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Table of Contents

Satisfaction of Learners and Perceived Benefits of the Values Education Program of Adventist University of the Philippines for a Non-Private Elementary School	1
Lowena G. De Ocampo, Levy M. Fajanila, Eunice M. Carpizo, Levi E. Sanidad, Angelica T. de Gracia, Kristine B. Lamputi	
Empowering Communities through Values Education: Impact Study on West Tartaria, Silang, Cavite	8
Amada C. Yllano, Lowena G. De Ocampo, Rowena Imelda A. Ramos, Ardelma V. Sarmiento, Jonathan A. Perdido, Gwayne F. Aclon, Sharon A. Perdon, Jeazel R. Navarro, Perfecta D. Laguador	
Dormitory Life at a Faith-Based University: Student Satisfaction and Experiences	16
Melody M. Abacan, Alvin M. Gasang, Lowelyn T. Barredo, Rose P. Susada, Elmer M. Lagarile, Janie Raiza R. Guzago, Julio C. Amurao, Raquel P. Capiendo, Gladys Grace Cadao, Jovylove Sombria, Cristine L. Jimenez, Juanito M. Carbonilla, Jr., Conrad Lo, Crely Flores Jr, Marlo Andoy, Rowena Imelda Ramos	
Unraveling the Determinants of Student Choice: Exploring Factors Influencing Enrollment in Adventist University of the Philippines	22
Rowena Imelda A. Ramos, Jolly S. Balila, Oemer Rey T. Daquila, Julio C. Amurao, Kevin Brendt P. Imperio, Ruth P. Javien, Raymond C. Caagbay, Naicy G. Sanidad, Gemma G. Canoy	
Food Innovation and Customer Retention on AUP Food Services	32
Mareah Lerey P. Laberinto, Eden Jenaleeh Joy B. Perdido, Joel John E. Carbungco, Liu Chen Yu, Ramona G. Ponsaran, Mercedes M. Ibanez, Rowena Imelda A. Ramos, Erjelyn S. Dela Cruz, Jeffrey A. Amoguis	
Assessment of Mobile Phone Interface Design of Student Portal Using UX Design Principles: Basis for a Proposed Design Improvement	42
Dylan W. Joseph, Ann G. Anolin,, Rowena Imelda A. Ramos, Eunice M. Acalan, Juvy Lou T. Bhattarai, Jolly S. Balila	

Student Satisfaction Levels Across University Services: Insights from an Exit Survey	55
Rowena Imelda A. Ramos, Jolly S. Balila, Michael S. Naidas, Lualhati P. Sausa, Herminiano I. Subido, Jeremiah C. Fameronag, Miriam R. Estrada, Doris A. Mendoza, Raymond C. Caagbay, Edwin A. Balila, Lowel J. Domocmat, Ruben T. Carpizo, Gracel S. Ann Saban	
An Exit Survey Analysis of University's Effectiveness and Perceived Impact in Fostering Graduate Attributes: Professional Competence, Active Faith, Social Responsibility, Selfless Service, and Balanced Lifestyle	64
Rowena Imelda A. Ramos, Jolly S. Balila, Michael S. Naidas, Lualhati P. Sausa, Herminiano I. Subido, Jeremiah C. Fameronag, Miriam R. Estrada, Doris A. Mendoza, Raymond C. Caagbay, Edwin A. Balila, Lowel J. Domocmat, Ruben T. Carpizo, Gracel S. Ann Saban	
Adherence to Institutional Outcomes: A Quantitative Assessment of Graduating Students' Practices at Adventist University of the Philippines	72
Rowena Imelda A. Ramos, Jolly S. Balila, Michael S. Naidas, Lualhati P. Sausa, Herminiano I. Subido, Jeremiah C. Fameronag, Miriam R. Estrada, Doris A. Mendoza, Raymond C. Caagbay, Edwin A. Balila, Lowel J. Domocmat, Ruben T. Carpizo, Gracel S. Ann Saban	
Voices from the Campus: Exploring Student Experiences and Insights from an Exit Survey at the Adventist University of the Philippines	79
Rowena Imelda A. Ramos, Jolly S. Balila, Michael S. Naidas, Lualhati P. Sausa, Herminiano I. Subido, Jeremiah C. Fameronag, Miriam R. Estrada, Doris A. Mendoza, Raymond C. Caagbay, Edwin A. Balila, Lowel J. Domocmat, Ruben T. Carpizo, Gracel S. Ann Saban	

SATISFACTION OF LEARNERS AND PERCEIVED BENEFITS OF THE VALUES EDUCATION PROGRAM OF ADVENTIST UNIVERSITY OF THE PHILIPPINES FOR A NON-PRIVATE ELEMENTARY SCHOOL

Lowena G. De Ocampo
Eunice M. Carpizo
Angelica T. de Gracia

Levy M. Fajanila
Levi E. Sanidad
Kristine B. Lamputi

Adventist University of the Philippines
lgdeocampo@aup.edu.ph

Abstract

Our values and beliefs are reflected in our choices, which are always made with specific goals in mind. Therefore, it is crucial to instill good values in students to shape their futures. Values education programs are designed to foster learners' physical and emotional development, teach manners, develop a sense of fellowship, instill patriotism, and nurture religious ideals. This study explored the satisfaction and perceived benefits of a values education program conducted by a faith-based university at a public elementary school in Silang, Cavite. Data was collected from all participants using a self-constructed questionnaire. The descriptive research design showed that students were satisfied with the delivery methods and very satisfied with the program's impact on them. Participants expressed that the values education program instilled helpfulness, honesty, respectfulness, friendliness, cheerfulness, and responsibility in them. Due to the high satisfaction of learners and the identified benefits of the program, it is recommended that the program be continued and adopted in other schools.

Keywords: *satisfaction, benefits, values, education*

According to Ellen G. White (1913), parents and teachers have a significant responsibility in developing children's character and, most importantly, in restoring humanity's lost image of God. In Matthew 7:24-27, God says, "Therefore, everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock. The rain came down, the streams rose, and the winds blew and beat against that house; yet it did not fall, because it had its foundation on the rock. But everyone who hears these words of mine and does not put them into practice is like a foolish man who built his house on sand. The rain came down, the streams rose, and the winds blew and beat against that house, and it fell with a great crash."

According to IBschool (2021), a comprehensive developmental system for children, beyond professional development, includes physical and values education. This system is crucial for facing real-life situations and challenges outside the home and school. MIT Vishwashanti Gurukul (2022) further identifies the values and benefits of education as follows gives students a positive direction to shape their future and helps them understand their life's purpose; teaches them the best way to live, benefiting both individuals and those around them; value education helps students become more responsible and sensible; helps them understand life from a better perspective and lead a successful life as responsible citizens; aids in developing strong relationships with family and friends; shapes the character and personality of the students; and it fosters a positive outlook on life.

The Adventist University of the Philippines Elementary (AUPE) department, through the Community Extension Service (CES) led by Dr. Levy M. Fajanilan, provided a values education program to 38 sixth-grade pupils of Hoyo Elementary School. This initiative was supported by Mrs. Nancy Balitar, the adviser, and Mr. Ramil Rozul, the principal.

