	4.29	0.728	Satisfied
Grand Mean	4.38	0.625	Satisfied

Scoring System: 1.00 – 1.50 Highly Dissatisfied; 1.51 – 2.50 Not Satisfied; 2.51 – 3.50 Fairly Satisfied;
3.51 – 4.50 Satisfied; 4.51 – 5.00 Highly Satisfied

Adventist schools should maintain high academic standards and to achieve academic excellence, there must be quality educational offerings, excellent teachers, adequate facilities, and a process of accountability for what the school delivers and what its students achieve. Mental development pertains to the provision of quality programs that will produce students who are academically excellent which is the focus of the last category skills and knowledge.

The development of skills and knowledge for the application of life-long skills is in the blueprint of Seventh-day Adventist education. As EGWhite penned in her book of education, "for the mind and the soul, as well as for the body, it is God's law that strength is acquired by effort. It is an exercise that develops. In harmony with this law, God has provided in His word the means for mental and spiritual development. Excellence in academics is one of the important goals for the students for "the excellency of knowledge is, that wisdom giveth life to them that have it" (Ecclesiastes 7:12) and this is what Adventist schools worldwide stand true until this very day.

School's Contribution in the Development of Students in Terms of Relationship to God

The second research question is to determine the extent the school has contributed or participated in the development of the students. Overall, the result shows that the extent the school has contributed to or participated in the development of students in terms of relationship with God based on their parents' responses is high based on the grand mean score of 4.35 as shown in Table 4.

Table 4
Contribution of the School in the Development of Students in Terms of Relationship to God

Statement	Mean	SD	Verbal Interpretation
1. Instilling a knowledge and love of God and of Jesus Christ who came into this world to be its Redeemer	4.46	0.758	High
2. Teaching the principles of the New Birth, Faith, and Prayer which lead to a transformed life.	4.36	0.769	High
3. Awakening and developing the power of perception, reflection, and application in the study of nature as the handwriting of God revealing His thoughts.	4.37	0.735	High
4. Presenting the ideals of true culture with an appreciation of what is pure, true, noble, and beautiful	4.27	0.782	High
5. Developing an inward fortitude against evil and sense of personal responsibility in the application of social, moral, and physical laws which should govern individual conduct.	4.29	0.753	High
Grand Mean	4.35	0.720	High

Scoring System: 1.00 – 1.50 Highly Dissatisfied; 1.51 – 2.50 Not Satisfied; 2.51 – 3.50 Fairly Satisfied;
3.51 – 4.50 Satisfied; 4.51 – 5.00 Highly Satisfied

In a similar study conducted among parents by Barna Research Group in 2017, it was found that 82% or more than 8 out of 10 respondents desire spiritual development for their children. They believe education is primarily for developing a child's character and spirituality . This is also like a survey conducted among Catholic parents, one of the five reasons they send their children to parish schools is for their children to have exposure to the Catholic faith is important to developing a strong religious foundation as daily lessons in the Catholic faith create a strong foundation for children (Monterey Bay Parent Magazine, 2022).

These similar studies reinforce the above findings showing how most current Christian school parents believe that character and spiritual development are among the ultimate purposes of education.

In connection, the 2021 Spring Council Meeting of the Seventh Adventist Church which was attended by hundreds of EXCOM members from around the world. John Wesley Taylor reminded the attendees that "Adventist education is the longest and largest evangelistic event in the Seventh-day Adventist Church," He further explained that a child attending an Adventist primary school receives evangelistic instruction for a minimum of 800 hours. This can add up to more than 37,400 hours if a student completes every level of education in an Adventist educational institution (Paseggi et al., 2021)

School's Contribution in the Development of Students in Terms of Responsible Citizenship

This study also determined the extent of contribution to the development of citizenship among its students based on the perception of their parents. Citizenship falls on the second objective is exemplary service which directly pertains to the contribution a former student is making to the community where they belong. This category is inspired by the Adventist blueprint of education that the Adventist education system must reflect the heavenly "society" God intended for His children. Adventist schools provide them with tools and resources to become wiser and healthier.

Table 5 below shows the overall result that the extent the school has contributed or participated to the development of students in terms of responsible citizenship based on their parents' responses is high based on the grand mean score of 4.25.

Table 5
Contribution of the School in the Development of Students in Terms of Responsible Citizenship

Statement	Mean	SD	Verbal Interpretation
1. Inspiring love and loyalty for the country and respect for recognized authority.	4.28	0.785	High
2. Emphasizing the value and dignity of labor in the development of character.	4.31	0.783	High
3. Developing a sympathetic understanding of the world and its needs, with the interdependence of men and nations.	4.19	0.844	High
4. Developing an aesthetic and intellectual appreciation for proper cultural values.	4.23	0.838	High
Grand Mean	4.25	0.779	High

Scoring System: 1.00 – 1.50 Highly Dissatisfied; 1.51 – 2.50 Not Satisfied; 2.51 – 3.50 Fairly Satisfied;
     3.51 – 4.50 Satisfied; 4.51 – 5.00 Highly Satisfied

The result above verifies that homes where parents lead, believe that education must also investigate - preparing learners, their children for responsible citizenship in this world and in the world to come. Thus, parents agree that the school provides students with opportunities to look beyond themselves and to serve others. It connects them as friends, as partners, and as a community.

Most importantly, it helps them fulfill their potential of being "good" citizens, eagerly anticipating an eternity with the God who created them.

Adventist education is about preparing learners for responsible citizenship in this world and in the world to come. Responsible citizenship entails becoming culturally competent and becoming socially and politically aware. Adventist schools must inspire students to counter injustice even within and beyond the classroom with culturally responsive teaching that provides the framework to help faith-based institutions translate Scripture into action by advocating the education of the head, the heart, and the hand (Rowland, 2018).

School's Contribution in the Development of Students in Terms of Skills and Knowledge

One of the top factors' influencing parents' choice of their school's children is academics. Academic characteristics are those that impact the learning and teaching program of the school and are the top priority for parents. They want their children to realize their potential and parents perceive that the academic program of the school plays a key role in this process (Ozmantar & Karatasoglu, 2019). In a survey study conducted in Indiana 70% of the parent respondents revealed that they wanted to switch schools in search of better academic programs for their children (Catt et al., 2017).

The third category of this study is the aspect of developing skills and knowledge among our students in Adventist schools such as AUPE. There are five items included to determine the extent AUPE's programs contribute to the development of this aspect among our students based on their parents' responses. Overall, the result shows that the extent to which the school contributed or participated in the development of students in terms of skills and knowledge based on their parents' responses is high based on the grand mean score of 4.23 as shown in Table 6 below.

Table 6
Contribution of the School in the Development of Students in Terms of Skills and Knowledge

Statement	Mean	SD	Verbal Interpretation
1. Arousing interest and awaken thought as the prerequisite of true learning, that every capability of body, mind, and spirit might be exercised in the pursuit of knowledge.	4.29	0.753	High
2. Teaching the value and necessity of mental habits, application, and concentration.	4.24	0.786	High
3. Acquiring common skills and knowledge essential to scholastic progress and economic independence.	4.22	0.756	High
4. Developing skills and confidence in working with computer and the application programs.	4.17	0.793	High
Grand Mean	4.23	0.730	High

Scoring System: 1.00 – 1.50 Highly Dissatisfied; 1.51 – 2.50 Not Satisfied; 2.51 – 3.50 Fairly Satisfied;
3.51 – 4.50 Satisfied; 4.51 – 5.00 Highly Satisfied

A similar study conducted, unfolds that academic excellence is a top priority for parents of both current and prospective Christian school students. 95% of the respondents in this study said it is important that their child's school also provides excellent academic training to hone skills and knowledge of their students.

Also, Adventist schools remain to be one among the providers of quality Christian education in terms of academics also known as skills and knowledge. In a longitudinal study Cognitive Genesis conducted by La Sierra University and the North American Division Office of Education from 2006 to 2009, which was participated by more than 51, 000 students they found out that students in all

grades, in Adventist schools of all sizes, outperformed the national average in all subjects. Another is that students in Adventist schools had higher-than-expected academic achievement based on an assessment of individual ability. Also, the longer students stayed in the Adventist school system, the more they gained in achievement and ability (Thayer & Kido, 2011).

Reasons for Choosing AUPE

It is important for school administrators and teachers to identify the factors affecting parents' choice of school for their children. The third research question for this study is to determine parents' perceived gains from enrolling their children in AUP Elementary and to measure the extent of AUPE's contribution to their student's development based on the objectives of the school. The open-ended interview question will generate tangible responses from the parent participants. Out of 112 participants, 109 submitted their responses, these were utilized and were categorized into themes namely to develop a relationship with God, to develop citizenship, and to develop skills and knowledge.

Develop a Relationship with God

Based on the open-ended interview question facilitated online, out of the 109 responses, 67 revealed that they choose AUP because of the quality Christian education it offers. Their responses show that the majority of parents prioritize the development of Christ-like character among their children on top of any academic training. These responses were themed as to develop a relationship with God. The following are some of the responses of the parents.

P10: Because AUPE is a Christian School and I want my child to excel in values and in knowledge about God.

P13: Train children and equip children for His character and His coming.

P16: We were led by the Holy Spirit to send all of them to this institution to be educated and nurtured to prepare them for heavenly citizenship.

P17: So, there will be a reinforcement about the religion and about god that they learn at home.

P26: Because it is a Christian school that develops every child to be Christ-like.

P31: It teaches God's love, making our children close to Him and preparing them for service to God and humanity.

P36: Because as Christian we believe that AUPE is a well-trained school in educating our children, especially in spiritual life as well as transforming true values to be a true Christian and citizens.

P43: Because teachers are applying IFVL in their teaching field of specialization.

P44: We are choosing AUPE because of the Adventist Christian values it provides.

P47: As a parent, it's our commitment and dedication to provide excellent quality-based learning and healthy spiritual growth for our children. AUPE helps us to achieve this goal through nourishing our children's welfare and instilling a bible-based education into their learning, molding, and preparing them to be excellent workers in the community and an instrument of Christ in the ministry.

P95: Choosing AUP for my children is good, we know that they are in a good school, especially when it comes to building their character and knowing more about our Creator. The second is for my children's careers in the future.

The above responses unfold that parents value Christian education among other reasons. Developing a relationship with the God whom they believed in what they wanted their children to learn in AUPE elementary as part of their basic education training. Waterman (2020) in his article Why Our Children Do Attend Adventist School mentioned that Adventist Education, at its best and most productive, can, and should, lead young people to a deeper relationship with God first, followed closely by success in academics, preparing them for life and careers, while shaping each student holistically in character and personality development.

In another article published in the Journal of Adventist Education, the authors concluded that they strongly believe that Adventist schools have a unique role to play in the Seventh-day Adventist Church and its future. They can provide children with a quality education alongside lessons in growing a deep relationship with their Savior (Thayer, et.al.,2017).

Develop Responsible Citizenship

The long-established goal of schooling is to prepare a responsible citizenry who strives for the benefit of the community, also assisting students to become global citizens, equipped to deal with global issues (Reynolds, et.al, 2019). The second theme created falls on developing students to become responsible citizens of the community they belong to.

Based on the open-ended interview question facilitated online, Why AUP Elementary is your school of choice for your children? Out of the 109 responses, 12 revealed that they choose AUP Elementary for their trust that it will help their children develop skills that will help them work with people and do service when they grow up, developing them as responsible citizens as they study and are exposed to character building and Bible-based lessons. Their responses were themed to develop responsible citizenship. The following are some of the responses of the parents.

> P6: AUP instills in them the value of hard work, respect, love, camaraderie, and awareness of God.
>
> P31: It teaches God's love, making our children close to Him and preparing them for service to God and humanity.
>
> P32: The school offers quality teaching and helps my children develop behavior and attitude, living being respectful to elders and parents.
>
> P41: AUPE helps in enhancing the social, spiritual, and intellectual skills, moral values, and personality of their students.
>
> P47: As a parent, it's our commitment and dedication to provide excellent quality-based learning and healthy spiritual growth to our children. AUPE helps us to achieve this goal through nourishing our children's welfare and instilling a bible-based education into their learning, molding, and preparing them to be excellent workers in the community and an instrument of Christ in the ministry.
>
> P59: Because we know that AUPE can provide the basic education for our children to be better people in the future.
>
> P91: It is a school that trains for service and helps in improving their relationship with God.

The responses above show the desire of many parent-participants that their children who are students of AUP may be taught to become citizens who respect adults and authorities, citizens who will have the mission to serve.

In a study conducted in Turkey among primary and secondary students, research findings suggest that schools should focus on factors relating to students' emotional and social development which may successfully set the stage for improved academic performance and a responsible, democratic role toward society. This points to the importance of developing responsible citizenship among students as part of their school training (Lithoxoidou, 2021).

Moreover, in the report conducted by the American Enterprise Institute in 2020, they pointed out major key points and some are (1) national citizenship curriculum must ensure that all students are taught basic civics, such as how the government works and who we are as a nation, and (2) the curriculum should be comprised of the vital concepts all students must learn to be ready for active, engaged citizenship (Finn, 2020).

These studies support the findings of this study that parents chose to send their children to receive basic education from AUPE, desiring them to develop relationships with God and develop responsible citizenship.

Develop Skills and Knowledge

Based on the open-ended interview question facilitated online, Why AUP Elementary is your school of choice for your children? Out of the 109 responses, 22 answered that they chose AUPE for their children because they trust its quality and its academic standards. Their responses were themed to develop skills and knowledge. The following are some of the responses of the parents.

P34: The school has high standards when it comes to teaching and honing skills among its learners.
P40: Because I know my children will learn a lot from AUPE.
P52: Because of its high standard of education.
P55: It is an Adventist school with a good curriculum and faculty
P57: (Because of the) quality of education and (it is a) Christ-centered school.
P92: Very good scholastic standings and I like that they instill Bible on their subjects too.
P94: We chose to send our children to AUP for my children because it is a good school to help them continue to learn skills.
P74: Best school in the area.
P64: Good quality in teaching academics.
P67: The best school I've known in the Philippines.
P86: Practices good teaching and teachers are great.
P93: high quality of education.
P102: Qualified pool of teachers.
P101: This is the best school for our children.

These responses show that school quality can be attributed to good teaching, qualified teachers, and high standard, and the things mentioned above were the reasons parents AUPE for their children. They believed that the school's academic program provides for the development of their children's knowledge and skills.

The findings in AUPE that the development of knowledge and skills of students is an important factor for their choice of school may be true to other parents around the globe based on similar students conducted.

Similar studies explored factors affecting parents' choice of schools for their children, in Malaysia, the result showed that one of the Chinese parent's concerns was the quality of teachers (Siah, et.al, 2018), in Tanzania, results revealed that Parents' choices are driven by learning quality and proximity (Solomon and Zeitlin, 2019). Furthermore, in Saudi Arabia, parents also revealed that overall school quality was the most important factor affecting their choice of school (Alfaraidy, 2020).

Conclusions and Recommendations

This study determined the satisfaction level of parents and the perceived gains from enrolling their children in AUP Elementary based on its program objectives and the extent of its contribution to the development of the students in terms of relationship to God, responsible citizenship, and skills and knowledge. This seems to confirm that parents continue to patronize the school based on these attributes. These also can be the administrators' and teachers' bases for creating programs that will meet the expectations of parents and attract other parents with elementary-age children to choose the school for their children. This would eventually solve the decreasing enrolment over the past five years. Based on the results of this study the following recommendations were derived:

1. Maintain and enhance the programs that pertain to the development of character and religious awareness and quality academic programs as these are the most perceived reasons parents choose AUP as the school for their children.
2. Enhance the programs pertaining to the development of cultural appreciation, and social and national interdependence by involving the students in community programs for these items received the lowest mean score in terms of satisfaction and identified with not satisfied responses although very minimal.

3.   Create programs pertaining to the development of computer-related skills. This also received the lowest satisfaction scores and identified with not satisfied responses although very minimal.

4.   Conduct massive school promotion advertising its strengths through different media platforms to reach parents with elementary-aged children from all walks of life.

5.   Conduct local research exploring the factors they choose schools involving SDA and non-SDA parents in the community with elementary-age children.

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Utilization of Beyond Labz: Experiences and Reflections of Students and Teachers in AUP Academy Virtual Science Laboratory Classes

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Abstract

The COVID-19 pandemic has brought challenges especially for holding virtual Science laboratory classes. Regardless of the situation, educators are expected to adjust to this new learning environment. One of the practices that emerged to deal with the situation is the use of virtual science laboratory apps. Hence, this instrumental case study seeks to investigate the experiences and reflections of students and teachers in utilizing a virtual laboratory app. Two teachers and three students in the Science, Technology, Engineering, and Mathematics (STEM) strand of Adventist University of the Philippines Senior High School are purposely chosen to participate in the study. In-depth interviews, observation, and document analysis from the manual of the laboratory app were used to gather the experiences and reflections of the participants. Enjoyment, pleasantness, and safety of the students and teachers are among the identified advantages of using the virtual app. Further, results show that utilizing the virtual app provides a good avenue to enhance the scientific knowledge and skills of the students to bridge the gap between lecture and experience during this pandemic.

Keywords: *virtual, science laboratory app, pandemic science classes, laboratory classes*

Science education seeks to prepare students to become acquainted with the most updated scientific findings and technological innovations. According to Duban et al. (2019), teachers play a very important role in instilling the significance of obtaining scientific knowledge and sustaining students' enthusiasm in these learning environments.

Research shows that laboratory classes are an effective venue for teachers and students to fill the gap between theory and practice. Particularly, laboratory classes offer experiences for students to exhibit curiosity, encourage creativity, explore methods, verify concepts, and enhance reporting skills (Mcdaniel, 2021). Furthermore, Lauria (2021) cited that laboratory experiments inspire students to brainstorm and exercise logic as well as abstract thinking to grasp concepts that cannot be easily understood by just reading. Most importantly, Lauria (2021) emphasizes that during laboratory experiments, students are given the chance to uncover scientific principles by themselves.

The sudden transition from face-to-face classes to online learning as education's response to the COVID-19 pandemic gives rise to several challenges in obtaining authentic and quality laboratory experiences. Wisanti et al. (2021) identified concept explanation and implementation of practical work as the main difficulties in science online learning. Moreover, their study found out that since science involves hands-on activities, the majority of teachers replace practical experiments with different tasks and some even eliminate these activities. Accordingly, only a few teachers utilized virtual laboratories to carry out experiments.

Despite these challenges, educators are expected to adapt to this new learning environment. According to Writers (2021), advancement in technology combined with innovative strategies can lead students to carry out laboratory experiments. Computer-based activities in virtual laboratories where students can do exploration or simulation were already utilized even before the pandemic as an alternative learning system. For example, Hatherly et al. (2009) performed a case analysis on the benefit of interactive screen experiments that utilized interactive movies containing the filmed performance of experiments.

Gamage et al. (2020) conducted a literature review on online teaching and laboratory practices before and during the Covid-19 pandemic. They identified web-based activities and blended approaches in campus-based courses before the pandemic struck. However, when there was a need to transform from traditional to pure online delivery, virtual labs, virtual reality, and simulation tools were given more attention.

Several studies were conducted to determine the effectiveness and perception of students in virtual laboratories. Sharma and Ahluwalia (2018) determined that performing the Millikan's oil drop (MOD) experiment in a virtual laboratory enhanced the theoretical knowledge of the participants. However, even though they express their appreciation of the virtual app, they still long to physically work with the real apparatus in the physical laboratory. el Kharki et al. (2021) designed a simulated laboratory for Physics subjects with favorable results in learning outcomes and gained support for its adaptation. Steele (2021) also conducted case studies on the impact of Labsims and Smart Worksheets and found positive results on the performance and appreciation of the students.

BeyondLabz is a virtual laboratory that offers realistic and advanced laboratory simulations in natural and physical sciences. It allows students to investigate, perform experiments, commit mistakes, and safely learn while using the appropriate settings (BeyondLabz, 2019). Since its introduction in 2019, there is no known case study conducted to determine its effectiveness and its influence on students' learning and appreciation. Thus, this paper would like to explore the experiences and reflections of students and teachers in science laboratory classes who utilized the app. Moreover, to address the identified gap, this research aims to respond to the following research questions:

1. What are the perceived benefits of using this laboratory app?
2. What are the participants' experiences during the utilization of this laboratory app?

3.   What are the participants' challenges encountered in using this laboratory app?
4.   What are the participants' recommendations for the app improvement?

This study is guided by the Unified Theory of Acceptance and Use of Technology as discussed by Ayaz & Yanartaş (2020). This theory deals with the actual use of technology according to the behavioral objective of the person. In line with this study, teachers and students are utilizing a new laboratory application for science classes. To adopt the technology, four key constructs are identified by this theory, namely: (1) performance expectancy; (2) effort expectancy; (3) social influence; and (4)facilitating conditions.

Another is Kolb's Experiential learning theory (2011) which emphasizes the engagement of students in the learning process through "learn by doing" and by reflecting on the experience. In this theory, knowledge, activity, and reflection are essential elements. Learning cycles include concrete experience, abstract conceptualization, reflective observation, and active experimentation. With regard to the present study, teachers and students will undergo this learning cycle as they utilize the new laboratory application.

Methodology

Research design

A case study was employed to explore the experiences and reflections regarding the utilization of a laboratory app in science laboratory classes. The case for this study consisted of high school students and teachers who are currently using the virtual laboratory app in Adventist University of the Philippines Academy. The bounded system consists of learners and teachers who utilize the laboratory app.