The program was launched on October 4, 2021, at Hoyo Elementary School, with key attendees including Dr. Levy Fajanilan, AUP CES Director Mrs. Eunice Carpizo, AUP CES Assistant Lowena De Ocampo, Mr. Ramil Rozul, and Mrs. Nancy Balitar. Due to pandemic health protocols, Hoyo Elementary pupils were not present during the launch. The module "Children Around the World Stories" was distributed to 38 sixth-grade pupils through their adviser. This module contains 16 stories, each followed by questions to assess the pupils' knowledge and understanding.

To reinforce the lessons from the module, a series of virtual story reviews was conducted by AUPE on November 6, November 20, December 4, December 11, and a culmination program on December 13, 2021. These reviews were attended by the grade 6 pupils and their adviser, Mrs. Nancy Balitar. The purpose of this paper is to determine the satisfaction of learners and their perceived benefits of values education programs.

Methodology

Research Design

This study used a descriptive research design to determine learners' satisfaction levels and perceived benefits of the values education program, as well as to gather recommendations for improvement. Chaudhari (2021) defines a descriptive research design as a method used to search for information to describe a situation or population and address questions such as what, when, where, and how.

Population

All 38 pupils who attended the values education program were asked to participate in the data gathering. They were asked to answer the research instrument. However, only 25 of them answered and returned the questionnaire.

Instrumentation

This study employed a self-constructed questionnaire, which was distributed to all 38 pupils at Hoyo Elementary School. The questionnaire was designed with five distinct parts: The first part aimed to assess the delivery method of the values education program. The second part focused on

evaluating the impact of the program. The third part sought to determine the benefits derived from the program. The fourth part measured the students' overall satisfaction with the program. Finally, the fifth part gathered comments and suggestions from the pupils to identify areas for improvement in the program.

Table 1 outlines the scale used for interpreting the delivery methods and impact of the values education program. The questionnaire consists of several parts: Part one measures the delivery methods with 8 items, and Part two evaluates the impact of the program with 15 items. For these parts, the response choices were "never," "rarely," "sometimes," "often," and "always."

Table 1

Basis of Interpretation for Delivery Methods and Impact of the Values Education Program

Response Scale	Degree of Responses	Mean Interval	Verbal Interpretation
1	Never	1.0 - 1.49	Very poor
2	Rarely	1.5 - 2.49	Poor
3	Sometimes	2.5 - 3.49	Moderate
4	Often	3.5 - 4.49	Satisfactory
5	Always	4.5 - 5.00	Very satisfactory

Data Gathering Procedure

A total of 38 questionnaires were distributed on February 2, 2022. By March 8, 2022, 25 completed questionnaires were retrieved with the assistance of six advisers.

Results

Delivery Methods

Table 2 presents the satisfaction levels regarding the delivery methods of the values education program. The delivery method was assessed using 10 items. The descriptive results, based on an overall grand mean of 4.48, indicate a grand scale response of "often," with a verbal interpretation of "satisfied." This suggests that the grade six pupils generally found the delivery methods of the values education module to be enjoyable and effective.

Table 2

Delivery Method

	Mean	Std Dev	Scale Response	Verbal Interpretation
Utilize effective techniques in the delivery of value education modules.	4.60	0.58	Always	Very Satisfactory
The program implementers are meeting the schedule regularly.	4.68	0.63	Always	Very Satisfactory
The implementers applied activities based on the values education module.	4.52	0.59	Always	Very Satisfactory
The delivery method of the module lesson review is effective	4.32	0.56	Often	Satisfied
The level of presentation was appropriate for the audience	4.32	0.69	Often	Satisfied
The module was applicable to student's life	4.64	0.49	Always	Very Satisfactory

Legend: 4.50 – 5.00 = Always (Very Satisfied); 3.50 – 4.49 = Often (Satisfied); 2.50 – 3.49 = Sometimes (Moderate); 1.50 – 2.49 = Rarely (Unsatisfied); 1.00 – 1.49 = Never (Very Unsatisfied)

{table continues on the next page}

Item number two received the highest rating of 4.68, with the statement, “The program implementers are meeting the schedule regularly.” This high score indicates that the pupils are very satisfied with the implementers consistently adhering to the schedule. Conversely, item four, which states, “The delivery method of the module lesson review is effective,” had the lowest mean of 4.32 (SD = .32) with a scale response of “often.” This suggests that while the module review delivery method is considered satisfactorily effective, there is room for improvement.

Impact of the Values Education Program

Table 3 illustrates the impact of the values education program, showing that it had a very high positive influence on the respondents overall. Items such as “I became a person with values” and “I became friendly” received the highest ratings, reflecting that pupils feel the program significantly enhanced their personal qualities and behaviors. The consistency of responses is further supported by low standard deviations for these items.

Table 3

Extent of the Impact of the Values Education Program

	Mean	Std Dev	Scale Response	Verbal Interpretation
I became friendly	4.92	0.28	Always	Very High
I became helpful	4.84	0.37	Always	Very High
I became trustworthy	4.8	0.41	Always	Very High
I became a person with values	4.96	0.2	Always	Very High
I never think badly of myself	4.64	0.76	Always	Very High
I never think badly of other people	4.64	0.7	Always	Very High
I know that doing good acts is important	4.88	0.33	Always	Very High
I became honest	4.8	0.5	Always	Very High
I became responsible	4.84	0.37	Always	Very High
I want to be good in all situations	4.76	0.52	Always	Very High
I try not to be unkind to others	4.64	0.76	Always	Very High
I do not easily give up even when things are hard	4.72	0.68	Always	Very High
I attend church service	4.76	0.60	Always	Very High
I care for the environment	4.8	0.5	Always	Very High
I became cheerful	4.76	0.60	Always	Very High
The program increases my knowledge	4.48	0.65	Always	Very High
The values education program changes my attitude	4.36	0.58	Often	High
I can apply the lesson learned to my family, friends, and neighbors	4.48	0.605	Often	High
The values education program was useful for improving my values	4.36	0.57	Often	High

Legend: 4.50 – 5.00 = Always (Very High); 3.50 – 4.49 = Often (High); 2.50 – 3.49 = Sometimes (Moderate); 1.50 – 2.49 = Rarely (Low); 1.00 – 1.49 = Never (Very Low)

On the other hand, while most aspects of the program were rated very highly, some items like “The program increases my knowledge” and “The values education program was useful for improving my values” received slightly lower scores, categorized as “high” impact. This suggests that while the program was effective in improving knowledge and attitudes, there is a perception of slightly less impact in these areas compared to others. Overall, the values education program is seen

as highly effective in fostering positive values and behaviors among the pupils.

Akan (2021) mentioned that values education greatly influenced the pupils, because of its positive effect, it would be best if all educational institutions include the values education program in the curriculum to develop and produce more ethical youth in the society.

Benefits of Values Education Program

Table 4 outlines the benefits of the values education program, as reported by the respondents. The table lists various benefits with the number of respondents who identified each benefit and their corresponding total count.

Table 4

Benefits of Values Education Program

Benefits	Respondents Number	Total
Helpful	14, 16, 17, 23, 24, 25	6
Honest	14, 16, 17, 24, 25	5
Respect/- Pagiging magalang sa magulang at kapwa/Magalang ako sa mga matatanda sa akin	4, 14, 16, 20, 21	5
Friendly/I used to not like to make friends	14, 22, 23, 24, 25	5
Responsible	14, 17, 24, 25	4
Cheerful	16, 24, 25	3
I do household chores/tumutulong ako sa gawaing bahay/naglilinis na ako ng bahay	11, 12, 18	3
Kind	22, 24, 25	3
Thankful	23	2
Masipag na ako	1, 3	2
Values/I am a person with values	14, 17	2
Mas lumalim ang relasyon sa Panginoon/Trust to God	21, 22	2
Careful	23, 24	2
Ako ay mas naging masunurin	21	1
Sinisipag akong mag module	2	1
I use po and opo	5	1
I wash dishes	6	1
I sweep the floor	7	1
Hindi na ako nalabas	8	1
Nagbibigay na ako sa kapuwa	9	1
Tumutulong ako kay inay	10	1
Nagmomodule lang ako magisa	13	1
Good manners	16	1
I attend church service	17	1
Nag-aaral ako	19	1
Mas nananalig sa kabutihan,	21	1
Mas nakikinig sa mga magulang,	21	1
Mas lumalim ang kaalaman tungkol sa bibliya,	21	1

{table continues on the next page}

The most reported benefits include being helpful, honest, respectful, friendly, and responsible, with 6, 5, 5, 5, and 4 respondents respectively acknowledging these improvements. Specific improvements in behavior such as performing household chores, being cheerful, and showing kindness were noted by smaller groups of respondents, each with 3 individuals reporting these benefits. Other benefits mentioned less frequently include being thankful, hardworking, and having good manners, with only 2 to 1 respondent indicating these outcomes.

Additionally, a few specific actions and changes in behavior were reported by individual respondents, such as using polite expressions, washing dishes, sweeping the floor, and spending more time on personal studies. These responses highlight the various ways in which the values education program has influenced the pupils' daily lives and personal habits. Overall, the table illustrates a broad range of benefits perceived by the respondents, reflecting the program's diverse impact on their values and behaviors.

Satisfaction of Values Education Program

Part four of the questionnaire assessed the respondents' satisfaction with the values education program. The results revealed that out of 25 respondents, 19 indicated that they are "very satisfied" with the program. This high level of satisfaction implies that the pupils place significant importance on the values education program, valuing its impact and relevance to their personal development.

Comments and Suggestions

Art five of the questionnaire invited respondents to provide comments and suggestions about the values education program. The feedback gathered includes:

1. "Sana po ay maging tuloy-tuloy ang values education sa aming paaralan": This comment expresses a desire for the values education program to continue consistently in their school.
2. "I used to not like to make friends": This response indicates a personal change in attitude towards making friends, likely influenced by the program.
3. "I used to not like people": This comment reflects a previous dislike for people, which has presumably improved due to the values education.
4. "I'm not kind but I learned to be kind": This feedback highlights a significant personal transformation, where the respondent has learned to be kinder as a result of the program.

These comments illustrate the positive personal impacts the program has had on the respondents. They also reflect the respondents' hope for the program's continuation.

Discussion

The results reveal that the values education program has been well-received by pupils, who generally find the delivery methods effective and satisfying. The program's consistency and relevance were particularly appreciated, although there is room for improvement in the effectiveness of the module review methods. The program has had a very high positive impact on pupils, significantly enhancing their personal qualities and behaviors, though its influence on knowledge and value improvement was slightly less pronounced.

Respondents reported a range of benefits from the program, including increased helpfulness, honesty, respectfulness, friendliness, and responsibility. These improvements in behavior and personal habits were noted by many pupils, indicating the program's broad impact. High levels of satisfaction with the program were evident, with many pupils expressing a desire for its continuation and noting positive personal changes.

In conclusion, the values education program has proven effective in fostering positive values and behaviors among pupils. Recommendations include enhancing the effectiveness of module reviews, increasing focus on knowledge enhancement, ensuring the program's continuation, and addressing specific feedback from pupils to further improve its relevance and impact.

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EMPOWERING COMMUNITIES THROUGH VALUES EDUCATION: IMPACT STUDY ON WEST TARTARIA, SILANG, CAVITE

Amada C. Yllano
Rowena Imelda A. Ramos
Jonathan A. Perdido
Sharon A. Perdon
Perfecta D. Laguardor

Lowena G. De Ocampo
Ardelma V. Sarmiento
Gwayne F. Aclon
Jeazel R. Navarro

Adventist University of the Philippines
acyllano@aup.edu.ph

Abstract

The Adventist University of the Philippines Academy (AUPA), in collaboration with its Community Extension Services office, established a regular Values Education Program aimed at sustainable development within the West Tartaria, Silang, Cavite community. This comprehensive initiative focuses on promoting positive values among students through storytelling, singing spiritual songs, and reciting memory verses. High school students and their teachers conducted sessions every Saturday from 1:30-3:30 PM from October to December 2022, with support from the Puting Kahoy, Silang, Cavite barangay officials. This study used descriptive and Likert-type questions to assess participant satisfaction and gauge the program's impact. Additionally, open-ended questions gathered complementary responses. The results indicated that participants were very satisfied with the program and that it had a significant positive impact on them. The following themes emerged from participant responses: personal growth, spiritual growth, care for the environment, improved interpersonal relationships, obedience, love for one another, respect, and responsibility. These findings suggest that the Values Education Program effectively promoted positive values among attendees.

Keywords: *values education program, community service, impact study*

The Community Extension Services (CES) Department of the Adventist University of the Philippines (AUP) is dedicated to fulfilling the university's social responsibility by engaging with and supporting nearby communities. These outreach programs are rooted in the university's core values and aim to foster equitable relationships between university members and the surrounding communities.

Values education plays a critical role in community development by promoting attitudes and behaviors that enhance social harmony and progress (Delgado, 2019; Gayem, 2019; Ocampo & Calingasan, 2021; Sangkala & Kusuma, 2021). Through values education, community members are encouraged to participate in activities that promote teamwork, responsibility, and respect for diversity (Thakur, 2021; Singh, 2019). Integrating values education into community programs helps instill a sense of social responsibility, driving positive change (Kwan, 2019; Rangkuti & Purwanti, 2019; Cortes, 2020; Gutierrez & Llanto, 2020).

In alignment with this mission, the Adventist University of the Philippines Academy (AUPA), in partnership with the CES, launched an annual Values Education Program aimed at the sustainable development of students at West Tartaria Elementary School. This program, conducted from October to December, focuses on preschool to grade six pupils, promoting responsibility, respect, and social cohesion by addressing the specific needs of these students.

The Values Education Program strives to supplement the pupils' regular school curriculum, fostering the development of community members with strong values, ethics, and principles. This initiative aims to improve decision-making and behavior among the pupils of West Tartaria Elementary School. This study was conducted to assess the effectiveness of the Values Education Program. It sought to determine participants' satisfaction with the program's delivery methods and to evaluate the program's overall impact on the participants.