Participants and Sampling

The study was conducted in Adventist University of the Philippines Academy. Participants of this study were purposefully sampled. There were two teachers and three students from the STEM strand, currently teaching and taking science laboratories, and utilizing the laboratory app.

Data Gathering Procedure

Different instruments were used in the data collection of this case study. It included in-depth interviews, observation, and document analysis. A semi-structured interview protocol was used to guide the interview sessions. All the interview sessions were audio-recorded for later transcription.

Data were also gathered using observation. During the utilization of the laboratory app, the researchers themselves watched the students as they navigate the laboratory app. In addition, document analysis was used to collect relevant data from the instructor or student guides and the company's manual.

Data Analysis

In this research study, the data analysis framework of Braun and Clarke (2006) was used. It includes data familiarization, initial code generation, theme searching, reviewing, defining, and naming, and writing reports.

Ethical Considerations

Approval of the institutional ethics review board merits the study. Permission was sought from the principal of the academy and participants to conduct this study. Those students who volunteered to participate were given an assent form and informed consent for their parents. Pseudonyms and codes were assigned to the interview to ensure confidentiality. All participants were not forced to participate and were allowed to stop participating anytime. Additionally, all audio recordings were destroyed after transcription.

Trustworthiness

To ensure the trustworthiness of this study, credibility was done through member checking and data triangulation. To increase the transferability of the findings, a thick description of the case was included. Dependability was ensured through a detailed description of the data gathering procedure. Lastly, an audit trail was used for confirmability.

Results and Discussion

This study involved students and teachers who have experienced the utilization of the virtual laboratory app. The following common themes emerged based on interviews, observations, and document analysis conducted by the researchers.

Benefits from Using a Virtual Laboratory App

The participants of the study considered the utilization of the virtual app as an alternative solution or option for the delivery of instruction that reinforces concepts and skills enhancement. They also described this app as a good provider of accessible resources that cater to different levels and provide personal experiences. These are supported by their responses during the interview.

Teacher A who is a laboratory teacher stated that *"This application can help me enhance my teaching, especially in the time of virtual classes"*. She added that *"students and teachers cannot access the physical laboratory at this point, and this may hinder the learning of the students. But with a virtual laboratory, the students can still perform experiments and therefore better grasp the lessons"*. She concluded by saying that the virtual app is one way to deliver quality education in each situation during a pandemic.

Teacher B agreed that the virtual laboratory app is an alternative solution, he stated: *"In our situation where laboratory facilities and resources are limited or cannot access at all because of the lockdown due to the pandemic, virtual labs like are an ideal solutions to provide students with realistic and effective laboratory opportunities"*. He also added that this app provides a wide range of experiments that would never be available in any classroom environment. He further explained that this app is an effective means to reinforce concepts taught in the class of the day or to have students explore a topic first and then cement those ideas in class the next day.

Teacher B also identified the accessible resources like worksheets that are provided in PDF format that can cater to the different levels in science classes in the Senior High School. Thus, he ended by saying, *"it can give opportunities for instructors to develop their experiments and laboratory experiences for their students."*

Students A and B are both students of Teacher A while Student C attended classes under Teacher B. They also stated that there are benefits they can gain from using the virtual app. Student A stated, "I believe that we can gain additional information because we will be able to apply what we have learned during the lecture.*" Student B also supported this by saying that "It helps me gain more understanding and it gives us the chance to explore laboratory experiments even when we are at home."* Student C confirmed this by saying, *"I somehow get to do complex lab activities despite studying in the comfort of my room"*.

These perceived benefits of using the virtual app are also stated in the manual of their manual. It claimed that this app provides open-ended lab activities to facilitate scientific learning and thinking (BeyondLabz, 2019).

Experiences in Using the Virtual Laboratory App

Although the participants claimed that they are still in the stage of exploring the App, they have identified enjoyment, pleasantness, and safety of the students and teachers when using the virtual laboratory. Their answer during their interview supports these claims. These were also observed by the researchers when the students explored the virtual laboratory.

Teacher A claims that she enjoyed doing the virtual laboratory and she is happy that there is no need to clean the mess after the laboratory experiment. She added that it is *"safe for the students to explore laboratory experiments especially if they need to combine different chemicals"*. Teacher B supposed that students can also work individually or in groups in performing experiments in the virtual app.

Student A perceived that Beyond Labs is easy to use. She added that she was able to navigate and explore the tools. Student B on the other hand claimed that using the laboratory tool gives a lot of information. He says, *"from my experience, it gives a lot of information, it gives a lot of data, and from the things that we discover, it gives more information about the topics that we discussed in the lecture"*. Student C expressed the same, he said, *"the lab is realistic and not flat, so it is pleasing. There is a lab report sheet where it explains what you need to do so I'm not confused all the time"*.

The manual of the virtual app also stated that teachers and students can easily set up experiments and give their full attention to laboratory activities instead of worrying about getting hurt or making a mess.

Challenges in Using the Virtual Laboratory App

The participants of the study experienced technical difficulties especially when it was their first time using the app. Some of them also experienced confusion. Thus, they must seek support or assistance by contacting the developer of the virtual app or messaging their teacher.

According to Teacher A, some of her students had difficulty logging in to the virtual laboratory. As a teacher, she also claimed that the activities may not be compatible with their lessons, thus creating some confusion. She stated, *"I find it challenging to create a preset experiment. I don't quite get the process of preparing one. So far, sometimes, some activities are confusing especially when the experiments involve different objects"*.

Teacher B on the other hand, identified connectivity issues and incompatibility of gadgets as challenges in using the App. He also added that there could be possible difficulties in data collection, but it is achievable.

While Students A and B find it easy to log in and explore the virtual app, they agreed that some of their classmates had difficulty using it. However, they expressed that continued practice and exploration will be of help.

Student C expressed the same challenges, saying *"there are certain parts that are confusing, like in density activity, the mass of the plastic ball changes from time to time, I don't know why but if that's the case, you have to repeat from the start again"*. He added, *"there are also some instances where the lab report sheet doesn't specify some instructions, like in density activity, it doesn't tell you if you need to fill it 1/2 or full"*. He concluded, *"there are also some features that don't tell you what it does or what it is called, so it's a bit confusing at first"*.

The challenges mentioned by the students and teachers while using the virtual app were manifested during the observation of the researchers. Though many of them showed excitement and expressed enjoyment while using it, some also encountered difficulties in navigating it.

Recommendations for the App Improvement

Participants of the study recognized that using this virtual laboratory app is beneficial for learning. They explained that students are safe from doing the experiment and free to combine different chemicals. They also added that additional information is acquired from using the virtual app that supports their learning of scientific concepts. Thus, it is a good way to bridge the gap between lecture and experience. However, they also exclaimed that they still wanted to perform the procedures in the actual laboratories to enhance their skills.

Teacher A said, *"Although the students are safe from the danger of mixing different chemicals, I worry that they would not be able to acquire all the necessary skills in dealing with actual laboratory instruments"*. Student A exclaimed *"It can help in giving additional information, but it*

cannot give much of a practice in real life. For example, if you become a doctor and you must do some procedures, you cannot just learn them perfectly. So, it is still important to have face-to-face or actual performance of the procedures involving the actual materials because they enhance the skills in doing the activity. It gives knowledge, but we need real-life practices". Student B stated, *"For this time, because face to face is not allowed, it is a good alternative to apply the concepts, however, it is still better to experience the activities in actual laboratories".*

Teacher B expressed the same desires, thus for the improvement of the virtual laboratory app, he suggested that activities can still be modified for more appropriateness. He said, *"though it provides a set of lab activities or worksheets for each lab product and different education levels, if I may suggest that they can also modify activities that may suit the Junior High level".*

Student C recommended that improvement of the app instructions can still be done to avoid confusion and for easier management by adding details to its features. He expressed this by saying, *"Maybe improve and specify some contents and instructions in the lab report sheets like adding small descriptions on some important features of the lab and some labels to some features so it won't confuse beginners. Also, allow saving of the lab report sheet because it only takes what is shown on the screen, and it's very troublesome to always switch to MS word to answer".*

Conclusion and Recommendation

The results of this study identified the experiences and the reflections of the participants in using the virtual laboratory app. Utilizing it enhances skills in the teaching and learning of scientific concepts. The participants enjoyed exploring the tools and they recognized that they are safe even if they mix different chemicals in the virtual laboratory.

On the other hand, they were able to identify some technical challenges the first time they used it. Also, they expressed some confusion in using different objects for some experiments. Thus, they suggest that the developer of the app will provide simpler ways of navigating and preparing activities and homework.

Regardless of these inferences, it should be noted that the participants have only a short time of experience in using the virtual laboratory app. Thus, it is recommended that additional time be given to them for more exploration. Also, it is suggested by the participants that short descriptions should be used to indicate features of the App and will serve as a guide to its navigation.

Nevertheless, the results of this study conclude that using virtual app is a good tool in the enhancement of the skills of the students during this pandemic. Since they cannot go to actual laboratories to perform experiments, this app provides additional information to verify scientific concepts.

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Assessment of Physical Activities of University Students in the New Normal: A Basis for "Keep Moving and Enjoy Life Exercise Program"

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Abstract

The COVID-19 pandemic has surmounted people across the world. Online learning was implemented to continue education despite the pandemic. This study aimed to assess the physical activity of the college students and plan ways to help them to be active and reduce sedentary time during their busy schedules of attending online classes and doing requirements during lockdowns and implementation of online learning. Descriptive statistics including frequency and percentage were used to assess the data gathered from 144 students of Adventist University of the Philippines who stayed inside the campus during the lockdown. Most of the participants of the study are males with an age group between 21 - 22 years old, who are in normal weight, and prefer to do their physical activities or exercises during afternoons. Walking and jogging are the most common physical activities of the students inside the campus and they do it 2-3 times a week. Students perform these exercises in light intensity as most of them are walking less than 30 minutes and having their jogging for 31 – 45 minutes, due to some rules and restrictions to stop and avoid the spread of Covid-19 during new normal. No significant difference in type and intensity of the physical activities of the students when their age, sex, BMI, and time preferred to do the exercises are considered. The researchers came up with the concept of designing an aerobic exercise program that is appropriate for the students' various levels of fitness. This exercise program, "Keep Moving & Enjoy Life" reinforces their regular exercises and aims to improve their fitness. It can also be an alternative exercise that they can perform without leaving their rooms or premises. The Program is divided into three degrees of intensity: low, moderate, and vigorous. The complexity of movements varies according to intensity level. Individuals can select the intensity that they desire based on their fitness capacity. Each exercise lasts less than 5 minutes and can be performed in 2-3 repetitions each session for 4-5 days per week. It is suggested that the institution continues to support physical activities of high quality in order to sustain and even raise the level of exercise involvement among the students. Future researchers may use the author's self-constructed questionnaires with a larger sample size or different sets of exercise and conduct a qualitative and experimental analysis based on the authors findings.

Keywords: physical activities, execise program, physical activities during the new normal

The COVID-19 pandemic has affected people across the world. In the early stages of the pandemic, reports indicate that severe cases of the disease were mostly experienced by older adults. On the other hand, younger adults or children exhibit milder symptoms. Nevertheless, according to the U.S. Centers for Disease Control and Prevention (CDC), over the summer, in the United States, people under age 30 accounted for more than 20% of COVID-19 cases and were seen as more likely to transmit the virus than the other age groups

To control the spread of the virus, the government agencies plead to the people to be cautious of their regular activities and to stay at home. Worldwide, lockdowns and extensive social distancing policies are put into place which restrict people's daily activities.

Countries that enforced periods of lockdowns and isolation may potentially have a mammoth impact on the health and mental well-being of a person. Individuals stayed at home to work and to study led them to long days of sitting at a desk, with very little physical activity. An inactive lifestyle affects the body because it burns fewer calories which could lead to weight gain, loss of muscle strength and endurance, weaker bones, loss of mineral content, and slower metabolism. In addition, absence of physical activity can cause the body to weaken its immune system, slow down blood circulation, increase inflammation, develop hormonal imbalance, and increase blood pressure. A sedentary lifestyle is also associated with higher risk for type 2 diabetes and coronary heart disease. Inactivity could also result to feelings of anxiety and depression (Chen et al., 2020; Jimenez et al., 2020; Lavie et al., 2019; Nichols; 2016)

During the pandemic, learners were urged to use distance learning and online classes which was termed as the "new normal" of studying. Students are confined to their houses and are forbidden to go outside to participate in sports or social activities. Moreover, students who are staying in the dormitories during the "new normal" had a limited number of physical activities in their rooms. The students' activities were restricted to a few steps of walking such as going to the bathroom, standing up to make a meal or going to a cafeteria and sitting. Student's engagement in physical activities was very limited.

Exercise may have dropped precipitously due to the pandemic. According to Bagetta (2018), a home-based exercise program can help sustain the person's active lifestyle as well as improve one's health. Thus, the researchers were interested to assess the physical activity of the college students at Adventist University of the Philippines and provide ways to help them be active and reduce sedentary time during their busy schedules of attending online classes and doing requirements.

The study assessed the students' extent of physical activities during the "new normal" in terms of: (1) frequency of performing an activity; (2) intensity of performing the activity; (3) time of performing an activity; and (4) type of activity. The results of the study served as reference to design fitness programs and devise strategies on how to encourage students to stay active and reduce idle time while attending online classes.

Methodology

This section presents the methods and procedures utilized to conduct this study. It discusses the research design, the description and characteristics of the sample population, and the sampling technique for the selection of the respondents. It also contains the description of the instrument used by the researcher to collect data, the detailed plan of data gathering and the statistical tools to analyze the collated data.

Research Design

The researchers used descriptive design which is centered primarily on evaluating the student's fitness experiences and activities they are still engaging even during periods of pandemic restrictions. In the process, a survey tool is typically performed to collect data (Gall, Gall, & Borg, 2007).

Population and Sampling Technique

Adventist University of the Philippines is one of the largest universities in Cavite province. There are almost 5,000 students enrolled during the duration of the study. Fifteen percent of the population are staying inside the campus dormitories. Having this study conducted inside the university premises, the researchers used the purposive sampling to assess physical activity of college students that are staying in the school premises. Purposive sampling does not simply study whoever is available but they use their judgment in selecting a sample population that can provide pertinent information needed in the study (Frankel, Wallen, & Hyun, 2021) based on the characteristics needed for the participants of the study. The purposely selected participants are those staying in the campus of the university and performing any physical activity. One hundred forty-four (144) respondents were gathered as the sample of the study.

Research Instrumentation

The researchers prepared a self-constructed instrument guided by their reading of different publications. With the help of qualified professionals, the instrument has gone through the content and face validation. The instrument was divided into two parts.

The first part of the questionnaire was developed to identify the profile of the participants. Sex, age, weight, height, and time preferred in a day in doing the exercise were collected.

The second part is the Physical Activities Assessment (PAA) to evaluate the different physical activities of the participants of the study in terms of the Frequency, Intensity, Duration, and Type (FIDT) of performing the activity. The type of activity identifies the exercise, sports and other hobbies that make the participants physically active. The frequency of performing activity was measured per week (once a week, 2-3 times a week. 4-5 times a week, and 6 times a week). The intensity of the activity is classified as low or light, moderate and high or heavy in doing the activity. The time of the activity is measured in minutes with the following choices: 30 minutes or less, 30-45 minutes, 45-60 minutes, and more than 60 minutes.

Data Gathering Procedures

Upon the approval of the research instrument, the researcher distributed the questionnaires to respective dormitories inside the AUP campus via google forms and limited physical distribution. Due to the current health restrictions because of COVID 19 pandemic, the researchers were not able to distribute and gather data to those that are staying in dormitories that are categorized as Bubble.

The survey was the most accurate to utilize this study in gauging the student's physical activities in terms of frequency, intensity, duration, and type because it is one of the strategies that uses statements. The selected respondents to the research found it easier to participate in the survey.

Ethical Consideration

After the panel members approved the research proposal, the permission of the chair of the Ethics Review Board (ERB) was requested. The researchers then used the Google Form platform to process the application via the ERB's registration and application form for ethics review. The ethics reviewer received the informed consent through email, together with other paperwork such as registration and application forms, as well as the protocol evaluation form.

The informed consent form was included in the introduction section of the google form that participants completed before beginning the questions. The goal of the research, confidentiality, and the participant's freedom to decline and withdraw from the researchers' study are all covered under informed consent. The overall information and personal records of each respondent were kept in strict confidence. The survey questionnaire results were finalized with strict confidentiality.

Analysis of Data

The data were tabulated, and statistically treated in Jamovi version 2.2.5 by the statistician to obtain the necessary results for the study. In analyzing the data, descriptive statistics, through frequency and percentage were used to get the profile of the respondents and their performance in different physical activities in terms of type, frequency, duration, and intensity. Chi-square test was used to determine if there was any significant difference in physical activities of the participants of the study when their demographic profiles were considered.

Results and Discussions

This section includes the study's findings, as well as the data analysis, interpretation, and discussion. The data was statistically analyzed, and the findings were backed up by literature and previous studies.

Respondents' Personal Profile

Healthy weight is not enough to prevent metabolic diseases, but that regular physical activity may be necessary, especially at an early age, for this would minimize the consequences or complications that are the result of an unhealthy physical fitness (Sotelo, 2017). Figures 1-4 present the personal profile of the respondents in terms of sex, age, BMI, and preferred time to do the physical activity.

Among the 144 participants of the study, most (80, 56%) of them are male and the rest (64, 44%) are female as presented in Figure 1. Deaner et al. (2012) stated that the evolved male predispositions hypothesis does predict that males will, on average, be more interested in physical competition, and thus sports, and nearly all societies. A recent study illustrated these points: it found more male than female sports in all societies in the Human Relations Area Files probability sample, yet the sex difference was typically greater in patriarchal than in non-patriarchal societies.
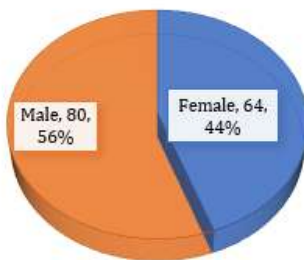
Figure 1. *Distribution of Respondents by Sex*

Figure 2 shows the age groups that responded to the questionnaire. The highest age group is between 21 - 22 years old which is 51.39 % (74), next is 18 – 20 years old which is 22.92 % (33), 24 – 26 years old is 13.89% (20), and the rest (15, 10.42%) is 27 years old and above.
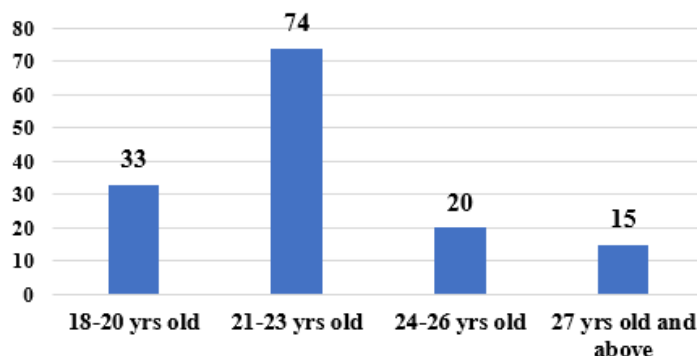
Figure 2. *Distribution of Respondents by Age*

According to the Harvard school of public health, calculating the weight-to-height-squared ratio is a solid approach to detect whether a person has too much body fat. The result of the study shows that majority (90, 62.5%) of the participants of the study have normal weight, underweight is 27 or 18.75% and the rest which is 27 or 18.75% also, are in pre-obesity, obesity class I, and obesity class II weight level as presented in Figure 3.
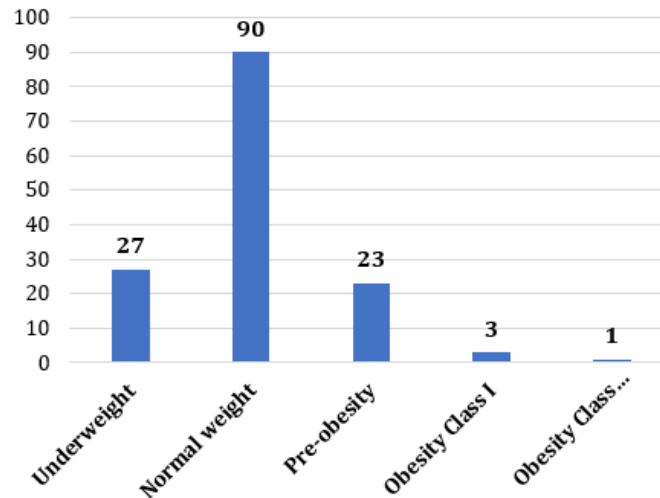
Figure 3. *Distribution of Respondents by BMI*

Figure 4 presents the result of the individuals' responses on their preferred time of day for performing their activities. According to the data, a huge percentage (92, 63.89%) of respondents prefer to do their physical activities or exercises during afternoons. Thirty-one (21.53%) prefer during mornings, 17 (11.81%) prefer evenings and the rest (4, 2.78%) prefer noon time.
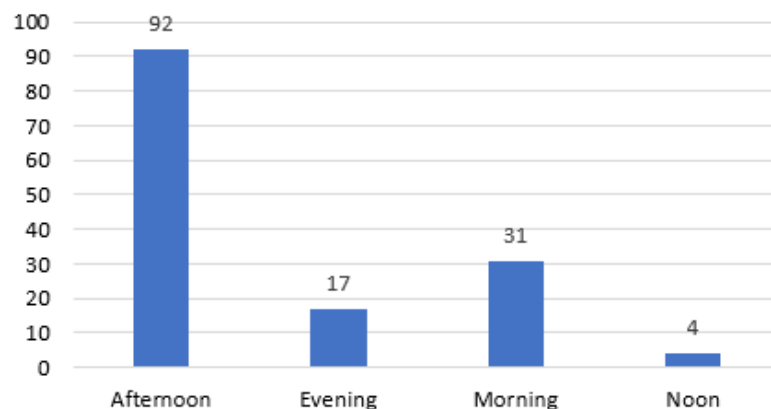
Figure 4. *Distribution of Respondents by the Time Preferred to do the Physical Activity*

Extent of the Physical Activities of the Students

Physical activity is any movement that occurs at both moderate and vigorous intensity that benefits health. There are numerous activities to stay active, such as running, Zumba, and many more sports and exercises to maintain a healthy body (WHO, 2020).