Methodology

Research Design

This study employed a descriptive research design to accurately and systematically describe the participants' assessment of the Values Education Program administered by the AUPA Community Extension Department. This design was appropriate for understanding the levels of satisfaction and the impact of the program on the participants.

Population and Sampling Techniques

The study included all participants of the Values Education Program from West Tartaria Elementary School. A total of 134 questionnaires were collected and analyzed, ensuring a comprehensive understanding of the participants' experiences and perceptions.

Research Instrument and Procedures

The Values Education Program used a module containing Bible-based and values-oriented stories, which were narrated to the participants. Post-storytelling activities were conducted to reinforce the lessons. To evaluate the program's effectiveness, Likert-type questionnaires were distributed to the participants. Each questionnaire included ten items assessing participant satisfaction and another fifteen items measuring the program's impact. Additionally, open-ended questions were included to gather qualitative responses that complemented the quantitative data.

Data Analysis

Descriptive statistics, including mean and standard deviation, were used to determine participants' satisfaction levels and the program's impact. Thematic analysis was employed to identify themes that provided deeper insights into the program's effects on the respondents.

Ethical Considerations

Given that the participants were elementary pupils, parental consent was obtained for their participation. Additionally, the pupils voluntarily completed the questionnaires, ensuring ethical standards were upheld throughout the study.

Results

Level of Satisfaction with the Delivery Methods of the Values Education Program

Table 1 presents the participants' satisfaction levels regarding the delivery methods of the Values Education Program. The results indicate a grand mean of 4.58 with a standard deviation of 0.77, suggesting that participants were very satisfied with the program.

Table 1

Level of Satisfaction with the Delivery Methods of the Values Education Program

	Mean	SD	Scale Response	Verbal Interpretation
1. The teachers utilize effective techniques in the delivery of values education modules.	4.14	1.21	Agree	Satisfied
2. The program implementors meet the schedule regularly.	4.46	0.81	Agree	Satisfied
3. The implementors apply activities based on the values education module.	4.49	0.82	Agree	Satisfied
4. The delivery method of the module lesson review is effective.	4.74	0.70	Strongly Agree	Very Satisfied
5. The level of presentation is appropriate for the audience.	4.55	0.82	Strongly Agree	Very Satisfied
6. The module is applicable to student's life.	4.69	0.79	Strongly Agree	Very Satisfied
7. The program increases my knowledge on good values.	4.75	0.58	Strongly Agree	Very Satisfied
8. The values education program changes my attitude.	4.62	0.72	Strongly Agree	Very Satisfied
9. I can apply the lesson learned to my family, friends, and neighbors.	4.68	0.60	Strongly Agree	Very Satisfied
10. The values education program is useful for improving my value.	4.69	0.68	Strongly Agree	Very Satisfied
Grand Mean	4.58	0.77	Strongly Agree	Very Satisfied

Scoring System: 1.00 – 1.49 Strongly Disagree (Very Dissatisfied); 1.50 – 2.49 Disagree (Dissatisfied); 2.50 – 3.49 Slightly Agree (Moderately Satisfied); 3.50 – 4.49 Agree (Satisfied); 4.50 – 5.00 Strongly Agree (Very Satisfied)

The high mean scores across various aspects indicate that participants found the delivery methods of the Values Education Program highly effective. Specifically, they appreciated the relevance of the modules to their lives, the regularity of sessions, and the effectiveness of teaching techniques and activities.

Impact of the Values Education Program

Table 2 illustrates the impact of the Values Education Program on the participants. The analysis generated a grand mean of 4.60 with a standard deviation of 0.68, indicating a very high impact on the participants' values.

Table 2
Impact Level of the Values Education Program

	Mean	SD	Scale Response	Verbal Interpretation
The Values Education Program enables me to become				
1. friendly	4.73	0.65	Strongly Agree	Very High
2. helpful	4.52	0.74	Strongly Agree	Very High
3. trustworthy	4.34	0.83	Agree	High
4. person with values	4.40	0.83	Agree	High
5. positive about myself	4.59	0.69	Strongly Agree	Very High
6. positive about others	4.70	0.73	Strongly Agree	Very High
7. inspired in doing good	4.77	0.55	Strongly Agree	Very High
8. honest	4.57	0.61	Strongly Agree	Very High
9. responsible	4.61	0.60	Strongly Agree	Very High
10. good in all situations	4.75	0.56	Strongly Agree	Very High
11. kind to others	4.70	0.58	Strongly Agree	Very High
12. persistent despite difficulties	4.75	0.52	Strongly Agree	Very High
13. a churchgoer	4.46	0.88	Agree	High
14. care for the environment	4.59	0.63	Strongly Agree	Very High
15. cheerful	4.47	0.87	Agree	High
Grand Mean	4.60	0.68	Always	Very High

Scoring System: 1.00 – 1.49 Strongly Disagree (Very Low Impact); 1.50 – 2.49 Disagree (Low Impact); 2.50 – 3.49 Slightly Agree (Fair Impact); 3.50 – 4.49 Agree (High Impact); 4.50 – 5.00 Strongly Agree (Very High Impact)

The high mean scores indicate that participants strongly agree that the program had a significant positive impact on their values. The thematic analysis of the open-ended responses revealed eight major themes: personal growth, spiritual growth, care for the environment, improved interpersonal relationships, obedience, love for one another, respect, and responsibility.

Theme 1: Personal Growth

Participants reported significant personal growth, reflecting improved attitudes towards life, others, and themselves. Personal growth is an ongoing process of self-improvement and self-awareness. This behavior transformation directly results from the person's change in attitude towards life, others, and oneself. The person learned to let go of negative emotions and thoughts and embrace positive ones. In essence, the person experienced significant personal growth that brought about a positive change in behavior.

Theme 2: Spiritual Growth

The program fostered a closer relationship with God, leading to positive behavioral changes. Spiritual growth refers to the process of developing a closer relationship with God or a higher power. The statement "Their help led me to be closer to God and avoid sinning" highlights the role of guidance and mentorship in one's spiritual growth. The person learned the word of God and how to pray, become faithful, and respect God. Attending church and reading the Bible also significantly influenced the person's spiritual growth.

The statements “My mind became open about God”, and “It changed my behavior” highlight the transformative power of spirituality on one’s behavior. By embracing God and His teachings, the person becomes kinder and more friendly, helpful, and mature. By embracing spirituality, one gains a more profound sense of purpose and meaning in life, which helps shape one’s values, beliefs, and behavior.

Theme 3: Care for the Environment

Participants developed a greater awareness and appreciation for nature. Care for the environment refers to the responsible use and preservation of natural resources. The statements “I learned to care for the environment” and “Their help made me more aware of nature” highlight the role of education and awareness in shaping one’s behavior toward the environment. By learning about the impact of human activities on the environment, the person gains a deeper appreciation and respect for nature, which helps to shape one’s behavior towards the environment.

Theme 4: Improved Interpersonal Relationships

Enhanced communication, respect, and kindness led to better relationships with teachers, parents, and peers. Improved interpersonal relationships refer to the ability to form and maintain positive relationships with others. The statements “Getting along with teachers”, “I became friendly”, “I became a helpful child”, and “I became respectful towards my parents” highlight the role of positive communication, respect, and kindness in improving interpersonal relationships. By embracing these qualities, one could form positive relationships with others, including teachers, parents, and friends.

Theme 5: Obedience

Participants learned the importance of following rules and demonstrating good manners. Obedience refers to the ability to follow the rules and instructions. The statements “I was taught not to lie anymore”, “I learned good manners”, “I learned not to lie”, “I can have my manners”, “I am taught to be good”, and “I became good” highlights the role of discipline, instruction, and guidance in shaping one’s behavior towards obedience. By embracing obedience, one learns to respect rules and authority, which helps shape one’s behavior toward positive outcomes.

Theme 6: Love for One Another

The program encouraged love and kindness towards others. Love for one another refers to showing love and kindness towards others. The statements “Helped me become loving” and “Love for others” highlight the role of positive emotions and attitudes in shaping one’s behavior towards others. By embracing love and kindness, one can form positive relationships with others, including friends, family, and strangers.

Theme 7: Respect

Participants gained a deeper understanding of the value of respect. Respect refers to the ability to show consideration and admiration towards others. The statements “Being respectful”, “Learn to respect people”, “I learned from all of you”, “I learned from them to respect God and elders”, and “I learned to respect others nicely” highlight the role of education and awareness in shaping one’s behavior towards respect. By learning about the value of respect, the person could form positive relationships with others in the community.

Theme 8: Responsibility

The program instilled a sense of accountability towards the environment, community, and personal actions. Being responsible towards others is a fundamental aspect of personal growth and development. It requires a sense of accountability and obligation towards others, including the

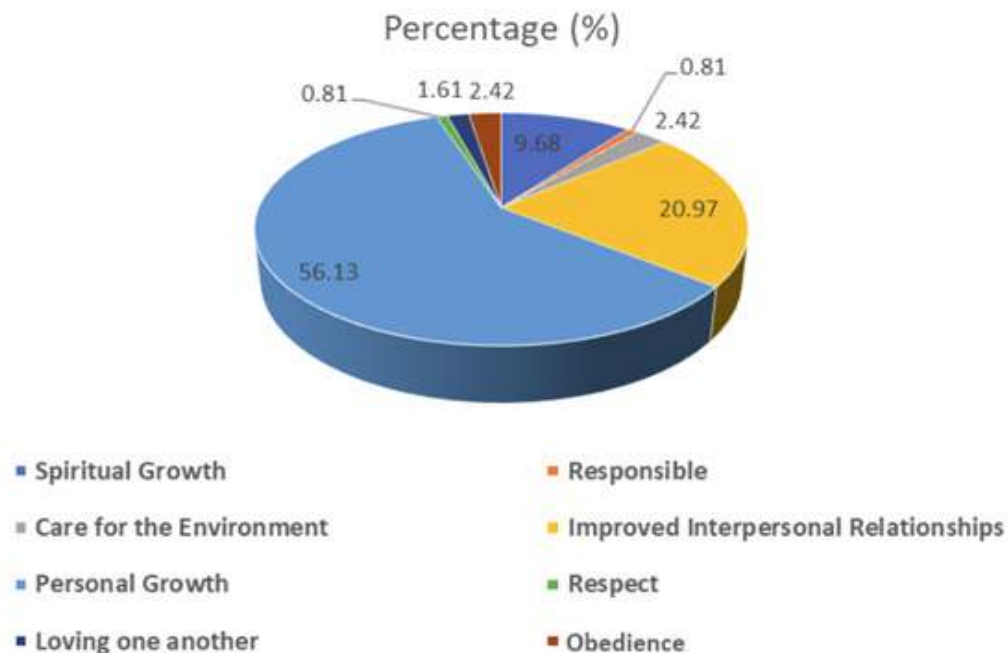
environment, community, and society. Taking responsibility for the well-being of the environment involves understanding the impact of one's actions and taking action to protect it. Similarly, being responsible for one's actions and behavior is crucial in becoming a helpful, kind, and respectful individual towards others. Honesty and accountability are also essential components of personal responsibility, as they promote trust and integrity in relationships.

Taking responsibility for one's spiritual life and seeking guidance and support from a higher power can also be a critical aspect of personal responsibility. Furthermore, taking responsibility for academic success and seeking resources to support it is essential in achieving personal goals. Avoiding potential problems and striving to be a better person are other ways individuals can take responsibility for their actions and contribute positively to society.

Figure 1 presents the percentage distribution of responses according to the different themes. The highest percentage of responses falls under the "Personal Growth" theme, with 56.13%, followed by "Improved Interpersonal Relationships," with 20.97%. "Spiritual Growth" and "Care for the Environment" followed with 9.68% and 2.42%, respectively. It is interesting to note that there are very few responses related to the theme of "Responsibility" and "Respect." These are important values, and it would be worthwhile to explore ways to encourage and promote these values in individuals.

Figure 1

Distribution of Responses According to the Emerged Themes



The highest percentage of responses fell under the "Personal Growth" theme (56.13%), followed by "Improved Interpersonal Relationships" (20.97%). "Spiritual Growth" and "Care for the Environment" accounted for 9.68% and 2.42%, respectively. The themes of "Responsibility" and "Respect" had fewer responses, suggesting areas for future focus. Based on the results of the study, the participants were very satisfied with the Values Education Program. Similarly, it was established that the Values Education Program had a very high impact on the participants. Generally, the generated themes support the data presented in Table 2 that the Values Education Program positively impacts the participants, improving their personal values, attitudes, and behaviors.

Discussion

The Values Education Program was highly successful in promoting positive values among the participants. The high satisfaction levels and significant impact on personal growth, spiritual growth, and social relationships highlight the program's effectiveness. Continuous implementation and expansion to other communities are recommended to further propagate these benefits.

Particularly, the Values Education Program enhanced their personal growth and spiritual growth. In addition, it made them realize to care for the environment, be more responsible, and improve interpersonal relationships. Furthermore, it helped them to become obedient, loving, and respectful to one another. Hence, the results imply that the Values Education Program successfully promoted positive values among the attendees. Therefore, it is recommended that the Values Education Program be done continuously and implemented in other communities.

To enhance the effectiveness and reach of the Values Education Program, it is recommended to continue and expand its implementation to more communities, provide ongoing training for program implementers, and incorporate more modules on personal growth, interpersonal relationships, and environmental awareness. Strengthening the spiritual and moral components, encouraging parental and community involvement, and integrating technology can further enrich the program. Regular assessments and feedback should be conducted to ensure continuous improvement, while specific content should address lesser-emphasized themes like respect and responsibility. Finally, longitudinal studies are suggested to evaluate the long-term impact of the program on participants.