Types of Physical Activity

The type of physical activity of the participants of the study is presented in Figure 5. Walking and jogging presents the highest rate of all physical activities. It shows that most (114, 77%) of the students engage in walking as their physical activity. Ninety-four or 63.5% are jogging, and

other common physical activities that were participated in by the students in the campus during pandemic, if there are no lockdowns and they are allowed limited time with restrictions they engage in Frisbee (17, 11.5%), volleyball (56, 37.8%), cycling (12, 8.1%), lawn tennis (19, 12.8%), and table tennis (36, 24.3%).
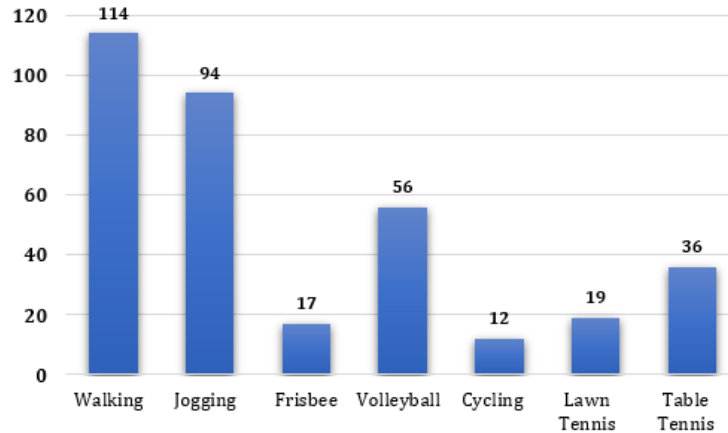
Figure 5. Types of the Physical Activities

Frequency of Performing an Activity

Most of the students engage in physical activities 2-3 times a week, 48 (33.3%) do walking, 35 (24.3%) do jogging, 32 (22.2%) play volleyball, 11 (7.6%) play lawn tennis and 18 (12.5%) play table tennis. Eight (5.6%) and 10 (6.9%) are cycling and playing Frisbee, respectively as presented in Table 1.

Table 1

Number of times (Frequency) in Doing the Physical Activity in a Week

		Not Applicable	Once a week	2-3 times/ week	4-5 times/ week	6 times/ week	Total
Walking	Frequency	23	20	48	32	21	144
	Percentage	16	13.9	33.3	22.2	14.6	100
Jogging	Frequency	53	31	35	18	7	144
	Percentage	36.8	21.5	24.3	12.5	4.9	100
Frisbee	Frequency	128	10	5	0	1	144
	Percentage	88.9	6.9	3.5	0	0.7	100
Volleyball	Frequency	87	16	32	9	0	144
	Percentage	60.4	11.1	22.2	6.3	0	100
Cycling	Frequency	134	8	2	0	0	144
	Percentage	93.1	5.6	1.4	0	0	100
Lawn Tennis	Frequency	126	4	11	3	0	144
	Percentage	87.5	2.8	7.6	2.1	0	100
Table Tennis	Frequency	110	12	18	4	0	144
	Percentage	76.4	8.3	12.5	2.8	0	100

Intensity of Performing Physical Activity

Figure 6 presents the intensity of physical activity of the participants of the study. The result of the study shows that most (86, 59.5%) of the students engage in light physical activities. Fifty - one or 35.1% are moderate while seven (5.4%) engage in heavy physical activity.
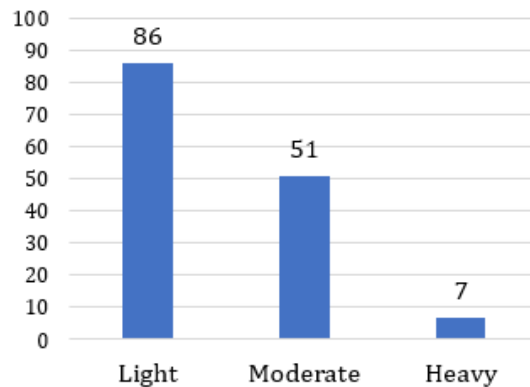
Figure 6. *Intensity in Performing the Physical Activity*

Performing physical activities are categorized as fair, low, or very low. According to the findings, students from the dormitories that engage in jogging and walking conduct the activity multiple times throughout the week, while other respondents who participate in other activities are less frequent to do so

Time (duration) of Performing an Activity

The results show that forty-two or 29.2% of the respondents walk less than 30 minutes, and only 13 or 9% walk for more than 61 minutes. More students (41, 28.5%) are jogging for 31 – 45 minutes and only five (3.5%) for more than 61 minutes. Due to restrictions, the majority of students engage in group games such as frisbee, volleyball, table tennis and lawn tennis for less than one hour (31 – 45 minutes) as presented in Table 2.

Table 2
Time (Duration) in Doing the Physical Activity

		Not Applicable	Less than 30 mins	31 - 45 mins.	46 – 60 mins	61 mins and more	Total
Walking	Frequency	33	42	36	20	13	144
	Percentage	22.9	29.2	25	13.9	9	100
Jogging	Frequency	52	30	41	16	5	144
	Percentage	36.1	20.8	28.5	11.1	3.5	100
Frisbee	Frequency	129	7	4	2	2	144
	Percentage	89.6	4.9	2.8	1.4	1.4	100
Volleyball	Frequency	87	7	22	16	12	144
	Percentage	60.8	4.9	15.4	10.05	8.4	100
Cycling	Frequency	133	7	3	1	0	144
	Percentage	92.4	4.9	2.1	0.7	0	100
Lawn Tennis	Frequency	127	2	5	4	6	144
	Percentage	88.2	1.4	3.5	2.8	4.2	100
Table Tennis	Frequency	110	10	14	3	7	144
	Percentage	76.4	6.9	9.7	2.1	4.9	100

The public is advised to adhere to the standard WHO/ACSM recommendations of at least 150 minutes per week of moderate-intensity aerobic physical activity of at least 75 minutes of vigorous-intensity aerobic physical activity throughout the week and 2 sessions per week of muscle training. Regular exercise allows the mind to relax and to be free of tension and depression. Exercise and

physical activities are also crucial for people's psychological well-being. There is enough evidence to suggest that exercise can play an important role in promoting positive mental health and well-being (Mazyarkin et al., 2019).

Difference in Physical Activities of the Respondents when their Profiles are Considered
Difference in Type Physical Activities when Sex of the Respondents is Considered

Table 3 shows that there is no significant difference in type physical activities in terms of walking, $x2$ (n = 109, df = 1) = 4.72, p > .01 and jogging $x2$ (n = 90, df = 1) = 3.60, p > .01 when sex of the respondents is considered. The result indicates that both male and female students are engaged in walking and jogging as their physical exercises during the pandemic.

Table 3
Difference in PA when Sex of the Respondents is Considered

Walking	N	df	x^2	p	Verbal Interpretation
Female	54				
Male	55	1	4.72	.030	Not Significant
TOTAL	109				
Jogging	N	df	x^2	p	Verbal Interpretation
Female	38				
Male	52	1	3.60	.427	Not Significant
TOTAL	90				

Difference in Type Physical Activities when Age of the Respondents is Considered

Majority of the students staying inside the campus are between 21 – 23 years old, nevertheless, this does not indicate that there is significant difference in physical activities of the students when their age is considered. As presented in Table 4, common physical activities with their statistical results are walking $x2$ (n = 108, df = 3) = 8.36, p > .01 and jogging $x2$ (n = 89, df = 3) = 3.84, p > .01. The result of the study means students in all ranges of age engage in walking and jogging as their regular physical exercises.

Table 4
Difference in type of physical activity when Age of the Respondents is Considered

Walking	N	df	x^2	p	Verbal Interpretation
18-20 years old	30				
21-23 years old	52				
24-26 years old	17			0.039	Not Significant
27 years old and above	9	3	8.36		
TOTAL	108				
Jogging	N	df	x^2	p	Verbal Interpretation
18-20 years old	17				
21-23 years old	50				
24-26 years old	14	3	3.84	0.279	Not Significant
27 years old and above	8				
TOTAL	89				

Difference in type of physical activity when BMI of the Respondents is Considered

Table 5 shows that most (n = 67; n = 57) of the students are in normal weight and their common physical activities with their statistical results are walking x2 (n = 109, df = 4) = 4.05, p > .01 and jogging x2 (n = 90, df = 4) = 3.97, p > .01. The result of the study means students in all types of BMI are having walking and jogging as their regular physical exercises.

Table 5
Difference in type of physical activity when BMI of the Respondents is Considered

Walking	N	df	x^2	p	Verbal Interpretation
Underweight	23				
Normal weight	67				
Pre-obesity	15			0.039	Not Significant
Obesity Class I	3	3	8.36		
Obesity Class II	1				
TOTAL	109				

Jogging	N	df	x^2	p	Verbal Interpretation
Underweight	15				
Normal weight	57				
Pre-obesity	15	4	3.97	0.471	Not Significant
Obesity Class I	2				
Obesity Class II	1				
TOTAL	90				

Difference in Type of Physical Activity when Time of Performing the Activity of the Respondents are Considered

Majority (n = 67; n = 57) of the students staying inside the campus do their physical activities during afternoons. Nevertheless, this does not indicate that there is significant difference in physical activities of the students when the time preferred to do their exercises is considered. Walking x2 (n = 109, df = 3) = 1.24, p > .01 and jogging x2 (n = 90, df = 3) = 10.1, p > .01, which means when the time preferred by the students to do their exercises were considered to identify the significant difference in type of their physical activities the result of the study shows that there is no difference as presented in Table 6.

Table 6
Difference in Type of Physical Activity when Time of Performing the Activity of the Respondents Are Considered

Walking	N	df	x^2	p	Verbal Interpretation
Morning	25				
Noon	3				
Afternoon	67			0.745	Not Significant
Evening	14	3	1.24		
TOTAL	109				

Jogging	N	df	x^2	p	Verbal Interpretation
Morning	25				
Noon	1				
Afternoon	57	3	10.1	0.018	Not Significant
Evening	7				
TOTAL	90				

Difference in Intensity of Physical Activities when Profiles of the Respondents are Considered

Most of the respondents are male (n = 51), 21 – 23 years old (n = 38), with normal weight (n = 52), who prefer to do their physical activities during the afternoon (n = 51), with light intensity of physical activities. When the profiles of the respondents such as sex, age, BMI, and time preferred were compared to identify if there is a significant difference in the intensity of their physical activities the result of the study shows that there is no significant difference as presented in Table 7.

Table 7
Difference in Intensity of Physical Activities when Profiles of the Respondents are Considered

		Intensity		TOTAL	df	x^2	p	Verbal Interpretation
	Light	Moderate	Heavy					
Sex								
Female	35	26	3	64	2	1.38	0.502	Not Significant
Male	51	25	4	80				
TOTAL	86	51	7	144				
Age								
18-20 years old	22	11	0	33				
21-23 years old	38	30	6	74				Not Significant
24-26 years old	13	6	1	20	6	6.64	0.356	
27 years old and above	11	4	0	15				
TOTAL	84	51	7	142				
BMI								
Underweight	19	7	1	27				
Normal weight	52	32	6	90				Not Significant
Pre-obesity	12	11	0	23	8	5.12	0.745	
Obesity Class I	2	1	0	3				
Obesity Class II	1	0	0	1				
TOTAL	86	51	7	144				
Time Preferred								
Morning	16	14	1	31				
Noon	3	1	0	4				Not Significant
Afternoon	57	29	6	92	6	3.8	0.704	
Evening	10	7	0	17				
TOTAL	86	51	7	144				

The Developed Fitness Programs for College Students During the New Normal

The researchers used Borg's Scale (Gunner borg 1982) in the Rating of Perceived Exertion (RPE) it identifies that <9 is very light in the exercises, 9-11 would be very light to light, 12-14 would be light to somewhat hard, and 15< classifies as somewhat hard to very hard.

Harvard school of public health stated that MET means the metabolic equivalent task. MET is the amount of energy expended while standing. Physical activity can be assessed using MET to indicate strength. For example, you can use about 1.3 MET, 8-9 MET while running to read. Over 1.5 or fewer in MET is classified as sedentary such as sitting, lying down, or reclining. While 3.0 and below is known for Very Light Intensity such as walking at a leisurely pace or standing in line

of the store. 3.1-4.0 uses as Light Intensity examples are washing the dishes, cleaning windows, and even folding. Moderate intensity uses about 4.1-5.9 the exercise examples are jogging in place and brisk walking. Vigorous (Heavy) Intensity goes up to 6.0-8.7 its exercises classify to running, aerobics, and cardio exercises.

According to Mayo Clinic, a workout program personalized to your needs is an excellent approach to stay physically and mentally fit. It can improve heart and lung condition, balance and spatial awareness, immunity, muscle tone, and improve general and psychological well being.

The purpose of this study was to assess the physical activity of students at the Adventist University of the Philippines during the new normal. After thoroughly examining their level of physical activity and analyzing the results, the researchers developed an exercise program that may assist students in improving their sedentary habits.

The researchers come up with the concept of designing an aerobic exercise program that is appropriate for the students' various levels of fitness. This program reinforces their regular exercises and aims to improve their fitness. It can also be an alternative exercise that they can perform without leaving their rooms or premises.

Table 8 summarizes the features of the proposed *"Keep Moving and Enjoy Life Exercise Program"* for college students during the new normal. These are the following links to the video that the researchers made for the Fitness program:

https://www.youtube.com/watch?v=TcNpHAjorUA (Light)
https://www.youtube.com/watch?v=hr4oIQdS0ng (Moderate)
https://www.youtube.com/watch?v=HVbj8P_zq5I (Heavy/High)

Table 8
Proposed Fitness Program

Rate of Perceived Exertion (6-20 RPE scale)		Intensity	Absolute Intensity			
RPE	Level of Exertion	Level Zone	MET	Body Zone	Exercise	Exercise per level of Intensity
<9	Very Light	Very Light	<3.0	Lower Body	Walking	LI: Walking in place LMA: Walking (forward) LA: Brisk Walk
					Swing	LI: Low LMA: Medium LA: High
					Heel Touch	LI: Low LMA: Medium LA: High
					Grape Vine	LI: Low LMA: Medium LA: High
					Side Squat	LI: Low LMA: Medium LA: High
9-11	Very light to light	Light	3.1-4.0	Upper Body	Punch	LI: Low LMA: Medium LA: High
					Arms Downward	LI: Low LMA: Medium LA: High

{table continues on the next page}

| | | | | | V Movement | LI: Low V
LMA: Straight
LA: High V |
| | | | | | Single Sideward | LI: Low
LMA: Medium
LA: High |

RPE	Level of Exertion	Level Zone	MET	Body Zone	Exercise	Exercise per level of Intensity
12-14	Fairly light to somewhat hard	Moderate	4.1-5.9	Lower Body	Jogging	LI: Jogging in place LMA: Jogging (slow pace) LA: Jogging (fast pace/ sprint)
					Sideward Jump	LI: Low LMA: Medium LA:High
					High Knee	LI: Medium LMA: Medium LA:High
					Kick	LI: Walling high knee LMA: High knee in place LA:Jog using high knee
					Twist	LI: Low kick LMA: Middle kick LA:High kick
				Upper Body	Big circle	LI: Low LMA: Medium LA:High
					Push and Pull	LI: Small circle LMA: Medium circle LA: Big Circle
					Sideward Punch	LI: Low LMA: Medium LA:High
					Jumping Back	LI: Low LMA: Medium LA:High
					Reach	LI: Low LMA: Medium LA:High
					Lateral Side Arms	LI: Low LMA: Medium LA:High

RPE	Level of Exertion	Level Zone	MET	Body Zone	Exercise	Exercise per level of Intensity
15-20	Somewhat hard to very hard	Vigorous (Heavy)	6.0-8.7	Lower Body	Sideward Jump	LI: Low LMA: Medium LA: High
					Sideward Pull	LI: Low LMA: Medium LA: High

{table continues on the next page}

Upper Body	T-Jump	LI: Low LMA: Medium LA:High
	Knee Lift	LI: Low LMA: Medium LA:High
	High knee with arms extension	LI: lying down with straight body high knee with arms extension. LMA: Standing straight high knee with arms extension. LA: Standing straight high knee with arms extension (faster pace).
	Toe Touch	LI: Low LMA: Medium LA:High

The Program is divided into three degrees of intensity: low, moderate, and vigorous. The complexity of movements varies according to intensity level. Individuals can select the intensity that they desire based on their fitness capacity. Each exercise lasts less than 5 minutes and can be performed in 2-3 repetitions each session for 4-5 days per week. This will provide them with at least 8-15 minutes of exercise per session and an estimated 40-75 minutes per week or 75 minutes of vigorous exercise per week for an adult.

Exercises are formulated by the researchers' creativity in identifying an effective and unique combination. The created movements should be able to catch the students' interest in getting physical. Researchers also identify the exercises level of intensity whether it could be low, moderate, and high. The body zones explain which part of the body is used in doing the exercise.

Beginners and individuals with low fitness capacity should begin with low to moderate-intensity exercise, which will train their bodies to gain strength and immunity even while performing a simple yet effective set of movements. Non-beginners and those with higher fitness capacity can begin by performing low, moderate, and vigorous in one full session, or they can simply perform vigorous repeatedly, depending on their preferences.

Conclusions and Recommendations

Based on the findings of the study, the following conclusions were drawn. Most of the participants are males with age group between 21 - 22 years old, with normal weight, and who prefer to do their physical activities or exercises during afternoons.

Walking and jogging are the most common physical activities inside the campus, for 2-3 times a week, and students perform these exercises in light intensity. Most of them are walking less than 30 minutes and do their joggings for 31 – 45 minutes, due to some rules and restrictions to stop and avoid the spread of Covid-19 during new normal.

No significant difference in type and intensity of the physical activities of the students when their determinants profile such age, sex, BMI, and time preferred to do the exercises are considered. Future researchers may use the author's self-constructed questionnaires with a larger sample size or different sets of exercise and conduct a qualitative and experimental analysis based on the authors findings.

This exercise program, "Keep Moving & Enjoy Life", is the product of a study conducted by the researchers. The purpose of this program is to provide students with something that will encourage then in reducing their sedentary time and to be more active in their lifestyles.

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An Assessment of the Online Enrollment Process in a Faith-based University in Response to the New Normal: Towards an Enhancement Program

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Abstract

With the new normal brought about by the COVID-19 pandemic, many governments have placed both international and domestic activities under restrictions. The academic institutions are not exempt to these restrictions. Universities and colleges employ a partly online and partly manual enrollment process. Because of the abrupt shift due to the new normal in response to the occurrence of the COVID-19 pandemic, the enrollment process has become entirely automated. With this, students have undergone different challenges brought by the shift in the automation of the enrollment process. This study assessed the online enrollment process in a faith-based university in response to the new normal about the experiences of the students as how factors affected these experiences. The results of the study were the basis of a proposed enhancement program for the said process to attain the optimal service the university can offer. The researchers employed a convergent parallel mixed research method. This study included 228 students chosen through convenient sampling technique representing at least 10% of the population of 2,258 and purposive sampling technique for the eight participants who were interviewed for the qualitative phase. A validated questionnaire was used to assess the online enrollment process and an interview protocol was prepared to generate in-depth information about the enrollment process. The results revealed that the enrollment process was rated Very Good. Further results showed that there was no significant difference between respondents' demographic variables and their ratings on the online enrollment process. Further results from the respondents revealed that the system itself is more convenient, user-friendly, understandable, smoother, easier, better, organized, systematic, and simple. Nevertheless, the university's enrollment process is still not perfect hence it needs improvement such as better workforce for faster approvals and transactions. Freshmen students experienced difficulties and confusion and encountered minor issues such as backlogs and bugs, yet they expressed their satisfaction on the said experiences. An enhancement program was proposed based on the results of this study.

Keywords: *enrolment process, new normal, enhancement program*

Among the many things that the world has gone through, COVID-19 virus pandemic has caused both positive and negative changes. With the new normal brought by the COVID-19 pandemic, many governments have placed both international and domestic activities under restrictions. According to Agerfalk (2020), "the COVID-19 virus pandemic has turned our world upside down and has affected our economies both in a positive and negative manner. Many people are dying, billions are either in strict or relaxed lockdown, and some businesses may not survive the harsh changes."

LaBerge (2020) asserted that due to the pandemic, people have shifted towards using online platforms and some companies and industries have responded in turn. Research and surveys have shown a shift towards interaction of business and customers through digital channels. There are also negative effects that were caused by COVID-19 virus pandemic, and one of the industries that is most affected is education. According to the article published by UNESCO Institute for Statistics (2020) entitled, "Education: from disruption to recovery", most governments around the world have temporarily closed educational institutions to contain the spread of the COVID-19 pandemic and reduce the vulnerabilities. The lockdowns have affected millions of students from their studies.

Among the many sectors affected by the new normal, the educational sector is one of the most affected. Kerry (2020) agreed to Laberge when he said that as the start of the new academic year becomes disconcerting, both students and teachers enter an unprecedented period of distance learning and teaching. In normal situations, most of the schools would usually provide their service partly online and partly offline.