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DORMITORY LIFE AT A FAITH-BASED UNIVERSITY: STUDENT SATISFACTION AND EXPERIENCES

Melody M. Abacan
Lowelyn T. Barredo
Elmer M. Lagarile
Julio C. Amurao
Gladys Grace G. Cadao
Cristine L. Jimenez
Conrad R. Lo
Marlo P. Andoy

Alvin M. Gasang
Rose P. Susada
Janine Raisa R. Guzago
Raquel P. Capiendo
Jovylove R. Sombria
Juanito M. Carbonilla, Jr.
Crely V. Flores, Jr.
Rowena Imelda A. Ramos

Adventist University of the Philippines
jcamurao@aup.edu.ph

Abstract

Institutions that strive to provide quality programs and services to students must be concerned with every aspect of the students' campus experience. This study investigates the satisfaction and experiences of 1,192 dormitory students at a faith-based university using embedded mixed-methods research design. The results indicate that students are generally satisfied with their dormitory experience, particularly appreciating the support from dormitory deans, camaraderie with roommates, privacy and security, ambiance, and inspiring worship services. However, they also suggest improvements in amenities such as internet connectivity and the repair of dormitory fixtures. These findings provide a basis for university administrators to enhance dormitory services and improve overall student well-being.

Keywords: *dormitory experiences, student satisfaction, faith-based university, dormitory life, university housing*

Institutions that aim to provide students outstanding programs and services must be concerned with all facets of the on-campus experience for their students. In other words, the quality of education extends beyond the lectures and notes taken in class and the advice and direction provided by lecturers during consultation hours. It also includes how well students interact with the university's various non-academic staff members and components, as well as the physical infrastructure provided by the university, particularly its student housing facility (Navarez, 2017).

More than 40% of students all over the world live in dormitories (Hamilton, 2021). The two most important factors are cost and proximity. Each dorm is strategically placed close to amenities providing fundamental services for university students' eating needs, essential principles of printing, finance, religion, and necessities (Brilliantes, 2012 as cited in Navarez, 2017).

According to Ruf (2021) living on campus increases first-year students' likelihood of completing their second year by 2% compared to those who do not. Strong, long-lasting friendships, a feeling of campus community, and a conducive atmosphere for studying are just a few of the advantages of dorm living, which has cemented its status as a fundamental component of the "college experience" (Langlois, 2018). Moreover, Rutte and Mintz (2019) emphasize that providing a sense of belonging to students enables students to be more successful.

Colleges and universities have a strong interest in student satisfaction as they work to consistently enhance the learning environment for students, fulfill the demands of their constituents and governing bodies, and show the efficacy of their institutions (Navarez, 2017). Specifically, greater student residential satisfaction encourages a homelike and friendly setting.

In the lush, undulating hills of the Municipality of Silang, Cavite, is the residential institution known as the Adventist University of the Philippines. Truly a home away from home, it comprises of dorms and flats for students that promote socio-spiritual nurturing while also fostering physical and intellectual growth. Assisting students in realizing their potential while pursuing their education are competent and compassionate residence deans and assistants.

Adventist University of the Philippines is a Christian boarding school. To provide quality services to the students the university has a Vice President for Student Services with directors and coordinators to assist students such as : student activities, cafeteria/food, guidance and counselling, scholarship and welfare, dormitory, and behavior management. It offers dormitory life services that provides a home life experiences for the students. Each of the six dormitory units for men and five dormitory units for women are supervised by a home dean. Assistant workers are assigned to take care of the facilities and to provide programs for the residents. This study will fill the gap of identifying dormitory students' satisfaction and discover what the students like best particularly in their dormitory life and determine ways to improve the services. students.

Methodology

Research Design

This study utilized the embedded mixed methods. Likert-type questionnaire was used to determine the satisfaction level of the students who are residing in the dormitories. Open-ended questions were used to gather the residents' best experiences in the dormitories and to identify their suggestions to improve the dormitory services.

Population and Sampling

The questionnaire for data gathering was distributed to all the residents of the dormitories. However, only 1192 confirm their willingness to participate in the study and answered the questionnaire. Of these, 736 are female and 456 are male.

Instrument

The instrument used to gather responses is made up of seven Likert-type items. The residents must indicate their level of satisfaction which ranges from very dissatisfied to very satisfied. Three

open-ended questions were used to gather qualitative responses to determine the aspects of the dorm the residents like and their comments and suggestions for improvement.

Data Gathering Procedure

The questionnaire was distributed to the residents of the dormitory. They were to confirm their willingness to participate and to return the questionnaire after answering. The identity of those who participated were treated with confidentiality.

Data Analysis

The gathered responses were coded and encoded in Microsoft Excel. The data was analyzed using Jamovi Project version 2.3. Mean and standard deviation were used to determine the satisfaction level while thematic analysis was used to describe the dorm aspects the participants liked and their comments and suggestions for improvement.

Results

Level of Satisfaction of the Dormitory Students

Table 1 shows the level of satisfaction of the students towards their experience in the dormitory. The results show that the students who participated in the study are satisfied, the grand mean is 4.31 with a standard deviation of 0.633.

Table 1

Level of Satisfaction of the Dormitory Students

Items	Mean	SD	Verbal Interpretation
Assistance from the dean.	4.53	0.722	Very Satisfied
Implementation of Rules and Regulations	4.31	0.839	Satisfied
Cleanliness of the dorm.	4.16	0.896	Satisfied
Maintenance of the dorm amenities.	3.93	0.999	Satisfied
Worship and other religious services.	4.49	0.754	Satisfied
Social activities and other dorm-related programs.	4.40	0.795	Satisfied
Overall dormitory experience	4.33	0.790	Satisfied
Grand Mean	4.31	0.663	Satisfied

Scoring System: 1.00 – 1.50 Very Dissatisfied; 1.51 – 2.50 Dissatisfied; 2.51 – 3.50 Slightly Satisfied; 3.51 – 4.50 Satisfied; 4.51 – 5.00 Very Satisfied

The results in Table 1 shows that the students are very satisfied with the assistance given to them by their dormitory deans. This resulted to the highest mean of 4.53 and standard deviation of 0.722. This result shows that the university is true to its aim that residence deans are competent and compassionate to assist students in realizing their potential while pursuing their education.

The results also show that the students are satisfied in the worship and other religious services of the dormitories (M = 1.49, SD = 0.754), social activities and other dorm-related programs (M = 4.40, SD = 0.795), implementation of the rules and regulations (M = 4.31, SD = 0.839), cleanliness of the dorm (M = 4.16, SD = 0.896) and maintenance of the dorm and amenities (M = 3.93, SD = 0.999). Though satisfied in these aspects, it is evident that there should be improvement.

Aspects of the Dorm That Students Like Best

Based on the responses of the students who participated in the study, they are well pleased with accommodating dormitory deans, good camaraderie with their roommates, guaranteed privacy and security, a good ambiance, and inspiring worship services. These qualitative responses support the quantitative results. Table 2 presents some responses from the students that justify these themes.

Table 2*Aspects of the Dorm That Students Like Best*

Accommodating Dormitory Deans and Student Monitors	<ul style="list-style-type: none"> -The hospitality from the home deans and monitors. -The monitors are nice and friendly. The deans also are nice and very attentive.- Friendly neighbors and a dean who is like a mother to every one of us. =Our monitors and dean are very good and nice and efficient in their jobs. -How our dean manages all the works inside the dorm. -The dean is very thoughtful ,caring ,accommodating monitors as well
Good Camaraderie With Their Roommates	<ul style="list-style-type: none"> -Friendly roommates room, similarities, same vibes. -Warm welcoming, people. -Everyone is very accommodating and the dorm has a friendly environment. -The friendliness and sense of sisterhood -Being “homey” of the aura and friendliness of the other occupants. -Nice environment with welcoming warm people. -Sisterhood/surrounded by thoughtful, kind
Guaranteed Privacy and Security	<ul style="list-style-type: none"> -Privacy and peacefulness. -Peaceful and you have your own personal time, own room, and kitchen. -It feels like home, the way we have our privacy and the respect of all workers and dormitorians.
Good Ambiance	<ul style="list-style-type: none"> -Comfortable in staying. -Cleanliness, maintenance, ambiance, other social activities. -The whole establishment, but the most is the study areas. -Every room has comfort room, toilet ,shower and laundry area are separated, plastic and sturdy cabinets; little to no water interruptions
Inspiring Worship Services and Other Activities	<ul style="list-style-type: none"> -The way they handled the worship and hard work. -Always encouraging the students to attend worship. -Religious activities, friendly monitors, and supportive dean. -Worship and social activities include dorm programs. -Worship , assistance from the home dean and social activities and other dorm-related programs.

Comments and Suggestions for Improvement

The qualitative responses of the students identify the improvements that should be given attention in the dormitories. The improvements suggested centered on the essentials, such as internet connection, lockers, cabinets, laundry areas, stairs, and toilets. Table 3 presents some responses from the students that justify these claims.

Table 3*Comments and Suggestions for Improvement*

Accommodating Dormitory Deans and Student Monitors	<ul style="list-style-type: none"> -Good connection of Wi-Fi and signal, water dispenser in the lobby. -I suggest that the router can be easily accessed by the monitors incase that there is a network problem, it can be easily restarted -Replace locker please. The space also in the rooms, not good for four occupants. -I suggest renovating the lockers change the wood, lockers into a metal one -I suggest they should fix the rooms, especially the cabinet.
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{table continues on the next page}

- Change the closet and fix the toilets especially the shower and bidet handle.
 - More accommodating clotheslines and an improvement on facilities like laundry washing machine and dryer.
 - Replace the locker into metal.
 - I hope the water dispenser will be change/fixed already. The buzzer and turning off lights per room should be brought back as well.
 - Renovation of some areas, new beddings, and new cabinet.
 - Repaint the walls.
 - It would be better if there will be a place outside where the occupants could dry their clothes, a place with roof so the occupants would not have to dry them outside.
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Discussion

Living in dorms is a typical feature of higher education. An individual's ability to learn and remember their experience can be greatly affected by their dorm experience, whether it was favorable or negative. To better fulfill the demands of today's students, it is crucial to continuously seek out improvements and modify processes (Admin, 2022).

Dormitory living significantly impacts students' overall university experience. The study reveals high levels of satisfaction with supportive staff and a positive living environment but highlights the need for improvements in certain amenities. Regular evaluation and ongoing enhancements to dormitory facilities are recommended to ensure student comfort and satisfaction.

Students can learn and develop in a dorm setting in addition to living there. Thus, it is important that university leaders consider improving the facilities of the dormitory to provide more comfort to the students. To enhance the dormitory experience at the Adventist University of the Philippines, it is recommended to upgrade internet connectivity, repair and replace outdated amenities such as lockers and fixtures, and improve laundry facilities. Regular surveys and a suggestion box should be implemented to gather ongoing student feedback, while increased community-building activities and additional academic and wellness support services are encouraged. Enhancing safety measures, updating emergency protocols, and establishing a regular maintenance schedule will also contribute to a better living environment. These actions aim to address current issues and foster a more satisfying and supportive dormitory experience for students.

The results of this study will serve as basis for the administrators to provide necessary improvements in the dormitory. Regular evaluation of dormitory satisfaction and experience is recommended to monitor the quality of dormitory life of the students and provide necessary developments.

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UNRAVELING THE DETERMINANTS OF STUDENT CHOICE: EXPLORING FACTORS INFLUENCING ENROLLMENT IN ADVENTIST UNIVERSITY OF THE PHILIPPINES

Rowena Imelda A. Ramos
Oemer Rey T. Daquila
Kevin Brendt P. Imperio
Raymond C Caagbay
Gemma G. Canoy

Jolly S. Balila
Julio C. Amurao
Ruth P. Javien
Naicy G Sanidad

Adventist University of the Philippines
riaramos@aup.edu.ph

Abstract

Educational institutions endeavoring to attract and retain students, must grasp the multifaceted aspects involved in selecting a school for degree attainment. A multitude of factors sway students' decisions, spanning from geographical location to extracurricular opportunities, academic standing to financial considerations. This convergent-parallel research delves into the various influences shaping students' decisions when choosing for the Adventist University of the Philippines, aiming to assist school administrators and educators in devising strategies tailored to the diverse needs and preferences of their student body. It explores the intricacies of the decision-making process surrounding students' selection and its ramifications for educational outcomes and experiences. A survey questionnaire was administered during two university student convocations, receiving a total of 694 retrieved responses. Descriptive statistics identified key factors influencing their decision to enroll, while thematic analysis uncovered additional methods for attracting more students. The findings reveal that the quality of education offered by the institution is the foremost determinant in students' choice, followed by parental advice, board exam performance, variety of programs, highly qualified faculty, and university accreditation. Student responses suggest that the university should enhance its promotional efforts through online engagement, utilizing the school website, vlogs, and social media platforms to highlight its academic strengths and commitment to providing a Bible-based holistic education. Further recommendations include engaging with churches and high schools to promote the university, maintaining and improving the quality of its services, and expanding scholarship opportunities for students.

Keywords: *increasing enrollment, school selection, student preferences*

Students struggle with the cost of a college education as well as the younger generation's declining regard for it (Pajarillo, 2024). According to an article published by BeMo Academic Consulting (2024), undergraduate enrolment has been gradually declining recently, falling by roughly 4.1% between spring 2021 and spring 2022. Consequently, this could be the result of several factors, including more chances for people to start their own businesses online without a degree, unfavorable global conditions, unstable financial markets, and a declining perception of the worth of a college education.

From the beginning of higher education to its current decline, generational perspectives have changed throughout time; students' opinions are frequently shaped by outside forces. The economic and social effects of the pandemic, along with more unfriendly school environments, have caused younger generations to turn away from the academic path (Pajarillo, 2024).

With this, the educational market is becoming more competitive. Moreover, Universities must invest in more attractive educational marketing that is in line with the demographics of their target audience if they want to stay ahead of the competition for enrollment in higher education (Goncalves, 2023). Private Higher Education Institutions (PHEIs) are under constant pressure to enhance their academic offerings to draw in more potential students. However, recent research argues that this is not the only factor influencing college choice, contributing to the higher education sector's commercialization (Bajar & Gopun, 2021).

For students, college search process can feel overwhelming and exhausting, from early morning road trips to campuses with energetic tour guides, to processing heaps of information about each school. Yet, after all the effort and miles traveled, there's a profound sense of joy in confidently selecting the college that will become their new home (Top 10 Factors for Choosing a College, 2021). Specifically, it was mentioned in the article that the top three factors for potential students choosing a college are perspective, internship opportunities, and safety. Another study of Boonchan and Nopakun (2020) indicated building and environment, teachers, reputation of the school, tuition fees, and relationships with the community influenced the decision of parents to send their children to a particular school as factors influencing parents in sending their children to a particular school.