Moreover, Mina, Subia, Barlis, Tuliao, and Pastorfide (2021) talked more about the educational system during the new normal and stated that processes such as enrolment and payment of tuition fees would mostly happen on a conventional face-to-face basis. Most transactions would require filling out of hard copy papers and exchange of hard copy forms and papers. All these require face-to-face interaction between the users and the administration. Such in the new normal could not continue to occur considering the rate at which COVID-19 virus is spreading. It is therefore of paramount importance to have systems put in place to allow continuity of interaction between people but ensuring their safety at the same time.

Manual enrollment in schools may have led into inaccurate evaluation of student's performance, loss of student records, slow enrolment progress, and inaccurate reports (Dzuiban, et al. 2018). There are many instances at which students are confused about what they should do and how they will do as far as enrollment is concerned due to many manual procedures. It is exceptionally functional for universities to make process of enrolling much easier by the said means (Hew et al., 2020). On the other hand, Kumar (2016) said that online enrollment process is one of the systems educational institutions have implemented, and it is by no doubt that online enrollment process is an improvement over paper-based process or conventional way. The internet and other related technologies have drastically changed the ways at which some business operate how people work, and how information systems have been supporting business processes.

According to Pinner and Ambrose (2020), online enrollment process will also be of help to international students that would want to inquire and enroll through internet without travelling, which makes institutions competitive and save lives from contracting the virus. University administrators must understand how students perceive online enrollment processes. Universities put focus on the development of online education programs (Noel-Levitz, 2016). Though student satisfaction is regarded as part of the assessment process that is required for accreditation, assessments are more aligned to the classification of retention and graduation rates for self-studies than consumer acceptance.

According to Brandon (2020), if educational institutions know how its students perceive its services, the processes might be enhanced and become more effective and efficient in conformity and compliance to requirements and the expectations, thus lead them to a positive social change (Chengyuan et al., 2020). There is a need for faith-based institutions to understand how their students become aware of, the online processes to increase satisfaction.

With such a need having reason, it is therefore essential for educational institutions to provide all their services through online systems, which ensures paperless processes during enrolment, tuition payment and even conducting of classes online which therefore reduces face to face interaction (Pinner & Ambrose, 2020). There are gaps formed because most of the studies, only focused on the online enrolment system and process itself that comprises the technology and platforms deployed and not on the step-by-step process. This is because previous studies show the convenience of this online enrolment system alone and not the online enrolment process as an aid to the new normal since most of the benchmark studies are conducted during the pre-COVID-19 period.

For the past semesters, the university has been employing a partly online and partly manual enrollment process. Because of the sudden shift, the enrollment process became entirely automated. With this, students have undergone different challenges brought by this shift and the automation of the enrollment process may it be about the platform or the procedure itself. This study intends to assess the online enrollment process in a faith-based university in response to the new normal with regards to the experience of the students as how factors affected these experiences, if any. Specifically, this study aimed to answer the following questions:

1. How do students describe their experiences in each of the following online enrolment phases?
   A. Pre-registration Phase
   B. Registration Phase
2. How do students rate the services on the following steps in the online enrolment process?
   A. Pre-registration
      i. Profile Update and Verification
      ii. Residency Categorization/Accommodation Request
      iii. Course Line-up, DSF Units Set-up, and Financial Arrangements
      iv. DSF Units Assignment and Cafeteria Loading for Dormitory Occupants
   B. Registration
      i. Department Chair Curriculum Evaluation and Course Line-up Approval
      ii. Accounting Office Assessment
      iii. Records and Admission Office Enrolment Validation
3. Is there a significant difference in the students' assessment of the steps in the online enrolment process considering the following:
   A. Sex
   B. Year level
   C. College
   D. Residence category
4. What enhancement program may be suggested based on the result of the study?

Null Hypothesis:
   There is no significant difference in the students' assessment of the steps in the online enrolment process (pre-registration and registration phase) in terms of their sex, year level, college they belong, and residence category.
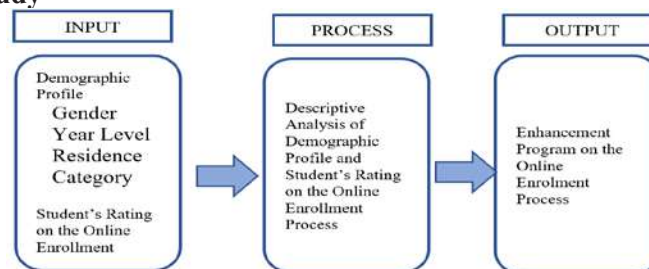
Paradigm of the Study

Figure 1. *Paradigm of the Study*

Methodology

Research Design

In addressing the research questions presented in the previous chapter, this study adopted a mixed method research design with a focal point of mixing both qualitative and quantitative designs in a unique data. From a methodological point of view, the basic principle of mixed methods is a strong combination of both quantitative and qualitative approaches which result in a further thorough understanding of the research problems than using one approach alone (Creswell & Plano Clark, 2007). According to Locke, Silverman, and Spirduso (2010), this method makes a stronger design than one that uses a single method because the supplemental component enhances validity of the study by enriching or expanding the understanding or by verifying the results from another perspective. A mixed research method was employed in this study because a single design might not provide credible findings for the study. Moreover, it describes current circumstances as well as it investigates interactions between two or more factors. Specifically, the Embedded Design (Greene & Caracelli, 1997) was employed in this research. This is a mixed method design in which one data set serves as a secondary data and provides support to the study based on the other data type (Creswell & Plano Clark, 2007). For better conceptualization, a figure is presented below.

The researchers tried to analyze and looked for convergence, divergence, contradictions, and/ or relationships that are significant in the study through the help of qualitative coding. It also dealt with conflicts by comparing and/or contrasting the results.

In line with this, the descriptive analysis method was used. Descriptive analysis is a method used to objectively describe the nature and magnitude of sensory characteristics and is particularly useful in product design (Kemp, Hort, & Hollowood, 2018). Hence, it is highly applicable in this study where researchers assessed the online enrolment process that comprises elements considered as products. Additionally, a descriptive design allowed the researchers to understand characteristics of the variables among participants (Thyer, 2016) and examine relationships among those variables.

Population and Sampling Technique

The population of this study is composed of students of the faith-based university in Silang, Cavite, which implemented the online enrolment process in the most recent period, specifically the second semester of the academic year 2020-2021. The students, were on their 1st year to 4th year in the university during the period. According to the Records and Admission Office (2021) of the university, the total number of enrollees for the second semester of the academic year 2020-2021 was 2,258. This number represents the total population. This comprises all colleges including College of Arts and Humanities, Business, Dentistry, Education, Health, Nursing, Science and Technology, and Theology. It is to be taken note that this set of population is regardless of the number of years students' program/curriculum requires (four-year, five-year, six-year course). Based on this population, a total of 228 students were utilized as the sample size of this study. Table 1 presents the distribution of the samples by college. The demographic profile of the respondents includes their sex, program, year level, and residence category.

From this population, the researchers employed a convenience sampling, also known as availability sampling technique (Frey, 2018), for the 10% of the population from each college, for quantitative approach, and purposive sampling, also known as subjective or judgment sampling (Frey, 2018) under non-probability method for the qualitative approach where the researchers subjectively chose eight (8) interviewees based on their judgements depending on the needs of the study, whereas sample sizes from the quantitative and qualitative approach are not necessarily equal.

Table 1
Distribution of Sample

CODE	Population	Distributed Questionnaire	Responses Collected
CAH	265	110	13
COB	436	436	51
COD	355	350	34
COE	123	120	16
COH	383	300	35
CON	455	346	44
CST	160	160	13
COT	81	81	22
Total	2258	1903	228

Demographics Profile of the Respondents

The following tables show the results relating to the research question, "What is the demographic profile of the students in terms of their sex, year level, college, and residence category. Columns 2 and 3 show the frequency and percentage of the data.
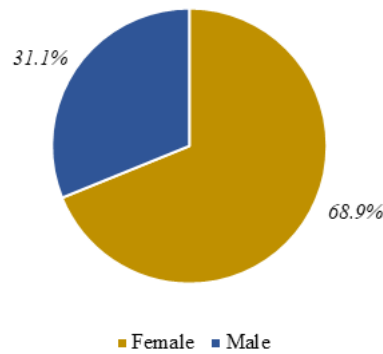
Figure 2. *Percentage of Respondents by Sex*

As shown on Figure 2, the female respondents made up the majority of the 228 participants. It takes 69.9 percent of the total respondents while the male respondents took 31.1 percent. This shows that there are more female participants who returned the instrument than the male. This, too, is evidently reasonable since the total population consists only of 30% male students.
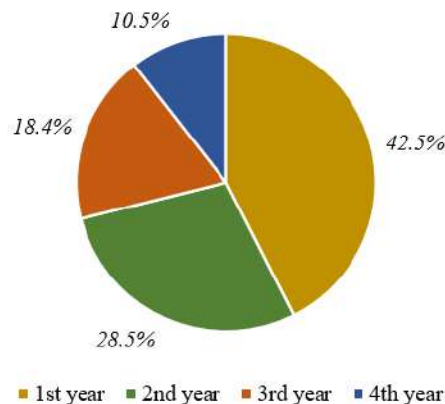
Figure 3. *Percentage of Respondents by Year Level*

As shown in Figure 3, there is 42.5 percent of first year students who participated in the study. Most of the respondents were composed of them while the fourth-year students had the least participants, which was only 10.5 percent. Almost the same proportion was evident in the total population with 32.5 percent of first year students and only 15% were from the senior level. This can also be interpreted as the number of students per year level can be affected by the students' promotion. Hence, the higher the level the lesser the number of students would be.
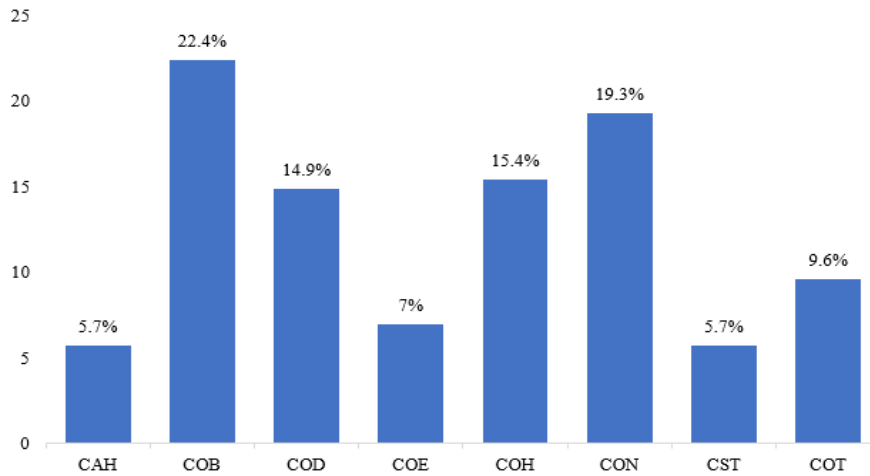
Figure 4. *Percentage of Respondents by College*

Each of the College of Business, Nursing, and Health rankeds above the other colleges while each of the College of Arts and Humanities, Theology, and Education rank the least. Based on the total population, these colleges with the highest returned instruments also had the highest number of student population. Therefore, the distribution is proportional. Moreover, Business is the resident college of the researchers therefore it collected more responses from the college.
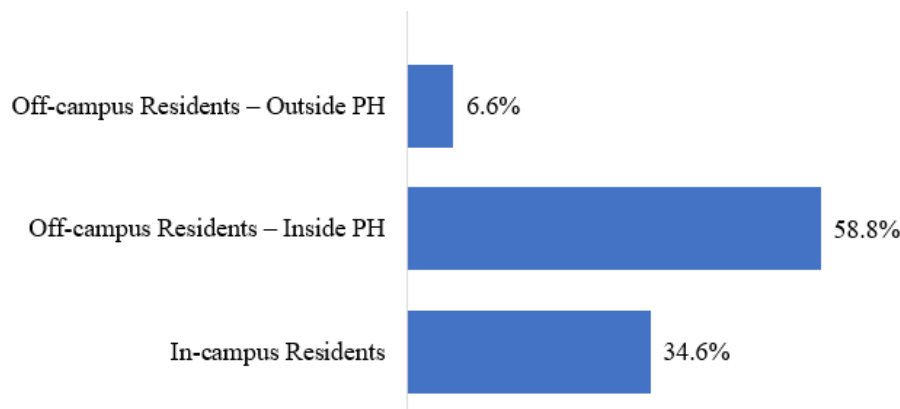
Figure 5. *Percentage of Respondents by Residence Category*

Figure 6 shows that most or 58.8 percent of the students stay outside the campus within the Philippines. Off-campus students are greater in number even though the university is a boarding school because of the implemented flexible or blended learning system that allows students to study from the comfort of their homes to comply with the community, university, and health requirements of the New Normal brought by the COVID-19 pandemic. The off-campus resident category comprises both those who stay inside and outside the Philippines while the in-campus residents include the apartment residents, dormitory residents, and villagers or those who live inside the campus together with faculty members.

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However, the 6.6 percent of the off-campus residents outside the Philippines is presented for the purpose of frequency distribution alone but was excluded from the treatment since it violates the statistical assumptions.

Instrumentation

The researchers developed a self-constructed survey questionnaire exclusively for the purpose of this study, utilizing the word processor platforms such as MS Word for the integration of survey questions, Gmail, MS Teams, and Messenger for dissemination of the questionnaires, Google Sheets for data storage, MS Teams for the interviews, and other word and data processing platforms as needed.

Development of survey questionnaires. The self-made validated questionnaire can extract the needed information from respondents. The questionnaire consists of four parts.

The first part (originally 5 items) deals with the demographic profile of the respondents including the sex, year level, college, nationality, and residence category. These were considered in determining the differences in the students' assessment of the enrolment process. However, due to the limitation on the responses under nationality, this attribute was eliminated in the statistical treatment *(See Scope and Limitations of the Study)*.

The second part (6 items) deals with the respondent ratings and experiences on the pre-registration phase. This phase includes the profile review and approval of the RAO, Residence categorization, Course Line-up and DSF unit setup, and DSF unit assignment and loading of initial cafeteria load.

The third part (5 items) deals with respondent's rating of the service's online enrolment process steps that includes the Department Chair curriculum evaluation and approval, accounting assessment, and the validation of the RAO.

The last part (9 items) consists of questions regarding the overall experiences of the students and features of the online enrolment process of the university such as the speed and convenience of the entire enrolment process. The researchers also included a subjective question at the latter part of the questionnaire where students are asked what other comments/concerns/problems/challenges they faced during the online enrolment process and the features they wanted to commend. The latter was included in the quantitative instrument yet treated qualitatively or as an additional data for the analysis of qualitative approach.

The questionnaire used in this study is self-constructed and had undergone content validity under 7 field experts and 3 laymen, and went through pilot testing on a subset of the sample, specifically thirty (30) participants. This number includes at least three (3) from each of the colleges to ensure the variability of data. After the pilot data collection, data gathered were analyzed to ensure its internal consistency using the Cronbach's Alpha (Cronbach, 1951). The result of the pilot study was Highly Reliable and was accepted with no revisions needed and no item deleted from the questionnaire. The respondents during the pilot testing were treated independently for the purpose of pilot testing and therefore, they were excluded from the final data gathering.

Table 2
Result of the Reliability Test using the Cronbach's Alpha

Phase	Cronbach's Alpha	Number of Items
Pre-registration Phase	.710	6
Registration Phase	.804	5
Overall Process	.862	5
Overall Reliability	.903	16

The gathering of data then resumed and ended collecting a total of 228 responses which is 10.10% of the population. The last four questions had a bearing on the recommendations needed in the study. Hence, it was not included in the test for reliability.

Development of the interview questions. Simultaneously, aside from the survey, the researchers also conducted a structured interview parallel to the survey questionnaire to participants selected. The interviewees must fall under the target criteria – one participant from each of the seven colleges. This approach enabled the researchers to support the study in a qualitative manner. The interviews that were conducted were based on interviewees' honest personal views and experiences regarding the online enrolment process of the university and the factors affecting these experiences whether school or personal factors. Though the online enrolment process is the one to be assessed, students' personal factors were also considered as it would give help to arise more accurate recommendations at the end of the study.

The interview questions were structured consisting of closed-ended, open-ended, bipolar, and probing questions (US Federal Highway Administration, 2001) specially formulated for the purpose of the study. The interview questionnaire consisted of 7 items in a pyramid structure. It begins with closed-ended or specific questions and examines more general issues through open-ended questions for more elaboration.

Research Instrument Criteria

For the respondents to describe their perceptions, the instruments provided a five-point Likert scale (Likert, 1932) for all sets of questions, not including the demographic profile, ranging from 1 (Strongly disagree) to 5 (Strongly agree). Table 1 shows the criteria and its verbal interpretation.

Table 3
Research Instrument Criteria for the Assessment of the Online Enrolment Process

Scale	Range	Scaled Response	Verbal Interpretation
5	4.51 - 5.00	Strongly Agree	Excellent
4	3.51 - 4.50	Agree	Very good
3	2.51 - 3.50	Moderately Agree	Good
2	1.51 - 2.50	Disagree	Fair
1	1.00 - 1.50	Strongly Disagree	Poor

Voluntary Parties and Informed Consent. Instructions were given as to the conduct of the study, its objectives, its future contribution to the research works in education and its independence and partiality. The instrument also informed that participation is voluntary so consents of the respondents were requested with assurance that confidentiality and anonymity will be strictly observed.

Anonymity. Risks and discomforts in the participation of the respondents must be eliminated. It was ensured that the identity of the respondents and participants would be kept confidential. And to avoid biases, the survey questionnaires are distributed randomly and not as the individual or group of individuals requested.

Analysis of Data

The researchers employed different statistical methods and analysis for this study such as the frequency distribution in measuring and analyzing the demographic profile of the respondents. Research question 1 was analyzed using the thematic analysis approach (Braun & Clarke, 2006). Additionally, Mean and Standard Deviation were utilized in the analysis of students' rating on the enrollment process under research question 2. The T-test and Analysis of Variance (ANOVA) were used to analyze the difference in the students' evaluation rating of the services in the different enrolment processes considering the demographic variables which are covered by research question 3. T-test was utilized to compare the assessment of the enrollment process by sex and residence category variables while ANOVA was used in year level and college variables.

On the other hand, the method used in addressing this research question 4 is Thematic Analysis (Braun & Clarke, 2006) which is a method for identifying, analyzing, and reporting patterns within data. In analyzing the data, the researchers applied the following steps in the thematic approach:

1. Conducting recorded interviews to eight participants
2. Transcribing the interviews (includes minimal translation for coding purposes)
3. Familiarizing with the data and adding comments, impressions, and observations
4. Generating initial codes based on the interview questions
5. Generating codes and categories based on the important data gathered from the transcribed interview
6. Searching for, reviewing, defining, and naming themes
7. Generating a narrative and tabular report based on the outcome of the analysis

Results and Discussion

This chapter contains the results, interpretation, and implication of data which cover the research questions, the weighted means of the students' ratings on the online enrollment process, and the relationship between variables. Data in each item were presented in tabular form to clearly appreciate and comprehend the analysis and interpretation being presented. Discussions and supporting literature are also presented. Research question no. 1 seeks to find answers on how students describe their experiences during the online enrollment process. This was answered using the thematic approach. The second research question deals with the students' rating on the process. Research question no. 3 deals with the relationship of significant differences between students' ratings and their demographic variables. Lastly, research question no. 4 is answered based on the foregoing comment and suggestions of the students.

Students' Ratings on the Online Enrolment Process

The tables presented summarizes the ratings of the students in the pre-registration and registration phases and the overall enrolment process in relation to research question 2, stating, "How do students rate their experiences in each of the following steps in the online enrolment process?" It presents the weighted mean and verbal interpretations of each item. Embedded are the qualitative results of the study in relation to the quantitative results of research question 2.

Table 4

Weighted Means and Verbal Interpretation of Students' Ratings
on the Pre-registration Phase of the Online Enrolment Process

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation
The student profile review and update by the RAO is fast.	3.82	.917	Very Good
The processing of residence categorization is fast.	3.78	.950	Very Good
The courses offered as presented in AOLIS and as required by my curriculum are available in the course cart.	4.02	.863	Very Good
The payment procedure is convenient.	3.84	.990	Very Good
The DSF Units negotiation is permitted.	3.93	.905	Very Good
The pre-registration phase is easy.	3.84	1.003	Very Good
Overall Mean	3.87	.85719	Very Good

As shown in Table 4, all indicators from the pre-registration phases were rated very good. Item no. 3 which states that "The courses offered as presented in AOLIS and as required by my curriculum are available in the course cart" got the highest weighted mean of 4.02 while the second item has the least weighted mean which is 3.78. With respect to the responses of the interviewees, though many

mentioned about the unavailability of the courses in the course cart, it was still rated very good by the respondents and the speed of approval for the residence category reflects to have the lowest rating but still verbally interpreted as Very Good. The last indicator got the highest standard deviation which tells that the responses of the participants were highly dispersed in this item.

Table 5
Qualitative Evaluation Result on the Pre-registration Phase of the Online Enrolment Process

Codes and categories	Themes	Quotes and Others
● 2-day department approval ● 2-day DSF processing	Average duration on Pre-registration	● I was able to finish my profile update and verification, I think, within the day or the next day." (Participant 1) p. 1, par.1, line 1
● Early registration is a factor ● Late registration ● Procrastination	Registration period	● "The longest is the DSF step and lining up my courses that exceeded more than 2 days because I needed to send an email to Sir Olarte for financial arrangements." (Participant 8) pp. 8, par, 1. line 2
		● "I also think that early registration has a factor to one's speed on enrolment." (Participant 3) pp. 3, par. 4, line 1
		● "I was anxious about the time back then because I enrolled quite late and I didn't want to miss my classes and I was anxious that the slots will all be taken, maybe because I procrastinated, that's why, that I didn't start on the pre-registration period." (Participant 4) pp. 4, par. 3, line 1

As often commented, DSF is still the most crucial part for many though it is understandable because it encompasses the students' accounts. The participants said that the system is quite commendable and easier yet what makes it stressful is the fact that they need a bunch of follow-ups on their progress. This is the reason why many suggested that the system should display progress bars or notifications that indicate if the staff accommodated them or if the students are already in the queue and being processed, or they are just piled up and neglected. Many also suggested that teachers should allow students to contact them during pre-registration period without restricting them on such. Limiting the mode of communication to e-mail is not convenient enough for both the students and the teachers because other means such as Messenger or MS might be a more convenient one. Using e-mails also makes communication more challenging since the email addresses of the faculty are also intended for other academic matters. According to Cakmak (2019), modern communication software such as messenger has taken the digital workforce because more time can be wasted if emails are utilized.

Table 6
Weighted Means and Verbal Interpretation of Students' Ratings
on the Registration Phase of the Online Enrolment Process

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation
My curriculum was evaluated and approved by my department chair instantly.	3.94	.944	Very Good

{table continues on the next page}

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My department chair accommodated me right away.	4.05	.923	Very Good
The assessment and approval of the Accounting Office is fast.	3.79	1.029	Very Good
The validation and final approval of RAO is fast.	3.78	1.010	Very Good
The registration phase is fast.	3.65	1.106	Very Good
Overall Mean	3.84	.85719	Very Good

All indicators from the Registration Phase were also rated Very Good with 3.65 as the lowest weighted mean and 4.05 as the highest. This shows that many have rated the accommodation of the department chair Very Good and the last indicator being the lowest expresses that the registration, still being rated Very Good, can still be improved. The dispersion in this section is high which means that the responses of the students varied on these items.

In addition to the quantitative results, the qualitative evaluation results generated the following feedback from the students related to the registration phase of the online enrolment process: speed issue, understandability, user-friendly, difficulty, issue on the length of waiting, university-related issue like transparency on finance, and community-related issue

Table 7

Qualitative Evaluation Result on the Registration Phase of the Online Enrolment Process

Codes and categories	Themes	Quotes and Others
● Fast registration process ● Not fast enough	Speed	● "It takes time for my payment to appear or be updated so sometimes, processing is delayed." (Participant 3) p. 3, par. 3, line 2 ● "So as for me, I didn't encounter any problem on both phases and the waiting time is reasonable enough." (Participant 6) p. 6, par. 2, line 2
● Confusing ● Easy-to-understand	Understandability	● "That (course cart) is confusing for the students." (Participant 4) p. 4, par. 2, line 6 ● "I can say that the process now is very easy to understand and very convenient." (Participant 5) p. 5, par. 2, line 1
● Smoother compared the previous ones ● Smooth process other than step 5 ● Not-so-user-friendly for a freshman	User-friendliness	● "Nevertheless, it's quite smooth compared to when we just started this online enrolment process due to the pandemic – I can say, we are improving little by little." (Participant 3) p. 3 par. 2, line 1
● Crucial DSF process ● not stressful	Difficulty	● "As for the DSF unit setup and DSF arrangement, this is the most crucial part." (Participant 1) p. 1, par. 1, line 5

{table continues on the next page}

● Stressful follow ups for dormitorian or face-to-face enrolment ● Easier		● "It's just reasonable and not so stressful." (Participant 1) p. 1, par. 3, line 1 ● "It's also a downside as a dormitorian that it's hard to make follow-ups because it's tiring to go to the offices back and forth and we do not have an idea when the process will be approved." (Participant 1) p. 1, par. 4, line 1
● Lengthy idle time ● Longest waiting process (DSF) ● Average waiting time ● Reasonable waiting time ● Lengthy waiting time	Length of Waiting time	● "This (DSF) is the longest time that I have waited among the steps." (Partici-pant 1) pp. 1, par. 1, line 8 ● "The waiting time is not too long but not too short." (Participant 1) p. 1, par. 3, line 1 ● "I can say that the waiting time is quite reasonable, and I appreciate it consider-ing the volume of students they need to accommodate." (Participant 2) p. 2, par. 3, line 2 ● "If I am to rate the current enrollment process, I'll give it a 3 because the wait-ing time is quite long especially on the finance part." (Participant 3) p. 3, par. 3, line 1 ● "For me the waiting time for the process is quite reasonable." (Participant 5) p. 5, par. 4, line 1
● Equality ● Need more transparency (finances)	University-related	● "I would be happy if our system would allow us to line up our course prior to down payment even though it cannot be approved by the department, you know, so we can pre-assess our subjects and schedule beforehand." (Participant 2) p. 2, par 7, line 1 ● "For me, I felt like our staff prioritize graduating students so I think, we need to have equality." (Participant 6) p. 6, par 4, line 1 ● "It is better if our school practices transparency like letting the students know about the compositions or breakdown of the general fees or miscellaneous fees." (Participant 8) p. 8, par 6, line 3
● Lack of clear indication for financial arrangements ● Bunch of follow ups are needed ● Lack of updates	Communication	● "Some teachers do not like using Messenger – which is the most convenient platform for communication. (Participant 5) pp. 5, par. 5, line 6 ● It is better to have an extension in our Lifebook where we can communicate with our teachers and staff. (Participant 5) p. 5, par. 5, line 7 ● "Some teachers or chairs prefer email as a mode of communication which is very inconvenient for the students because we know that emails also receive different and large volumes of messages and mails. Students prefer Messenger as the most convenient mode of communication." (Participant 6) p. 6, par 5, line 1

{table continues on the next page}

● It's frustrating when teachers demand the students to communicate with them through email when Messenger is more convenient. Then it will give them a tough time checking on your messages. (Participant 8) p. 8, par 2, line 1

In terms of speed, there are factors affecting the speed of the enrolment process of the students such as delayed payments. Delays in the online enrolment happen for several reasons, one is when a phase in an enrolment process is more effective in traditional methods such as face-to-face negotiations that was replaced with an automated negotiation which, sometimes, lacks empathy. Hence, delays might be as a result of other external factors beyond the user and process.

As for the freshmen, it is reasonable that they had confusion and negative experiences in the first-time enrolment because of some adjustments, but still, they commended the accommodation of the staff. But in terms of understanding, most of the students commended the instructions in the enrollment.

Additionally, one of the notable concerns of the students is transparency which is the appropriate access and proper disclosure of financial information (James, 2021). Students mentioned that they only enroll and pay the requirements without knowing the exact breakdown of the fees such as auxiliary, general, and miscellaneous fees. It would be better for the students to be knowledgeable of what they pay for.

Table 8
Weighted Means and Verbal Interpretation of Students' Ratings
on the Overall Online Enrolment Process

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation
The step-by-step instructions are clear.	4.14	.765	Very Good
The approval of the department is fast.	3.99	.850	Very Good
The online enrolment process is user-friendly.	4.06	.786	Very Good
The MyAUPLifebook Web Application is use-ful.	4.18	.742	Very Good
The MyAUPLifebook Web Application is user-friendly.	4.09	.794	Very Good
Overall mean	4.09	.60293	Very Good

Table 8 shows the usefulness, clarity, and user-friendliness of MyAUPLifebook Web Application as these indicators got the top three highest weighted means of 4.18, 4.14, and 4.09, respectively. Though not rated as high as these, other indicators also interpreted as Very Good. However, on the side of the students they also have admitted that problems occurred during their enrollment process because of personal matters. This makes the students responsible and not the school itself.

The overall evaluation of the online enrollment process includes the following evaluation results: fast, accommodating staff, staff-related issues like communication and inconsistent assessment, convenience, student-related concerns, unstable connectivity , and commendable portals/platforms

Table 9
Qualitative Evaluation Result on the Overall Online Enrolment Process

Codes and categories	Themes	Quotes and Others
● Two week enrollment process	Fast	●"It is faster than the traditional enrolment process that takes more or less two (2) weeks." (Participant 1) pp. 1, par. 2, line 3

{table continues on the next page}

● Hands-on department chair ● Accommodating department chair	Accommodating staff	● "The course line-up did not make much time because the department chair already suggested the subjects to be taken." (Participant 1) p. 1, par 1, line 4 ● "And I am thankful that my department chair is accommodating." (Participant 2) p. 2, par 1, line 6 ● "About the staff, they are very accommodating at least within the day, that is commendable." (Participant 4) p. 4, par 4, line 1 ● "What I like about my department during the enrolment is that they are actually the one who arrange our line up, so we don't have problems with our subjects, and they are very accommodating and one call away." (Participant 6) p. 6, par 3, line 2
● Course cart and checklist/curriculum is not matching ● Outnumbered staff ● Staff accommodation needs improvement ● Lack of convenient mode of communication ● Inaccurate initial assessment	Staff-related problems	● "It became worse because our department is doing sudden changes on the courses that make our supposed subjects not matched to the available subject in the course cart." (Participant 4) p. 4, par. 2, line 2 ● "During the registration phase, I was confused on the part of the DSF because when I had my down payment there was no indication that my payment was not sufficient, so I was like waiting for something that I do not know. I feel like it can be stated a bit clearer that I do not have enough financial units at that point. (Participant 5) p. 5, par. 2, line 3 ● "One factor that the school can improve is one part of the staff accommodation. Most of the time, it takes them more than a day to cater to the inquiries of the students – I am not sure, they have a lot on their hands." (Participant 5) p. 5, par. 5, line 1 ● "It took a while for me to complete the course line up because the department had not finalized our subjects properly and they had to change it while the enrollment was ongoing." (Participant 8) pp. 8, par. 1, line 3
● Convenient ● Easier ● No queues needed ● Time-saving ● Comfortable	Convenience	● "The Pre-registration and Registration Phases, I can say, are convenient. It's easier now because we don't have to wait in long lines." (Participant 1) p. 1, par. 2, line 1 ● "I am a working student that's why I need to accomplish my work hours before proceeding to my enrolment. It's really good that our enrollment system now is more convenient and does not consume a lot of time and energy. We just have to wait seated on our comforts." (Participant 8) p. 8, par. 3, line 1

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		● "If before we need to stand in long lines, now we just need to sit and click." (Participant 8) p. 8, par. 7, line 2
● Grade problems ● Graduating students are prioritized	Student-related concerns	● "But when you call him directly, he responds quickly. I felt like he prioritized me since I am a graduating student." (Participant 6) p. 6, par. 1, line 4 ● "During the second semester, I had an INC so I actually procrastinated to enroll." (Participant 7) p. 7, par. 1, line 1
● Poor Connection	Connectivity	● "One of my challenges is the network signal." (Participant 6) p. 6, par. 3, line 1
● Easy-to-follow instructions ● Effective accomplishment indicators ● More convenient course lineup management ● Convenience of payment upload portal ● Clear instructions ● Commendable platforms ● Integration of forms is commendable ● The adjusting process is commendable	Portals/ Platforms	● "It's also good that they notify us that we have to wait, an indication that your current step has been done successfully." (Participant 2) p. 2, par 2, line 2 ● "One thing that I want to commend is how IT personnel utilized a cart for our courses. It makes our line up process more convenient." (Participant 3) p. 3, par 6, line 1 ● "Upload portal for the payments also helped a lot for more convenient processing of finances." (Participant 3) p. 3, par 6, line 3 ● "Another is that the instructions are clear and understandable." (Participant 4) p. 4, par 4, line 2 ● "I appreciate how they integrated the processing of forms in AOLIS because it's really inconvenient to process an INC or NC before. Thanks to our staff and IT personnel." (Participant 6) p. 6, par 4, line 2

According to Curacubby (2020) online enrollment systems reduce stress and frustration involved with enrolling students as compared to the traditional way of enrollment. Kvavik (2020) added that there is no reason for enrolment to still function in an old paper way. Technology now offers an easier and convenient way for students to enroll digitally. This supports some excerpts that the enrolment process was not fast enough because according to such, it could be made faster though it was way better than the traditional system. Many commented that the idle or waiting time was understandable but would be appreciated if improved. It was evident that the enrolment process generally went smoothly. But on the end of some students, they encountered personal problems that is beyond the University control. These include poor internet connection (aside from dormitory residents who use Eastern iConnect), poor network connection, grade problems, financial problems, procrastination, and late registration. Most of the participants believed that early registration was a factor in early approvals. The following are the weaknesses of the enrollment process that should be taken into consideration sudden and unannounced changes in the curriculum that causes confusion to the students, conflicting schedules or the curriculum do not match the course offering, bugs and slowing down of the website, outnumbered staff, improvement in staff accommodation, lack of convenient mode of communication, and inaccurate initial assessments.

Table 10

Weighted Means and Verbal Interpretation of Students' Ratings
on all of the Phases of the Online Enrollment Process

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation
Pre-registration phase	3.87	.85719	Very Good
Registration phase	3.84	.85719	Very Good
Overall Registration process	4.09	.60293	Very Good
Overall Mean	3.93		Very Good

All phases and the entire enrollment process are verbally interpreted as Very Good with an overall weighted mean of 3.90. The general rating of the students is higher than the ratings with respect to individual phases which both got a weighted mean of 3.84. This means that the satisfaction of the students on the online enrollment process of the university is *Very Good*. On average, participants experienced a two-day to two-week enrollment process depending on the experiences of the students.

Based on the interviews conducted, students experienced a more convenient, easier, timesaving, more comfortable, and smoother enrollment process in the most recent enrolment process (second semester of AY 2020-2021). They took note of the speed, understandability, and user-friendliness of the system, too. The fact that the students did not have to stand in long lines under humid weather, and they can just sit, click, and wait around the corners of their houses, makes the university's enrolment process a very improved one. The university enrollment process function is a system of human resources, physical resources, methods, procedures and processes working together in a definite environment to deliver desirable outputs. This is Bertalanffy's incorporation of the General Systems Theory in the output of the enrolment process.

Table 11 presents the qualitative evaluation of all the phases of the online enrollment process. Some of the issues related to enrollment and technicalities appear to be the top most concerns of students.

Table 11

Qualitative Result of all the Phasses of the Online Enrollment Process

Codes and categories	Themes	Quotes and Others
● Unstable Eastern connection ● Line-up feature prior to down payment ● Sudden and unannounced changes in the curriculum; Course cart and checklist/curriculum are not matched ● User portals lack uniformity (design) ● Repetitive process ● Progress/ accommodation updates ● AOLIS slows down	Technicalities	● "The Eastern Connection is quite unstable, and I think that's for the school to improve." (Participant 1) p. 1, par. 4, line 4 ● "I also experienced that the courses we suggested to take and the courses available in the course cart did not match so we have to skip those course and take them the following semester whenever they are available." (Participant 2) p. 2, par. 5, line 1 ● "But maybe one of the factors is that we are out of staff." (Participant 3) p. 3, par. 1, line 6 ● "As a freshman, the enrollment process back then was not so challenging yet it's quite tricky because I don't really understand how to use the course cart." (Participant 4) p. 4, par. 2, line 1 ● "But my comment about the portal is that the design is too basic. It's like the picture that was put on it was just taken from Google, something like that – it lacks uniformity." (Participant 4) p. 4, par. 4, line 2

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| ● Malfunctions in platforms | ● "There are few aspects that are repetitive such as the name of the students and the guardian." (Participant 5) p. 5, par. 2, line 1
● "I think it's better if students can see if their requests are being seen or accommodated by the staff (or just being piled up).
● "One thing that I find very frustrating is that it took a pandemic to make our school realize that we can do an automated enrolment system. We're behind the trend which we can actually do before." (Participant 7) p. 7, par. 2, line 1
● "It (AOLIS, Lifebook, iStudy) somehow clogs or is having malfunctions or slowing down but I know that AUP can do something about it because it's AUP." (Participant 7) p. 7, par. 3, line 2 |

On top of everything, students commend the hands-on department chairs and IT personnel for accommodating the students appropriately, especially those who need help. The ability to listen is a top quality in department chairs (Robinson, 2017) and other department personnel. Generally, students' enrollment duration is very good and students believe that as the university cope with the trend of the New Normal caused by the COVID-19 pandemic, the entire university including the administrators, staff, the students, as well as the parents, will work hand-in-hand to ensure the quality of service and education that the university offers. Students believe that this is just the beginning, and that the university will continue to strive more for enhancements for the sake of the students, workers, and the university itself.

Comparison of the Students' Ratings on the Pre-registration, Registration, and the Overall Enrolment Process Considering the Demographic Profile

The following tables show the result of the T-test on the ratings of the students on the enrolment process in terms of their sex. The Frequency (N), Mean, Standard Deviation (St. Dev.), t value, Degrees of Freedom (df), Significance (Sig), and Verbal Interpretation are presented below. This result is related to the research questions stating, "Is there a significant difference in the students' assessment of the steps in the online enrolment process considering their demographic profile?"

Table 12
Comparison of Students' Ratings on the Enrolment Process by Sex

	Sex	N	Mean	St. Dev.	t-test	df	Sig	VI
Pre-registration phase	Female	157	3.8433	.86301	.032	226	.975	NS
	Male	71	3.8394	.85029				
Registration phase	Female	157	3.8433	.86301	.032	226	.975	NS
	Male	71	3.8394	.85029				
Overall process	Female	157	4.0140	.58446	-.327	226	.744	NS
	Male	71	4.0423	.64579				

The comparison of the students' rating on the pre-registration, registration, and the overall enrolment process do not differ by sex. Therefore, the hypothesis that states there is no significant difference in the students' evaluation of the enrolment process is accepted. This means male and female students have comparable assessment of the enrolment process.

Table 13

Comparison of Students' Ratings on the Enrolment Process by Year Level

	Yr Level	N	Mean	St. Dev.	F-Ratio	Df	Sig	VI
Pre-registration phase	1st Year	97	3.9216	.84437	.703	.551	.703	NS
	2nd Year	65	3.7231	.89770				
	3rd year	42	3.8286	.85491				
	4th Year	24	3.8667	.81436				
	Total	228	3.8421	.85719				
Registration phase	1st Year	97	3.9216	.84437	.703	.551	.703	NS
	2nd Year	65	3.7231	.89770				
	3rd year	42	3.8286	.85491				
	4th Year	24	3.8667	.81436				
	Total	228	3.8421	.85719				
Overall process	1st Year	97	4.1196	.57710	1.494	.217	1.494	NS
	2nd Year	65	3.9631	.61836				
	3rd year	42	3.9524	.63216				
	4th Year	24	3.9167	.59246				
	Total	228	4.0228	.60293				

The comparison of the students' rating on the pre-registration, registration, and the overall enrolment process do not differ by year level. Therefore, the hypothesis that states there is no significant difference in the students' evaluation of the enrolment process is accepted. This means students of all year level have comparable assessment of the enrolment process.

Table 14

Comparison of Students' Ratings on the Enrolment Process by College

	College	N	Mean	ST. Dev.	F-Ratio	df	Sig	VI
Pre-registration phase	CAH	13	4.0308	.55285				
	COB	51	3.8902	1.01297				
	COD	34	3.7059	.84600				
	COE	16	4.0625	.88157				
	COH	35	3.7543	.78228	.571	227	.779	NS
	CON	44	3.8545	.81425				
	COT	13	3.9846	.81838				
	CST	22	3.7000	.87885				
	Total	228	3.8421	.85719				
Registration phase	CAH	13	4.0308	.55285				
	COB	51	3.8902	1.01297				
	COD	34	3.7059	.84600				
	COE	16	4.0625	.88157				
	COH	35	3.7543	.78228	.571	227	.779	NS
	CON	44	3.8545	.81425				
	COT	13	3.9846	.81838				
	CST	22	3.7000	.87885				
	Total	228	3.8421	.85719				

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	CAH	13	3.9692	.56478				
	COB	51	4.0902	.59372				
	COD	34	4.0824	.64407				
	COE	16	4.2500	.60882				
Overall process	COH	35	3.9943	.61641	.824	227	.568	NS
	CON	44	3.9000	.54132				
	COT	13	4.0308	.74317				
	CST	22	3.9273	.60014				
	Total	228	4.0228	.60293				

The comparison of the students' rating on the pre-registration, registration, and the overall enrolment process do not differ by students' respective colleges. Therefore, the hypothesis that states there is no significant difference in the students' evaluation of the enrolment process is not rejected. This means students in all colleges have comparable assessment of the enrolment process.

Table 15
Comparison of Students' Ratings on the Enrolment by Residence Category

	Category	N	Mean Rank	St. Dev.	Mann-Whitney U	Sig	VI
Pre-registration phase	In-campus	79	111.28	.72490	4955	.435	NS
	Off-campus	134	104.48				
	Total	213					
Registration phase	In-campus	79	113.34	.85719	4792	.246	NS
	Off-campus	134	103.26				
	Total	213					
Overall process	In-campus	79	110.49	.60293	5017.5	.524	NS
	Off-campus	134	104.94				
	Total	213					

The comparison of the students' rating on the pre-registration, registration, and the overall enrolment process do not differ by residence category. Therefore, the hypothesis that states there is no significant difference in the students' evaluation of the enrolment process is accepted. This means that students from different residence categories have comparable assessment of the enrolment process.

Online Enrolment Program in a Faith-based University: An Enhancement Program

The objectives of the enhancement program proposed in this study are to provide a more conducive enrolment system and service that can help achieve student satisfaction and enrollee retention.

The following is the matrix of the suggested enhancements on the program based on the result of the study through the quantitative and qualitative approach of research as related to research question 5 which states, "What enhancement program may be suggested based on the result of the study?"

Table 16

Enhancement Program Output Matrix

Area of Concern	Specific Objectives	Strategies to Enhance	Expected Result	Person/s In-charge
Pre-enrolment Phase	To avoid changes or conflicts in the course offering/ course cart during the registration proper.	Prompt the departments to finalize courses offered two weeks before pre-registration pe-riod.	Students will be able to align their courses immediately and proceed to the succeeding steps.	Department Chairs
	To avoid conflicts in the platforms during the registration proper.	Fix the reported bugs and glitches before the commencement of the pre-registration period.	More meaningful and convenient student enrolment experience.	ICT Department
	To alleviate inconvenience brought by additional down payments to suffice the payment requirement.	Finalize the required down payment by having no changes once the initial payment was checked out.	Clearer transactions and lesser cost due to repeated online transfer transactions.	ICT Department
	To promote open and easier negotiation between enrollees and the Finance Department	Include DSF negotiation in Step 4.	Better opportunity for those who cannot afford to pay the required down payment.	ICT Department; DSF
Pre-registration Phase	To update students as to the progress of their enrolment.	Send moving queue numbers to the student's My-AUPLifebook notification bar so they can approximate the idle or waiting time.	Well-maximized time for students and faculty.	ICT Department
Registration Proper	To avoid longer enrollment period and unaccommodated student requests.	Incorporate follow-up option enabled when the request takes longer than 2 days excluding non-working holidays.	Faster enrolment for students and maximized works for staff.	ICT Department
	To improve and have more effective communication between students and staff.	Incorporate a link that will redirect the students to the personnel in-charge (e.g., chair, DSF, RAO, etc.)	More open, direct, and convenient communica-tion.	ICT Department

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| To enable students to help one another and lessen the load of busy faculty and staff; to give means for those who are more comfortable asking questions to their fellow students. | Create a students' help desk where enrollees can ask specific questions to their fellow students with the same problem or case. | More open communication with students' communities where students can relate to and help each other; Assisting faculty will have a lesser load. | ICT Department |

Summary of Findings, Conclusion, and Recommendation

This portion aims to present the summary of the findings arrived at and the conclusions and recommendations of the researchers based on the results of the investigation. The main purpose of this study is to assess the students' experiences on the online enrolment process of the faith-based university to be able to generate recommendations for continuous improvement of the university.

Summary of Findings

The following are the findings from the assessment and investigation:

1. The Pre-registration and Registration Phases as well as the Overall Enrolment Process were all rated Very Good.
2. There was no significant difference between students' ratings on the Pre-registration Phase and their sex, year level, college they belong, and residence category
3. There was no significant difference between students' ratings on the Registration phase and their sex, year level, college they belong, and residence category.
4. There was no significant difference between students' ratings on the Overall Enrolment Process and their sex, year level, college they belong, and residence category
5. The thematic analysis revealed the following themes generated from the responses of the participants: average duration on pre-registration and overall process, convenience, speed, understandability, difficulty, length of waiting time, registration period, student status, connectivity, technicalities, staff-related problems, communication, university-related problems, staff accommodation, and portals and/or platforms.

Conclusion

The Pre-registration and Registration Phases, as well as the overall enrollment process were assessed in a way of finding the results based on the experiences of the students who underwent the online enrollment process. The results of the study revealed that the online enrollment process of the university is doing well since the start of implementing the total automated enrollment system. Students commended the flexibility and development capabilities of the university in adapting to changes and improving services technically. Some of the notable comments about the staff were regarding the responsiveness, eagerness, excellent accommodation, and being hands-on of departments. According to the respondents and participants, the system itself was more convenient, user-friendly, understandable, smoother, easier, better, organized, systematic, and simple. Nevertheless, the university's enrolment process was still not perfect hence improvements were needed such as a better workforce for faster approvals and transactions. Freshmen students experienced difficulties and confusion and encountered minor issues such as backlogs and bugs, yet they expressed their satisfaction on the said experiences. The students also extended their appreciation of the administrator and innovators on how the enrolment system was improved compared to the previous ones. From the start of the New Normal and the implementation of the online enrollment system, the students noted the improvements that they encountered and

experienced and they looked forward for more enhancement for more conducive services and enrollment experience in the University.

Recommendations

Based on the findings of the study, the following are therefore recommended:

1.   To prompt the students to start their pre-registration ahead of time to avoid procrastination, time constraints, and stressful enrolment process.
2.   To encourage the students to process their personal transactions before the registration period to avoid conflicts and delays.
3.   To recommend to the site developers to consider incorporating progress bars or notifications in the online enrollment platform, that will indicate the progress of each stage of enrolment. This will allow students to be notified or informed if their requests are being accommodated or attended to or just being piled up. This will reduce the anxiety of the enrollees.
4.   The Finance Department should consider giving breakdowns of the fees to relatively foster trust and transparency between the service provider and the students. This will allow students and parents/guardians to be knowledgeable of the exact accounts they are paying for.
5.   Eastern iConnect should also be checked for maintenance for better enrollment experience for in-campus students.
6.   To create and upload video tutorials on how to enroll per case basis.
7.   To create a student help desk where students can ask the community about the enrolment process and allow fellow students to answer them. This will lessen the burden of the departments and help students engage more as they start a new semester.
8.   The University should invest more on increasing the system capacity through scalability, which refers to the ability to grow smoothly and economically as user requirements increase. The system in this context refers to the technology platform, Web application software (AOLIS Personal), network configuration, or database. Scalability will minimize the slowing down of the Web application as experienced by users.
9.   The developers might as well consider incorporating an online chat and call with the Director for Student Finance (DSF) that will act as medium for negotiations between the student and the DSF.

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Adequacy of Help in Developing the Learning Outcomes and the Extent of Practice: An Exit Survey Among Graduating Students of Adventist University of the Philippines

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Abstract

Higher Educational Institutions are tasked to implement outcomes-based education to develop students' full potential through the transformation of institutional vision, mission, and goals into learning outcomes that support the government's standards and reflect their institutional requirements. This study aimed to assess the adequacy of the Adventist University of the Philippines in providing help to achieve the desired learning outcomes and the extent to which the graduating students practiced the indicators of the learning outcomes. The exit survey to which the 415 graduating seniors responded was utilized to achieve meaningful results. Findings showed that the university has a very high adequacy of helping the students obtain professional competence, active faith, social responsibility, and selfless service. At the same time, the adequacy of helping to practice a balanced lifestyle is high. The results also showed that the participants have a very high degree of professional competence, active faith, social responsibility, selfless service, and a balanced lifestyle. Among the five graduate attributes, social responsibility has the highest mean score, while a balanced lifestyle has the lowest. These results imply that the university has been effective in achieving its institutional learning goals for its graduates, yet more effort can be made to help students obtain a balanced lifestyle.

Keywords: *exit survey, institutional learning outcomes, institutional effectiveness, attributes of graduating seniors*

Establishing good quality higher education has been a perpetual issue worldwide (Chao, 2018). In the Philippines, there are significant challenges in achieving education-related Sustainable Development Goals. The role of Higher Education Institutions in attaining sustainable economic and social development continues to increase (Global News, 2018). Higher Education Institutions (HEIs) have the exceptional capability to foster knowledge and develop skills as they utilize educational resources to offer learning opportunities to students (UNESCO, 2022). Thus, HEI is an important sector that promotes lifelong learning, and the education they provide is a vital factor in the development of the country and the world at large (Suarez et al., 2018). The Commission on Higher Education through CMO 46, series of 2012, mandated HEIs to equip graduates with good values exemplified by high academic proficiency. Moreover, CHED suggests wide-ranged collaboration among various stakeholders, including industry, in redesigning the higher education curriculum, instituting international benchmarking, and increasing internationalization of higher education here and abroad to solve a portion of the quality issue.

CHED required colleges and universities to entirely implement outcomes-based education (OBE) to guarantee continuous quality progress. Outcomes-based education focuses on an educational system that includes those necessary for all students to accomplish after their learning experiences. OBE starts with identifying the essentials that students are supposed to acquire, then organizing and integrating them into the curriculum and instruction and ensuring that an assessment is done to ascertain that learning successfully took place (Tenedero & Pacadaljen, 2021). CHED defines quality as "fitness for purpose" (CHED Handbook, 2014). Hence, HEIs should put emphasis on transforming their institutional vision, mission, and goals into learning outcomes that support the government's standards and reflect their own institutional requirement. Learning outcomes refer to requirements of what a student should learn and exemplify after completing a program from an HEI (Aithal & Kumar, 2016). Moreover, they are expected through the process of gaining skills and knowledge.

Due to this demand, the Adventist University of the Philippines, a faith-based higher education institution utilized the Curriculum Planning Model of Ho et al. (2009) as a guide to establish its five institutional outcomes: professional competence, active faith, social responsibility, selfless service, and balanced lifestyle. This institutional research was directed to evaluate the adequacy of the university in providing help to achieve the desired learning outcomes as perceived by the graduating college seniors. Further, this study also assesses the extent to which the graduating students practice the indicators of the learning outcome. As suggested by CHED, this assessment is a crucial part of ensuring the quality of HEIs.

Methodology

Descriptive research design was utilized in this study. Using the Institutional Outcomes Mapping of the university as the framework, this research examines the level of adequacy of the help provided by the university in the achievement of the five institutional learning outcomes and the extent of attributes among the graduating students in January 2021. Purposive sampling and the questionnaires were distributed by the college deans to the students applying for graduation.

Among the 415 who responded, 170 (41%) were males and 245 (59) were females. Three hundred forty-five (83.1) were fulltime students while 70 (16.9) were work-scholars. The residences of the participants were categorized into four: (1) Dormitory (110 or 26.5%); (2) Off-Campus Own Residence (148 or 35.7%); (3) Off-Campus Renting (104 or 25.1%); and (4) Non-Dorm On-Campus (53 or 12.8%). Graduates of the nine colleges of the university responded to the study: CAH (36 or 8.7%); COB (116 or 28.0%); COD (42 or 10.1%); COE (25 or 6.0%); COH (74 or 17.8%); COM (44 or 10.6%); CON (43 or 10.4%); COT (8 or 1.9%); and CST (27 or 6.5%).

Participants accomplished a 56-item survey questionnaire using a 5-point Likert type response scale. Table 1 presents the internal consistency and the number of items for each of the dimensions of institutional learning outcomes.

Table 1
Internal Consistency of the Instrument

	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Professional Competence Practice	.97	.97	14
Active Faith Practice	.95	.95	12
Social Responsibility Practice	.90	.91	8
Selfless Service Practice	.95	.95	6
Balance Lifestyle Practice	.92	.92	16
	.97	.97	56

Ethical considerations were observed in the conduct of the study. Confidentiality and anonymity were ensured in handling the data. Only the researchers were able to access the responses. Frequency, percentage, mean, standard deviation, comparison of mean scores, and reliability statistics were used to analyze the data.

Results and Discussion

The exit survey aimed to assess the adequacy of the programs provided by the university in the development of the five institutional learning outcomes: professional competence, active faith, social responsibility, selfless service, and balanced lifestyle among the graduating seniors during the academic year 2020 - 2021 of Adventist University of the Philippines. Furthermore, it also measures the extent of practice of the five institutional learning outcomes of the respondents as perceived by the respondents.

Professional Competence

Table 2 presents the perceived level of adequacy of help in developing professional competence among the graduating seniors. The overall mean score is 4.29, which is interpreted as very high. The highest mean score is on the item "*engagement in lifelong learning activities*" ($M = 4.35$, $SD = 0.62$), while the lowest is "*effective oral communication*" ($M = 4.29$, $SD = 0.59$).

Table 2
Perceived Adequacy of Help in Developing Professional Competence Among the Graduating Seniors

	Mean	SD	Interpretation
Engagement in lifelong learning activities (*personal or professional development*)	4.35	.62	Very High
Adherence to ethical and sound principles/values based on Biblical worldview in the practice of my profession	4.33	.65	Very High
Competence in my profession	4.33	.66	Very High
Leadership and management skills	4.30	.70	Very High
Problem solving (including real-world problems)	4.28	.68	Very High
Ability to view the world from both national & global perspectives	4.28	.67	Very High
Ability to manage responsibly the use of technology for personal, professional, social, and spiritual advancement.	4.27	.67	Very High
Working effectively in a group	4.27	.70	Very High
Critical, analytical, and creative thinking	4.27	.71	Very High
Application of research skills in relevant areas	4.24	.69	Very High

{table continues on the next page}

Social-Emotional skills	4.24	.70	Very High
Effective written communication	4.20	.71	High
Application of computing and information technology in research	4.20	.74	High
Effective oral communication	4.15	.79	High
Overall Mean	4.29	.59	Very High

Legend: Very Low=1.00-1.80; Low=1.81-2.60; Moderate=2.61-3.40; High =3.41-4.20; Very High=4.21-5.00

Table 3 presents the perceived extent of the practice of professional competence among graduating seniors. The overall mean score is 4.28, which is interpreted as very high. The highest mean score is on the item "*ability to view the world from both national & global perspectives*" ($M = 4.31$, $SD = 0.66$), while the lowest is "*effective oral communication*" ($M = 4.13$, $SD = 0.73$).

Table 3
The Extent of Professional Competence is Practiced as Perceived by the Graduating Seniors

	Mean	SD	Interpretation
Ability to view the world from both national & global perspectives	4.31	.66	Very High
Engagement in lifelong learning activities (*personal or professional development*)	4.31	.66	Very High
Adherence to ethical and sound principles/values based on Biblical worldview in the practice of my profession	4.31	.68	Very High
Competence in my profession	4.30	.67	Very High
Working effectively in a group	4.27	.70	Very High
Leadership and management skills	4.27	.70	Very High
Problem solving (including real-world problems)	4.27	.67	Very High
Critical, analytical, and creative thinking	4.27	.65	Very High
Ability to manage responsibly the use of technology for personal, professional, social, and spiritual advancement.	4.27	.68	Very High
Social-Emotional skills	4.24	.70	Very High
Effective written communication	4.20	.67	High
Application of research skills in relevant areas	4.19	.67	High
Application of computing and information technology in research	4.18	.71	High
Effective oral communication	4.13	.73	High
Overall Mean	4.28	.56	Very High

Legend: Very Low=1.00-1.80; Low=1.81-2.60; Moderate=2.61-3.40; High =3.41-4.20; Very High=4.21-5.00

Professional competencies, as described in the Institutional Outcomes Mapping, include the demonstration of expertise and leadership in the academic or professional discipline, continually improving professionally through lifelong learning. Based on the results, the university has a very high adequacy of providing programs to achieve professional competence among its students. This very high adequacy is seen in the very high practice of the skills that reflect professional competence, such as the ability to view the world from both national & global perspectives, engagement in lifelong learning activities, competence in the profession, working effectively in a group, leadership and management skills, problem-solving, critical, analytical, and creative thinking, ability to manage the use of technology for personal, professional, social, and spiritual advancement responsibly, and social-emotional skills.

The results also show consistency in the high level of adequacy and extent of the practice in the effective written and oral communication and application of computing and information technology in research. These high results of adequacy and extent of practice imply that the university is providing appropriate help to its students in preparing them to be competent to do the assigned tasks to them, and they exhibit behaviors that matter most in an organization where they belong to especially when they become part of the workforce (Maher, 2017).

Active Faith

Table 4 presents the perceived level of adequacy of help in developing active faith among the graduating seniors. The overall mean score is 4.37, which is interpreted as very high. The highest mean score is on the item, "*loving God with all my heart, with all my mind, and strength*" ($M = 4.47$, $SD = 0.76$), while the lowest is "*spending time with God by reading the Bible*" ($M = 4.15$, $SD = 0.68$).

Table 4
Perceived Adequacy of Help in Developing Active Faith Among the Graduating Seniors

	Mean	SD	Interpretation
Loving God with all my heart, with all my mind, and strength.	4.47	.76	Very High
Living without vices such as smoking, drinking, prohibited drugs	4.46	.81	Very High
Commitment to serve God through my profession with integrity	4.44	.74	Very High
Commitment to practice my profession with accountability to God	4.40	.76	Very High
Understanding life and its purpose with a Christian perspective	4.39	.80	Very High
Communing with God through prayers	4.36	.82	Very High
Attending week of prayer meetings	4.36	.80	Very High
Practice healthy relationships grounded in spiritual values	4.36	.78	Very High
Living with sound moral values (*purity, modesty, chastity, & fidelity*)	4.35	.77	Very High
Attending worship services at PIC/congregations/other churches	4.27	.82	Very High
Practicing worships (home, dormitory, or in my residence)	4.26	.82	Very High
Spending time with God by reading the Bible	4.15	.87	High
Overall Mean	4.37	.68	Very High

Legend: Very Low=1.00-1.80; Low=1.81-2.60; Moderate=2.61-3.40; High=3.41-4.20; Very High=4.21-5.00

Table 5 presents the perceived extent of the practice of active faith among the graduating seniors. The overall mean score is 4.32, which is interpreted as very high. The highest mean score is on the item "*living without vices such as smoking, drinking, prohibited drugs*" ($M = 4.53$, $SD = 0.79$), while the lowest is "*spending time with God by reading the Bible*" ($M = 3.87$, $SD = 0.92$).

Table 5
The Extent Active Faith is Practiced as Perceived by the Graduating Seniors

	Mean	SD	Interpretation
Living without vices such as smoking, drinking, prohibited drugs	4.53	.79	Very High
Loving God with all my heart, with all my mind, and strength.	4.50	.76	Very High
Understanding life and its purpose with a Christian perspective	4.44	.77	Very High
Commitment to serve God through my profession with integrity	4.41	.77	Very High
Practice healthy relationships grounded in spiritual values	4.39	.77	Very High
Commitment to practice my profession with accountability to God	4.35	.78	Very High

{table continues on the next page}

Living with sound moral values (*purity, modesty, chastity, & fidelity*)	4.35	.77	Very High
Communing with God through prayers	4.35	.79	Very High
Attending week of prayer meetings	4.19	.86	High
Attending worship services at PIC/congregations/other churches	4.17	.87	High
Practicing worships (home, dormitory, or in my residence)	4.09	.90	High
Spending time with God by reading the Bible	3.87	.92	High
Overall Mean	4.32	.65	Very High

Legend: Very Low=1.00-1.80; Low=1.81-2.60; Moderate=2.61-3.40; High=3.41-4.20; Very High=4.21-5.00

Active faith as described in the Institutional Outcomes Mapping includes developing a growing, transforming relationship with God and applying the biblical truths expressed in the Seventh-day Adventist beliefs and spirituality to a variety of real-world issues. Based on the results, the university has a very high adequacy of providing programs to develop active faith among its students. This very high adequacy is seen in the very high practice of the skills that reflect active faith like living without vices such as smoking, drinking, prohibited drugs, loving God with all their heart, with all their mind, and strength, understanding life and its purpose with a Christian perspective, commitment to serve God through my profession with integrity, practice healthy relationships grounded in spiritual values, commitment to practice my profession with accountability to God, living with sound moral values and communing with God through prayers.

The results also show that although high, enhancing the extent of students' practice in attending the week of prayer meetings, worship services at PIC/congregations/other churches, practicing worship, and spending time with God by reading the Bible can be given consideration. Skrzypaszek (2017) quoted Ellen G White in insinuating that schools were to motivate spiritual daily exercise. Thus, faith-based institutions should endeavor to inspire students to establish personal growth in their faith in Christ.

Social Responsibility

Table 6 presents the perceived level of adequacy of help in developing social responsibility among the graduating seniors. The overall mean score is 4.30 which is interpreted as very high. The highest mean score is on the item, "*respect for diversity among people.*" (M = 4.41, SD = 0.73), while the lowest is, "*volunteerism through community service or outreach activities*" (M = 4.12, SD = 0.82).

Table 6
Perceived Adequacy of Help in Developing Social Responsibility Among the Graduating Seniors

	Mean	SD	Interpretation
Respect for diversity among people.	4.41	.73	Very High
Showing respect to others with different background (race, culture, tradition, religion)	4.40	.74	Very High
Working cooperatively with people from different ethnic backgrounds	4.38	.73	Very High
Being considerate of others' welfare	4.32	.74	Very High
Practicing proper waste disposal	4.26	.75	Very High
Commitment to help people in the community (*even after graduation*)	4.23	.79	Very High
Participation in activities that protect and care for the environment	4.18	.78	High
Volunteerism through community service or outreach activities	4.12	.82	High
Overall Mean	4.30	.63	Very High

Legend: Very Low=1.00-1.80; Low=1.81-2.60; Moderate=2.61-3.40; High=3.41-4.20; Very High=4.21-5.00

Table 7 presents the perceived extent of the practice of social responsibility among graduating seniors. The overall mean score is 4.40 which is interpreted as very high. The highest mean score is on the item "respect for diversity among people", (M = 4.57, SD = 0.61), while the lowest is, "volunteerism through community service or outreach activities" (M = 4.04, SD = 0.84).

Table 7
The Extent of Social Responsibility is Practiced as Perceived by the Graduating Seniors

	Mean	SD	Interpretation
Respect for diversity among people.	4.57	.61	Very High
Showing respect to others with different background (culture, tradition, religion)	4.56	.61	Very High
Working cooperatively with people from different ethnic backgrounds	4.52	.64	Very High
Being considerate of others' welfare	4.45	.66	Very High
Practicing proper waste disposal	4.37	.68	Very High
Commitment to help people in the community (*even after graduation*)	4.27	.76	Very High
Participation in activities/programs that protect and care for the environment	4.20	.86	High
Volunteerism through community service or outreach activities	4.04	.84	High
Overall Mean	4.40	.54	Very High

Legend: Very Low=1.00-1.80; Low=1.81-2.60; Moderate=2.61-3.40; High=3.41-4.20; Very High=4.21-5.00

Social responsibility as described in the Institutional Outcomes Mapping refers to the commitment and engagement to improve the quality of life of all people and to care for the environment. Based on the results, the university has a very high adequacy of providing programs to develop social responsibility among its students. This very high adequacy is consistently reflected in the very high practice of behaviors that demonstrate social responsibility. These include respect for diversity among people and others with different backgrounds, working cooperatively with people from different ethnic backgrounds, being considerate of others' welfare, practicing proper waste disposal, and commitment to helping people in the community. AUP caters to the largest number of foreign students in the country. Likewise, Filipino nationals are also from different provinces of Luzon, Visayas, and Mindanao. Thus, there is a representation of rich and varied culture on the campus. Hence, students have been used to dealing with others irrespective of their culture and background.

According to Harlanova et al. (2019) a socially active education involves purposeful, initiative, constructive, and productive participation of education as a social institution in significant changes in the socio-cultural life of society. The results also show that although high, encouraging participation in activities/programs that protect and care for the environment and volunteerism through community service or outreach activities can still be improved in the extent of its practice. The results show that AUP has the adequacy to develop social responsibility among its students.

Selfless Service
Table 8 presents the perceived level of adequacy of help in developing selfless service among the graduating seniors. The overall mean score is 4.28 which is interpreted as very high. The highest mean score is on the item, "serving the community to be a blessing to others through my profession" (*M* = 4.33, *SD* = 0.71), while the lowest is, "engagement in voluntary service or missionary activities" (*M* = 4.13, *SD* = 0.82).

Table 8
Perceived Adequacy of Help in Developing Selfless Service Among the Graduating Seniors

	Mean	SD	Interpretation
Serving the community to be a blessing to others through my profession	4.33	.71	Very High
Practice of sound values and work ethics (e.g., diligence, honesty)	4.29	.70	Very High
Commitment to put others' needs before mine.	4.29	.70	Very High
Serving the church to fulfill God's plan and purposes through my profession	4.27	.77	Very High
Commitment to service and mission	4.27	.76	Very High
Engagement in voluntary service or missionary activities	4.13	.82	High
Overall Mean	4.28	.67	Very High

Legend: Very Low=1.00-1.80; Low=1.81-2.60; Moderate=2.61-3.40; High=3.41-4.20; Very High=4.21-5.00

Table 9 presents the perceived extent of the practice of selfless service among graduating seniors. The overall mean score is 4.27 which is interpreted as very high. The highest mean score is on the item "Practice of sound values and work ethics", ($M = 4.34$, $SD = 0.68$), while the lowest is, "engagement in voluntary service or missionary activities" ($M = 4.02$, $SD = 0.84$).

Table 9
The Extent of Selfless Service is Practiced as Perceived by the Graduating Seniors

	Mean	SD	Interpretation
Practice of sound values and work ethics (e.g., diligence, honesty)	4.34	.68	Very High
Commitment to put others' needs before mine.	4.33	.69	Very High
Serving the community to be a blessing to others through my profession.	4.33	.70	Very High
Commitment to service and mission	4.25	.77	Very High
Serving the church to fulfill God's plan and purposes through my profession.	4.23	.82	Very High
Engagement in voluntary service or missionary activities	4.02	.84	High
Overall Mean	4.27	.64	Very High

Legend: Very Low=1.00-1.80; Low=1.81-2.60; Moderate=2.61-3.40; High=3.41-4.20; Very High=4.21-5.00

Singh (2020) described selfless service as the act of healing and radiating love. He further said that one of the greatest things a person can do is to serve others. It is therefore important that graduates of HEIs develop among their students this outcome as one indicator that they become useful in improving not only their lives but also become instruments in helping others.

Selfless service as defined in the Institutional Outcomes Mapping refers to applying knowledge to real-world challenges in the spirit of unselfish service, fulfilling God's calling in your lifework. Based on the results, the university has a very high adequacy of providing programs to nurture selfless service among its students. This very high adequacy is consistently reflected in the very high practice of practices that reflect selfless service. These include the practice of sound values and work ethics, commitment to putting others' needs before themselves, serving the community to be a blessing to others through my profession, commitment to service and mission, and serving the church to fulfill God's plan and purposes through my profession. The results of the adequacy and extent of practice are high in engagement in voluntary service or missionary activities.

Balanced Lifestyle

Table 10 shows the perceived level of adequacy of help in fostering a balanced lifestyle among the graduating seniors. The overall mean score is 4.15 which is interpreted as high. The highest mean score is on the item, "temperance by not taking any prohibited drugs" ($M = 4.52$, $SD = 0.85$), while the lowest is, "sleeping at least 7 hours per night" ($M = 3.77$, $SD = 1.05$).

Table 10
Perceived Adequacy of Help in Developing Balanced Lifestyle Among the Graduating Seniors

	Mean	SD	Interpretation
Temperance by not taking any prohibited drugs	4.52	.85	Very High
Temperance by not smoking cigarettes	4.49	.87	Very High
Temperance by not drinking alcoholic beverages	4.45	.87	Very High
Having healthy relationships in my family	4.30	.80	Very High
Adapting well to changes in life	4.24	.78	Very High
Understanding the emotional needs/concerns of others	4.22	.80	Very High
Having a positive outlook in life even during challenging times	4.22	.83	Very High
Managing responsibly the use of technology for professional, personal, social, and spiritual life advancement	4.20	.81	High
Managing emotions in healthy ways	4.12	.84	High
Temperance by not drinking soft drinks or caffeinated drinks	4.07	.95	High
Drinking at least 10 glasses of water per day	4.05	.91	High
Balancing time for study, exercise, rest, spiritual development, and relationships (family and others)	4.02	.88	High
Practicing balanced plant-based diet	3.92	.94	High
Exercising for 30 minutes at least three times a week	3.90	.97	High
Eating breakfast regularly	3.81	.99	High
Sleeping at least 7 hours per night	3.77	1.05	High
Overall Mean	4.15	.68	High

Legend: Very Low =1.00-1.80; Low =1.81-2.60; Moderate=2.61-3.40; High =3.41-4.20; Very High =4.21-5.00

Table 11 presents the perceived extent of the practice of selfless service among graduating seniors. The overall mean score is 4.27 which is interpreted as very high. The highest mean score is on the item "Practice of sound values and work ethics", ($M = 4.34$, $SD = 0.68$), while the lowest is, "engagement in voluntary service or missionary activities" ($M = 4.02$, $SD = 0.84$).

Table 11
The Extent Balanced Lifestyle is Practiced as Perceived by the Graduating Seniors

	Mean	SD	Interpretation
Temperance by not taking any prohibited drugs	4.63	.77	Very High
Temperance by not smoking cigarettes	4.60	.81	Very High
Temperance by not drinking alcoholic beverages	4.54	.82	Very High
Having healthy relationships in my family	4.41	.68	Very High
Understanding the emotional needs/concerns of others	4.33	.72	Very High
Adapting well to changes in life	4.29	.73	Very High
Having a positive outlook in life even during challenging times	4.27	.74	Very High

{table continues on the next page}

Managing responsibly the use of technology for professional, personal, social, and spiritual life advancement	4.25	.73	Very High
Temperance by not drinking soft drinks or caffeinated drinks	4.19	.92	High
Managing emotions in healthy ways	4.18	.81	High
Balancing time for study, exercise, rest, spiritual development, and relationships (family and others)	4.15	.81	High
Drinking at least 10 glasses of water per day	4.12	.85	High
Practicing balanced plant-based diet	3.81	.92	High
Sleeping at least 7 hours per night	3.81	.99	High
Eating breakfast regularly	3.81	.97	High
Exercising for 30 minutes at least three times a week	3.77	.99	High
Overall Mean	4.21	.57	High

Legend: Very Low=1.00-1.80; Low=1.81-2.60; Moderate=2.61-3.40; High=3.41-4.20; Very High=4.21-5.00

Students may find it difficult to establish harmony between study and personal life. However, even if studying is a very demanding task, a life-study balance is also necessary for character formation (Rouă, 2022). Having a balanced lifestyle is described in the Institutional Outcomes Mapping as the pursuit of wholeness by maintaining a balance of the spiritual, mental, physical, and social faculties. The results show that AUP has a very high adequacy in encouraging practices that constitute a balanced lifestyle. This is evident in the consistently very high practice of the graduating seniors in being temperate in not taking prohibited drugs, smoking cigarettes, and drinking alcoholic beverages. A very high practice was also indicated in having healthy relationships in my family, understanding the emotional needs/concerns of others, adapting well to changes in life, having a positive outlook in life even during challenging times, and responsibly managing the use of technology for professional and personal.

The results also show high adequacy and extent in the following practices: temperance by not drinking soft or caffeinated drinks and managing emotions in healthy ways; balancing time for study, exercise, rest, spiritual development, and relationships; drinking at least ten glasses of water per day, practicing a balanced plant-based diet, sleeping at least 7 hours per night, eating breakfast regularly, and exercising for 30 minutes at least three times a week.

Conclusion and Recommendations

This study that utilized the graduate exit survey was used to assess the status of the adequacy of the programs AUP in achieving the five institutional learning outcomes as perceived by the graduating seniors. The results showed that the university has a very high adequacy of helping the students obtain professional competence, active faith, social responsibility, and selfless service. On the other hand, the adequacy of helping to obtain a balanced lifestyle is high. This suggests that the university has been effective in achieving its institutional learning goals for its graduates, yet more effort can be made to help students practice a balanced lifestyle,

This study also measured the extent of the practice of the five learning outcomes as perceived by the graduating seniors. The results showed that the participants have a very high level of professional competence, active faith, social responsibility, selfless service, and a balanced lifestyle. Among the five graduate attributes, social responsibility has the highest mean score, while a balanced lifestyle has the lowest. This implies that students need more help in establishing a balanced lifestyle.

The findings of this study are essential indicators of the university's success in achieving quality education and promoting the desired learning outcomes to its students. Furthermore, results can guide institutional planning to maintain its best practices and implement continuous improvement projects. Follow-up research can be conducted to identify specific areas where the students need help achieving a balanced lifestyle.

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Exit Survey: Experiences of Graduating Seniors of Adventist University of the Philippines

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Abstract

The importance of creating satisfying experiences has emerged in the literature of higher education. This qualitative study aimed to collect the graduating students' feedback on the services rendered by Adventist University of the Philippines (AUP) based on their experiences. Purposive sampling was used to include the students who submitted their application for graduation in May 2022. Google forms were utilized to distribute the research questionnaire to the 422 graduates for the academic year 2021 – 2022. However, only 108 voluntarily responded Open-ended questions were used to obtain meaningful responses that described the experiences of the graduating students. Verbatim responses were collected, encoded, grouped, and triangulated through the individual assessment of the researchers. The emerging themes were determined using thematic analysis. Religious activities and spiritual life, attitude of teachers, holistic education and enabling environment are the four main themes that describe the satisfying experiences of the graduating students. Favorable environment and fostered friendships are sub themes of enabling environment. On the other hand, three main themes were generated referring to areas that need improvement: efficient services, quality of food and physical facilities. Sub themes of efficient systems include admission and enrollment as well as finance and accounting. The results revealed that AUP can meet the satisfaction of its students as guided by its philosophy, mission, and vision. Yet, there are still areas that are to be improved. Thus, it is recommended that administrators, faculty, and staff of the university should endeavor to enhance the services and improve the facilities that are provided. Moreover, future researchers may continue to assess the experiences of its students from the time they started studying in the university until they graduate.

Keywords: *exit survey, satisfying experiences, graduating students*

Students are the most important stakeholders in an educational institution. An imperative issue that universities face nowadays is transforming the student experience which include varied aspects such as academic and intellectual well-being, social and emotional state, spiritual growth and even their physical and artistic interests. Higher education institutions are challenged to enhance student experience, support student engagement, and assess student satisfaction.

According to Gora (2022), while it is important that universities should be involved in research, innovation, and collaboration with different industries, many of them often neglect to enhance students' experience. Kanwar (2021) emphasizes that HEIs should not only impart the necessary skills and improve abilities of their graduates, but they must also consider fulfilling student's feelings on their scholastic experiences in the institution. Emphasis should be given on teaching and learning activities as well as involvement in community extension and research endeavors. Additionally, universities should initiate innovation on infrastructure facilities and good quality services. Furthermore, universities should also be concerned with the welfare of their students, their overall satisfaction, and their overall educational experience.

Gray et. Al (2022) claimed that students' feedback is important for universities to help students gain better university experiences. The results of the National Student Survey (2021) indicate that there was a significant decline in student's satisfaction with regards to their experiences during their stay in a university. Micabalo et al. (2020) claims that in the Philippines, there is a dearth of informative assessment on the satisfactory experience of students that leads to the proficient performance of universities.

Exit surveys from graduating students have become an essential part to gather feedback and evaluate the quality of HEIs (Alhassan et al., 2018). For example, graduation exit surveys are utilized by University of Western Sydney, San Francisco State University, Central Queensland University, George Mason University and University of Wisconsin Madison to collect information from graduating students. Universities in Asia such as Universiti Putra Malaysia, Tehran University of Medical Sciences and University Kebangsaan Malaysia also used exit surveys to accumulate feedback of their graduates. In the Philippines, exit surveys are also conducted regularly by many universities such as University of Cebu (Etcuban et al., 2016), University of Bohol (Divino, 2017), and Polytechnic University of the Philippines (Hernandez, 2018).

Adventist University of the Philippines, a faith based Higher Educational Institution distributes exit surveys to their graduating students every year. Results vary every year as practices, policies and regulations are changed to suit the perceived needs of the student. Systems and procedures were especially implemented to cope up with the demands of the COVID-19 pandemic. Thus, this study was conducted to gather experiences of graduating seniors that will provide a basis to further improve the quality of education and services provided by the university. The study answered the following research questions:

1. What are the most satisfying experiences of the graduating students at the University?
2. Based on the experiences of the graduating students, what are the areas in the university that need improvement?

Methodology

This qualitative study utilized the case study design to collect the graduating students' feedback on the services rendered by Adventist University of the Philippines (AUP). The responses were gathered in May 2022 during an exit survey among the graduating students. Purposive sampling was used to disseminate the research questionnaire to the 422 graduates for the academic year 2021 – 2022. However, only 108 voluntarily responded when the college deans and research office personnel forwarded the invitation to participate and the questionnaire to the e-mail addresses and social media accounts of the students. Open-ended questions were used to obtain meaningful responses that described the experiences of the graduating students. Verbatim responses were collected, encoded, grouped, and triangulated through the individual assessment of the researchers. The emerging themes were determined using thematic analysis.

Results and Discussion
Most Satisfying Experiences of the Participants

Four themes emerged which described the most satisfying experiences of the graduating seniors of AUP, namely, (1) religious activities and spiritual life; (2) attitude of teachers; (3) holistic education; and (4) enabling environment. Favorable environment and fostered friendships are sub themes of enabling environment.

Religious Activities and Spiritual Life. Being a faith-based HEI, AUP's philosophy is to redeem mankind and to restore the lost image of God by providing not only quality Christian Education but also faith-based experiences. The participants of the study expressed their satisfaction over the religious activities and the spiritual life they have experienced in the university.

The university regularly provides religious activities such as dormitory and church worships, week of spiritual emphasis, and spiritual retreats. According to the participants, they are satisfied with the religious activities provided by the university which enhances their skills and lead them to participate in more activities inside AUP (Participants 9, 11, 21, 30, 42, 47, 48, 52, 83).

One response is "*I am satisfied with my experiences by getting engaged with various activities like attending week of prayer and Bible studying*" (Participant 30). In support, Participant 44 stated "*Except in gaining and learning about the course I took, the most satisfying for me is that my religious aspect was strengthened.*". Moreover, this is also supported by the response of Participant 91, "*In AUP, I became an SDA Christian and for me, this is the greatest blessing I received as a person.*".

Specific religious programs were determined to be the most satisfying experiences. Week of prayer has been recognized as one of the fulfilling spiritual engagements (Participant 9, 30, 47, 83). Participant 3 identified retreat and college ministries as his most satisfying experience because it is his chance to be with his friends and to minister about Jesus. Moreover, Participant 52 identified the morning and evening worships as his most delightful experience. This is an indication that AUP endeavors to engage students in substantial religious exercises and inspire them to become more active in their faith.

Attitude of Teachers. The attitude of teachers toward their students is important for students to become successful (Comia, 2019). Moreover, teachers serve as role models because their views and behavior impact the student.

Participants of the study agree that teachers in AUP are not only passionate and excellent in teaching, but they are also patient, humble, considerate, and motivational (Participant 61, 69, 106). Participant 51 stated that his most satisfying experience in the university is his interaction with his teachers while Participant 73 appreciates learning from passionate teachers.

"*The teachers and clinical instructors make you feel that you are family. They were very nice, and they were always ready to help you in whatever possible help they can give*" (Participant 55). Another response supports this claim, "*Teachers are approachable, and they are very committed to teach*" (Participant 49).

Holistic Education. AUP is committed to provide quality education that prepares students not only for their career but to develop their physical, social, and spiritual faculties. Ellen White inspires this pledge, as she expressed that true education offers more than mental discipline and provides more than physical exercise – "*It strengthens the character, so that truth and uprightness are not sacrificed to selfish desire or worldly ambition. It fortifies the mind against evil. Instead of some master passion becoming a power to destroy, every motive and desire are brought into conformity to the great principles of right. As the perfection of His character is dwelt upon, the mind is renewed, and the soul is re-created in the image of God*".

As indicated in the responses, the participants agree that the university offers a holistic education and that it offers a wide-range of activities that students can join (Participant 45, 95). Specifically, Participants 17, 27, and 101 indicated that their most satisfying experience is in academics while Participant 53 expressed his agreement with the Bible-based education offered by the university. Participant 47 enjoys attending acquaintance night, week of prayer, religious activities, recreational and many more events.

In support, Participant 13 responded, "*During my college years at AUP University, I was blessed with a spiritual environment while also happy because I was a part of an awesome organization that included master guides, TOT officers in COE, small groups, and many more. which can help me improve my skills and knowledge and skills and knowledge and prepare me for the real world*". Additionally, Participant 82 stated, "*The most satisfying experience I found was that AUP always reminds the students to be involved in spiritual activity and engage with community extension services*". This is also supported by the answer of Participant 108, "*The emphasis on faith in medicine as well as the kindness of my professors made my time in AUP-COM more memorable. The campus is also beautiful.*" These responses are evidence that the university is devoted to developing the full potential of their students.

Enabling Environment. According to Nishioka (2019), a school community that offers a welcoming and emotionally supportive environment enables student to be successful. She further explained that when students recognize a sense of belonging, they learn desirable social and emotional skills and obtain academic success.

Participants of this study agreed that in AUP, the environment is favorable for learning, friendships are developed, and personal growth is nurtured. Participant 25's response was "*The good physical environment before the pandemic, there are great teachers, and of course the bond I had with my classmates*". In support, Participant 62 states "*I find the people very satisfying the most, they've helped me to be closer to God. The environment, specifically the trees, was very relieving*". Additionally, Participant 24 responded, "*having a lot of friends and living in an eco-friendly environment*". Furthermore, Participant 106 countered, "*Nature walks, interacting with foreigners, excellent professors*".

Favorable Environment. Rinkel (2019) stated that true learning happens when there is a safe, non-judgmental, and peaceful environment. On the other hand, Agum and Pariñas (2020) cited Study International in their claim that advanced technology, modern buildings, and excellent outdoor and open spaces positively affects the learning and achievement of students.

AUP is in the borderline of Cavite and Laguna. Plants and trees are found in the 165-hectare campus which is also a home for various animals, insects, and bird species. Though the university Participants of the study determined the environment as one of the factors that contribute to their satisfying stay in the university (Participant 14, 25, 26, 34, 62, 63, 64). The response of Participant 64 which is "*Having a healthy environment for studying and other activities*" is an indication that the environment in the university is conducive for learning.

Fostered Friendships. Support from peers affects the knowledge acquisition, self-esteem, and overall academic development of students (Friday, 2021). Moreover, valuable friendships can result in an enhanced social life, leads to a satisfied and successful learning, and opens career opportunities.

Based on the results, participants agree that the friendships they established with others while they are at AUP is one of their most satisfying experiences (Participant 71, 72, 75, 85, 88, 89, 90, 107). Specifically, Participants 71 and 89 were thrilled in meeting new people and building new acquaintances. Participant 72 enjoyed living with friends and Participant 75 was delighted with going around with his friends especially in the student park and centennial park. Participant 88 supported this in his response, "*The friends I made and the connections I created are the most satisfying experience I had*".

Areas That Need Improvement as Perceived by the Participants

Although the graduating students at the university have satisfying experiences, they have also related some areas that need to be improved. There are three main themes generated: efficient services, quality of food and physical facilities. Efficient systems in admission and enrollment as well as finance and accounting are sub themes of efficient systems.

Efficient Services. Service quality directly impacts the effectiveness of the performance of any institution. While Higher Education Institutions (HEIs are not considered as business institutions, the quality of service they provide is also important. Since students are the most essential benefactors of education, their expectations are factors to be considered in attaining quality performance of the institution (Pamatpat et al. 2018).

Admission and Enrollment. According to Sararino et al. (2019) an inefficient and ineffective enrollment system can cause stress and unpleasant experiences to university students. Thus, universities should make sure that students are guided with the process of admission and enrollment.

Participants clamor for a more efficient system for admission and enrollment (Participant 6, 30, 98). Participant 43 expressed "*It takes one or more than a week just to be officially enrolled, the previous schools I have enrolled in (from elementary to senior high) usually take less than a week or even just one day to enroll*". This is supported by the statement of Participant 43, "*Sometimes the long queue in offices especially when it is enrollment season*". Participant 50 also claimed that the enrollment is confusing. Thus, it is recommended that the administration led by the Academic department find ways to improve enrollment processes.

Finance and Accounting. Participants of the study also suggest better and faster services from the offices that cater to their financial and accounting needs such as the Department of Student Finance and the Accounting Office (Participant 12, 28, 31, 76). Particularly, Participant 75 stressed, "*To be honest, every time I went to Accounting specifically in the Disbursement window I am really dissatisfied with their service. It will take 30-min to one hour of waiting in the window before they will accommodate you. I'm sorry but I have often experienced that*". Issuance of receipts by the accounting office is another concern (Participant 27).

Quality of Food. Nutrition is linked with academic achievement. Burrows et al. (2017) conducted a systematic review on the associations between dietary intake and academic achievement among college and university students. The results show that favorable meals lead to higher academic achievement.

In AUP, the cafeteria, "kubo" and university canteen are the main providers of meals to the students. Based on the results of the study, students appeal for better choices of food that are served especially in the cafeteria. This is expressed in the response of Participant 33, "*I think the cafeteria could use a little more life, because I've read in Mrs. White's writings that the meals that students eat are very crucial, but they are often overlooked as not so important, so maybe making the place where we eat our meals more enticing, would encourage students in ways we don't know*". This is also supported by the response of participant 86, "*Cafeteria food could be improved by adding more variety*". On the other hand, Participant 104 suggested that meals should also be provided in other outlets aside from the cafeteria, he exclaimed, "*There should be other options to buy food inside aside from the cafeteria because some students exhausted their cafeteria load and other students have classes beyond 7 which will makes it very difficult for some of them to go to the cafeteria*".

Improvement of Physical Facilities. According to Akomolafe & Adesua (2016), school physical facilities influence motivation to learn. Physical facilities include school plants such as buildings, classrooms, library, laboratories, toilet facilities, offices and other materials and infrastructures. Since AUP is a boarding school, dormitory buildings, food facilities, and even recreational and parking areas are being utilized by students.

Based on the responses, it was identified that several facilities of the university need improvement. Participant 12 suggested building a new cafeteria and food factory building. Likewise, the participants also call for the improvement of the university store (Participant 3, 26), gym (Participant 6, 7, 28, 29, 50, 51, 63, 64, 102, 103), and dormitories (Participant 56, 57, 63, 72, 75, 80, 106).   The renovation of the library and other infrastructure was suggested based on the response of Participant 25, "*Renovate the library. It looks old. It needs some repainting. Also, the other college buildings, kubo, canteen, and the university store need some modernizing touches*".

Full functional comfort rooms are also one of the concerns (Participant 57, 69, 106). availability of comfort rooms in the student park was particularly mentioned by Participant 69, "*During my time, SA park was a nice place to stay and relax; however, it's very hard to stay long there because there was no comfort room. Hope it will be established so that students will not go to the psychology department anymore to pee.*"

Despite the comments of participants in relation to the areas that need to be enhanced in the university, a participant noticed an improvement. Participant 30 said, "*Well, before I was somehow quite dissatisfied in terms of the enrollment system esp. the line in the DSF and A.O. but now I got used to it & it has improved. Also, there were those times when the foods in the caf were super oily(viands), tasted sour (tokwa) and seemed overpriced (fruits)*".

Conclusion and Recommendation

Based on the results of the study, religious activities and spiritual life, attitude of teachers, holistic education and enabling environment are the four main themes that describe the satisfying experiences of the graduating students. Favorable environment and fostered friendships are sub themes of enabling environment.

On the other hand, even if AUP graduating seniors narrated their satisfying experiences in the university, three main themes were generated referring to areas that need improvement based on their experience. These are efficient services, quality of food and physical facilities. Sub themes of efficient systems include admission and enrollment as well as finance and accounting.

Based on these results, it was concluded that AUP met the satisfaction of its students as guided by its philosophy, mission, and vision. Satisfactory experiences were narrated that influenced the mental, physical, social, and spiritual growth of the participants. Yet, there are still areas that are to be improved. Thus, it is recommended that administrators, faculty, and staff of the university should endeavor to enhance the services and improve the facilities that are provided. Moreover, future researchers may continue to assess the experiences of its students from the time they started studying in the university until the graduate.

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STRESS MANAGEMENT, SPIRITUAL GROWTH, AND WORKPLACE WELL-BEING AMONG THE EMPLOYEES OF A SELECTED UNIVERSITY IN THE PHILIPPINES

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Abstract

The well-being of employees is a key factor in determining an organization's long-term effectiveness as a direct link between productivity levels and the general health and well-being of the workforce has been indicated in several studies. Since employees' well-being or the lack thereof can play a critical role in the life of an organization, it is therefore important to periodically assess employees' well-being. This study aimed to determine the level of the employees' workplace well-being and to assess whether stress management and spiritual growth relate to the well-being of the employees. Using descriptive correlational design and random sampling techniques, 164 university employees participated in an online survey via Google Forms. Anchored on the five components of well-being namely positive emotions, engagement, relationships, meaning, and accomplishment (PERMA), a 23-item Workplace Well-being Scale, using a 10-point Likert response scale with eight dimensions has been adopted in this study. Findings show that employees have very good stress management skills ($M = 4.09 \pm 0.62$), a high level of spiritual growth ($M = 4.14 \pm 0.58$), and a high level of workplace well-being ($M = 7.78 \pm 0.93$). Further, regression analysis shows that stress management ($\beta = .393$, $t = 5.466$, $p < .001$) and spiritual growth ($\beta = .286$, $t = 3.984$, $p < .001$) are statistically significant positive predictors of workplace well-being accounting for 33.8% (r^2 change $= .338$, $p = <.001$) of the variance in the workplace well-being. Results are useful to further enhance workplace well-being such that the university may devise systems that foster good relationships and engagement, as well as programs for stress reduction techniques. It would be relevant for the next study to explore workplace experiences, challenges, and coping strategies to understand better workplace well-being.

Keywords: *mental health, faith, emotional well-being at work*

The COVID-19 pandemic has caused unprecedented challenges not only in terms of health and morbidity, but also in other areas such as economics, industry, and education. In particular, the landscapes of organizational and educational processes have been largely disrupted because of lockdown procedures, travel restrictions, and controlled face-to-face transactions which forced organizations to adopt short-time work and wage subsidy schemes to minimize job losses (ilo.org, 2021).

The education sector is facing the challenges of the pandemic both as an organization and an educational institution. As an educational institution, teachers and students alike had difficulty adapting to the online setup which affected students' motivation and teachers' productivity (Ogunode, 2020; Toquero, 2020) among other personal and social issues. As an organization, employees of an educational institution are confronted with issues related to job security, the relevance of skills in the new normal, and personal health and safety. Studies that pertain to the effects of the pandemic in an educational institution focused mainly on students' learning and well-being, but current literature is dearth when it comes to the health and safety needs of school employees.

Workplace Well-being

Worldwide government and private organizations have begun to recognize the need to take workplace well-being seriously according to Giorgi, Leeca, Alessio, et al. (2021). Workplace Well-being relates to all aspects of working life, not only to the quality and safety of the physical environment but also to workers' morale, engagement, and the social climate of the organization (Workplace wellbeing, 2021). Studies show that the well-being of employees is a key factor in determining an organization's long-term effectiveness. There is a direct link between productivity levels and the general health and well-being of the workforce (Haddon, 2018; Nielsen & Nielsen, et al., 2017). Further, employees' well-being, or the lack of it can play a critical role in the life of organizations. It may influence rates of absenteeism, fluctuation, workplace conflict, and cooperation, as well as personal performance (Fisher, 2010).

Studies on well-being have found the tenets of positive psychology a salient framework. The central objective of positive psychology is to facilitate happiness and subjective well-being and to promote scientific inquiry that focuses on the aspects of the human condition that lead to happiness, fulfillment, and flourishing. According to the father of positive psychology Martin Seligman (2011), there are five components of well-being namely positive emotions, engagement, relationships, meaning, and accomplishment (PERMA). It is important that these components are enhanced to achieve a high level of well-being (Forgeard, Jayawikreme, Kern, & Seligman, 2011).

Realizing the importance of maintaining workplace well-being to achieve positive results in an organization, it is therefore important to periodically assess employees' well-being. This assessment will not only provide information about the healthy functioning of employees but can also determine the increasing level of performance, or even tension, that would indicate the necessity of organizational transformation. Hence, the main thrust of this study was primarily to determine the level of the employees' workplace well-being, and to assess whether stress management and spiritual growth relate to the well-being of the employees.

Methodology

Research Design

This study utilized a descriptive-correlational design. This design was used for the study because the aim was to describe the characteristics of the population according to the variables. Using the survey method, data were gathered and analyzed quantitatively for frequencies, averages, and other statistical measures to determine relationships (McCombes, 2020).

Population and Sampling Technique

The population of the study was composed of regular employees of a selected university. Using stratified, simple random sampling, 164 samples participated in the study, of which 61 were male and 103 were female. In terms of the respondents' employment category, 70 are teaching faculty, 58 are non-teaching staff, 28 are administrators and middle managers, and 8 are having dual positions. In terms of age, the majority of the respondents (n=92; 56.1%) belong to the age bracket 41-56 years old, while 44 employees (26.8%) are within the age bracket 25-40 years old, and the least number of respondents in terms of age is within 57-75 years old (n=28; 17.1%)

Instrumentation

An online survey questionnaire using Google Forms was used to gather data. There were three parts to the questionnaire. First is the respondent's profile which includes age, sex, civil status, employment category, work assignment, and education. The second part is a 5-point scale to measure stress management and spiritual growth which was adapted from the Lifestyle Profile II by Walker, Sechrist, and Pender (1995). The last part is the 23-item Workplace Well-being Scale using a 10-point Likert response scale with eight dimensions namely: positive emotion, engagement, relationships, meaning, accomplishment, negative emotion, health, and happiness.

The internal consistency reliability test was analyzed from the results of the study. The Cronbach's alpha for the scales used: stress management (.77), spiritual growth (.89), and Workplace Well-being Scale (.94) are all within the adequate to highly desirable range as shown in table 1. According to Polit and Beck (2012), for group-level comparisons, coefficients in the vicinity of .70 are adequate and .80 or greater are highly desirable.

Table 1
Reliability Statistics of the Scales Used

	Cronbach's Alpha Based on Standardized Items	Number of Items
1. Workplace Well-being Scale	.94	23
Positive Emotion	.90	3
Engagement	.65	3
Relationships	.87	3
Meaning	.92	3
Accomplishment	.87	3
Negative Emotion	.81	3
Health	.91	3
Happiness	.68	2
2. Stress Management	.77	4
3. Spiritual Growth	.89	9

Analysis of Data

Data gathered were analyzed through IBM SPSS Statistics version 23. Participants' personal profiles were analyzed using frequency and percentage while in the stress management, spiritual growth, and workplace well-being, mean, standard deviation, Pearson's r, and linear regression were utilized.

Ethical Considerations

Prior to the administration of the questionnaire, an application was submitted to the Ethics Board of the University, and approval was obtained. Consent was secured for voluntary participation

before the respondents answered the research questions via Google form. Email addresses were not collected, and responses were not associated with their identity. Data were handled with confidentiality.

Results and Discussion

Table 2 shows the perceived health-promoting behavior on stress management among the employees of a selected university. Stress management refers to cognitive and behavioral techniques used to control the effects of stress (Robinson, Smith, & Seagal, 2020).

Table 2
Mean and Standard Deviation of Stress Management

	Mean	SD	Interpretation
I have a positive outlook in life even during challenging times	4.18	.80	Very Good
I accept those things in my life which I cannot change	4.15	.75	Very Good
I adapt well to changes in life	4.14	.77	Very Good
I take some time for relaxation each day	3.88	.92	Very Good
Overall Mean	4.09	.62	Very Good

Legend: Very Poor =1.00-1.80; Poor =1.81-2.60; Good=2.61-3.40; Very Good =3.41-4.20; Excellent =4.21-5.00

The result shows that the respondents have very good practices in stress management (M = 4.09± 0.62). This means that they can appropriately use techniques that alleviate stress symptoms. Employees mostly use cognitive techniques such as having a positive outlook, and acceptance, but finding the time to relax is something that they least likely use.

In different studies concerning the health-promoting lifestyle of college students, stress management also appeared to be consistently high (Yang, Luo, & Chiang, 2017; Abbasi, Kamali, Sepehrinia, & Mehdizade, 2020).

Table 3 shows the perceived health-promoting behavior on spiritual growth among the participants. The respondents have high practices on spiritual growth (*M* = 4.14± 0.58).

Table 3
Mean and Standard Deviation of Spiritual Growth

	Mean	SD	Interpretation
I believe that my life has a purpose	4.74	.54	Very High
I am growing and changing in positive ways	4.43	.68	Very High
I have a close relationship with God	4.40	.66	Very High
I spend meaningful time with God through prayers	4.35	.71	Very High
I spend personal time with God by reading the Bible	4.04	.85	High
When the Bible exposes an area of my life needing change, I respond to make things right	4.03	.74	High
I spend time in fellowship with other members of the church	3.88	.97	High
I share my faith and the truth I received with others	3.79	.96	High
I read the writings of Ellen G. White books	3.48	.99	High
Overall Mean	4.14	.58	High

Legend: Very Low =1.00-1.80; Low =1.81-2.60; Moderate=2.61-3.40; High =3.41-4.20; Very High =4.21-5.00

Spiritual growth includes beliefs about God and practices such as prayer, Bible study, fellowship, and evangelism which are believed to largely contribute to self-actualization and fulfillment in life.

Generally, the result implies that employees have a strong belief in God and that they practice ways how to have a deeper and closer relationship with Him. The selected locale is a Christian-sectarian institution and the adoption of religious-spiritual practices is evident as part of their held lifestyle. It is however worth noting that employees' spiritual growth is mostly focused on private practices such as prayer and personal meditation and Bible study but not much on public practices that pertain to fellowship and evangelism.

Table 4 shows the workplace well-being on positive emotion, engagement, relationships, meaning, and achievement. To confirm the results of the PERMA, the questionnaire also includes the presence of negative emotions and health status as variables.

Table 4
Workplace Well-being and Its Dimensions

	Mean	SD	Interpretation
Meaning	8.50	1.17	Very High
Accomplishment	8.38	.92	Very High
Positive Emotion	8.08	1.17	High
Relationships	8.02	1.33	High
Engagement	7.85	1.20	High
Happiness	7.49	1.72	High
Health	7.44	1.27	High
Negative Emotion	6.40	1.78	Average
Workplace Well-being	7.78	.93	High

Legend: 1-1.9 = Exceptionally low; 2-2.8 = Extremely Low; 2.9-3.7 = Very Low; 3.8-4.6 = Low; 4.7-5.5 = Below Average; 5.6-6.4 = Average; 6.5-7.3 = Above Average; 7.4-8.2 = High; 8.3-9.1 = Very High; 9.2-10 = Extremely High

The result indicates that employees perceive a high ($M = 7.78\pm 0.93$) level of workplace well-being. This means that employees are generally happy, functioning, and flourishing in their work. Flourishing pertains to a state of good mental and physical health and being free from illness and distress as well as being filled with vitality and functioning well in one's personal and social life (APA Dictionary of Psychology, 2021).

Since the proponents of the model posit that the PERMA are the building blocks in which well-being is built, the result also implies that the employees enhance these five areas. Particularly, the highest of the five areas is on meaning ($M = 8.50\pm 1.17$) and accomplishment ($M = 8.38\pm 0.92$). This means that employees find their work purposeful and meaningful. They believe that the work that they do brings more than just career or economic gains but a greater purpose. They are also able to handle work-related responsibilities and believe that they can accomplish work-related goals. Among the five dimensions, engagement has the lowest mean ($M = 7.25\pm1.20$) although it is still interpreted as high. This denotes that the employees find it relatively less likely to be absorbed in what they do to a point of losing track of time.

Confirmatory variables in the questionnaire also yielded high scores on happiness ($M = 7.49\pm 1.72$), and health ($M = 7.44\pm 1.27$) signifying that they are happy and satisfied with their current health status. The lowest mean on negative emotion ($M = 6.40\pm 1.78$) indicates that they are less likely to be sad, angry, or anxious, but it is worth stating that among these three negative emotions, the most pronounced is the feeling of anger.

Relationship of Stress management, Spiritual Growth,
and Workplace Well-being Among University Employees

Table 5 presents the correlation analysis of stress management, spiritual growth, and workplace well-being. The result shows that all three variables are significantly correlated. Workplace Well-

being has a positive moderate relationship with stress management (r=.522), and spiritual growth (r=.464). Employees who perceive themselves as having high well-being, also have the ability to manage their stress and adopt practices that make them grow spiritually. Consequently, stress management and spiritual growth are also positively correlated (r=.452) which indicates that the more employees practice a lifestyle that would make them grow spiritually, the more they also tend to adopt positive ways of controlling their stresses.

Table 5

Correlation Between Stress Management, Spiritual Growth and Workplace Well-being

		Stress Management	Spiritual Growth	Workplace Wellbeing
Stress Management	Pearson Correlation	1	.452**	.522**
	Sig. (2-tailed)		.000	.000
	N	164	164	164
Spiritual Growth	Pearson Correlation	.452**	1	.464**
	Sig. (2-tailed)	.000		.000
	N	164	164	164
Workplace Wellbeing	Pearson Correlation	.522**	.464**	1
	Sig. (2-tailed)	.000	.000	
	N	164	164	164

*Legend: ** Correlation is significant at the 0.01 level (2-tailed).*
+1 Perfect Relationship, +0.80-+0.99 Very Strong Relationship, +0.60-+0.79 Strong Relationship,
+0.40-+0.59 Moderate Relationship, +0.20-+0.39 Weak Relationship, +0.01-+0.19 Very Weak Relationship,
0 No Relationship

Tables 6 and 7 present the linear regression model summary and coefficients of the predictors of workplace well-being. The analysis was conducted to determine if stress management and spiritual growth can influence the respondents' likelihood to experience workplace well-being.

Results showed that 33.8% (r^2 change = .338, p = <.001) of the variance in workplace well-being can be accounted for by the two predictors, collectively. The overall regression model was *significant*, $F (2, 161) = 41,122$ p < .001, with an R square of .33.8.

Table 6

Model Summary Regression the Predictors of Workplace Wellbeing

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	Sig. F Change
1	.581a	.338	.330	.76409	.338	41.122	<.001

Table 7

Coefficients of Predictors of Workplace Wellbeing

Model	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	SE	β		
1 (Constant)	3.463	.486		7.123	<.001
Stress Management	.591	.108	.393	5.466	<.001
Spiritual Growth	.460	.116	.286	3.984	<.001

a. Dependent Variable: Workplace Wellbeing

In the final model, the two independent variables such as stress management (β = .393, t = 5.466, p <.001) and spiritual growth (β = .286, t = 3.984, p < .001) are statistically significant and positive predictors of workplace wellbeing. The final predictive equation would be workplace well-being = 3.463 + .591 (stress management) +.460 (spiritual growth). The overall contribution of these two variables to workplace well-being is 33.8% which means that the 66.2% predictor remains unknown.

Findings suggest that stress management and spiritual growth *positively predict* workplace well-being. This result confirms previous studies on the impact of spirituality and stress management on workplace well-being. On spirituality or spiritual growth, studies conclude that it plays a significant role in creating an encouraging work climate which gives employees a greater sense of purpose and motivates them to achieve and become productive hence improving their overall performance and health (Garg, 2017; Liang, Peng, Zhao, & Wu, 2017).

This result confirms previous studies on the impact of spirituality and stress management on workplace well-being. On spirituality or spiritual growth, studies conclude that it plays a significant role in creating an encouraging work climate which gives employees a greater sense of purpose and motivates them to achieve and become productive hence improving their overall performance and health (Garg, 2017; Liang, Peng, Zhao, & Wu, 2017). Moreover, studies also show that stress reduction programs are effective measures to improve employees' well-being and increase their level of efficiency (Patro & Kunar, 2019; Holman, Johnson, & O'Connor, 2018).

Conclusion

The pandemic has affected not only the physical health but also the psychological well-being of every individual. Those who are in the working classes may experience distress that can affect their work efficiency, productivity, and overall health. This study investigates on workplace well-being, as well as health-promoting lifestyles such as stress management and spiritual growth of employees in a university in the Philippines. This study finds that employees have very good stress management skills, a high level of spiritual growth, and a high level of workplace well-being.

In a private sectarian university where faith and service are promoted, it is evident that employees adhere to the Christian lifestyle that the institution requires of its workers not only in terms of religious practices but also in certain beliefs about life, God, circumstances, ministry which consequently yielded positive effects to their coping and well-being. The result also shows that employees mainly use cognitive strategies for stress management, and private practices of spiritual growth but fall short of applying behavioral techniques such as relaxation in coping, and public practices of spiritual growth such as fellowshipping and evangelism.

This study recommends that to further enhance workplace well-being, the university should devise systems that foster good relationships and engagement, as well as programs for stress reduction techniques that are behavioral in nature such as relaxation and other mindfulness activities.

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