In a study conducted in the Philippines by Aguado et al. (2015), it was noted that factors such as quality education, the influence of people from the environment, personal choice, and the accessibility of the school from students' residences contribute to school choice. In another study by Dagang and De Mesa (2017), it was found that among the non-school factors, parental advice had the most significant influence on participants' choice of school.

In a more recent study of Bajar & Gopun (2021), they discovered that the only factor substantially correlated with institutional profile is family income. However, reference groups were shown to be strongly correlated with family wealth, kind of last school attended, and home location. In the case of educational marketing, the results showed that there is no substantial relationship between sex and anything. Their study concluded by cautioning universities to remember the humanitarian roles of PHEIs and to consider the less fortunate groups in this process, even though they are urged to continue innovating their marketing tactics to attract more students.

Adventist University of the Philippines (AUP) is one of the Higher Education Institutions that provides several graduate programs in addition to a broad range of undergraduate degrees. in the fields of arts and humanities, business, dentistry, education, health, medicine, nursing, sciences and theology. The university is affiliated with the Seventh-day Adventist Church and operates as a boarding school dedicated to academic excellence and Christian values. Its mission is to provide high-quality Christian education that nurtures the holistic growth of students, enabling them to lead fulfilling lives and contribute positively to both the church and society. With this, the university aims to attract more students, not only to boost enrollment but also to extend its mission to a broader audience. All students are welcome, regardless of age, color, tribe, or religious preference (Adventist University of the Philippines, 2021).

For the past five years, no known published study has determined the factors influencing AUP students' decision to enroll in the university. Given the advancements in marketing strategies, this study aims to identify students' agreement on the different factors influencing enrollment decisions in AUP and to gather their views on various methods to invite more students. The results will benefit not only the university's advancement office in recruiting students but also its administrators in formulating policies and procedures to attract and retain students. Additionally, both employees and students will be guided in their efforts to promote the university and support the retention of current students.

Methodology

Research Design

This study utilized a convergent or parallel design to determine factors that contribute to students' decision in enrolling to Adventist University of the Philippines. This research design involves a simultaneous collection of quantitative and qualitative data, independent analysis, and subsequent merging or integration of the findings. This kind of design makes it possible to gather rich, detailed data and offers a thorough grasp of the study subject (Alele and Malau-Aduli, 2023).

In this study, a questionnaire was distributed to concurrently gather both quantitative data, to determine the level of agreement of the students on different factors influencing their decisions to study at AUP, and qualitative data, to collect suggestions for attracting more students. The collected data were then collated to generate valuable and meaningful results.

Population and Sampling Techniques

Availability sampling, commonly known as convenience sampling was utilized in gathering responses. Convenience sampling is a widely used type of non-probability sampling that enables researchers to collect information from the most accessible study participants. Accordingly, it is (Dovetail Editorial Team, 2023). Additionally, convenience sampling is a cost-effective approach to user experience and market research data collection. Without breaking the bank, it may provide researcher with insightful knowledge about behavior, trends, others relevant information.

In this study, the research questionnaire was distributed to students who attended the two separate convocations in April 2023. Their consent to participate was obtained after discussing the study's purpose with them, and 695 students agreed to take part in the study. This number of respondents represents 24% of the actual enrollment 2,949 of college students during the second semester of the academic year 2022–2023. This percentage exceeds the recommended 10% sample size (Bullen & Bullen, 2022).

The students who responded comprises of 453 females (65.2%) and 242 males (34.8%), indicating a significantly higher number of female students. They are distributed across various colleges, with the College of Nursing (CON) having the highest enrollment at 204 students (29.4%). The College of Health (COH) follows with 189 students (27.2%), and other colleges such as the College of Business (COB) and the College of Arts and Humanities (CAH) have 80 (11.5%) and 73 (10.5%) students, respectively. The College of Education (COE), College of Technology (COT), and College of Science and Technology (CST) have the smallest number of respondents, with 33 (4.7%), 23 (3.3%), and 36 (5.2%) students, respectively.

Most of the respondents are in their 1st year (243 students, 35.0%) and 2nd year (209 students, 30.1%). The numbers decrease in the subsequent years, with 99 students (14.2%) in the 3rd year, 127 students (18.3%) in the 4th year, and only 6 students (0.9%) each in the 5th and 6th years. Five students (0.7%) did not specify their year level.

A significant portion (280, 40.3%) attended Adventist high schools. Non-Adventist high schools account for 218 students (31.4%), while 179 students (25.8%) came from public high schools. A smaller number were homeschooled (16 students, 2.3%), and two students (0.3%) did not provide an answer.

Most respondents' fathers have attained a college degree (309, 44.5%). High school graduates comprise 136 (19.6%), followed by those with graduate degrees (96, 13.8%) and post-graduate degrees (58, 8.3%). Smaller percentages have vocational/technical education (35, 5.0%) or elementary education (44, 6.3%), with 17 students (2.4%) not providing information.

A significant number of respondents' mothers have a college degree (327, 47.1%). Those with high school education total 132 (19.0%), followed by mothers with graduate degrees (96, 13.8%) and post-graduate degrees (64, 9.2%). Elementary education (30, 4.3%) and vocational/technical education (20, 2.9%) are less common, with 26 students (3.7%) not providing an answer.

The work-scholarship program is the most common type of financial aid, benefiting 349 of the respondents (50.2%). Tuition subsidies due to parental denominational employment support 168 students (24.2%), while academic merit scholarships assist 51 students (7.3%). Government scholarships (39, 5.6%), community or service organization scholarships (28, 4.0%), and university scholarship grants (27, 3.9%) also provide support. Church scholarships (12, 1.7%) and alumni/benefactor scholarships (8, 1.2%) are less common, with 13 students (1.9%) not specifying their financial aid source.

Instrumentation

The researchers, from the university's research office, advancement office, and the recruitment committee representing each college of the university, collaboratively created and validated the survey questionnaire. The data gathered was subjected to reliability analysis, resulting in an excellent Cronbach's alpha coefficient of 0.951.

The questionnaire had three parts: the first part gathered demographic information, including sex, college, year level, type of high school attended, parents' monthly income and educational attainment, and financial aids; the second part identified the extent of agreement of the respondents to the listed factors. Originally, there are 26 but was reduced to 25 after factor analysis. These 25 factors are categorized in to four namely: Academic Quality and Reputation; Family, Social and Community networks; Campus Experience, Services, and Facilities

And Promotion Efforts of the University. The third part was an open-ended question to gather suggestions for attracting more students to AUP.

Data Gathering Procedures

In this study, students who attended two different convocations in April 2023 were recruited to participate. After relaying the purpose and significance of the study, 694 students agreed to be respondents. The printed questionnaires were given, answered and returned after the program.

Ethical Considerations

Ethical considerations were observed in the conduct of data gathering and analysis. Participants were affirmed of the confidentiality of their answers.

Data Analysis

Descriptive statistics sing mean and median were used to analyzed and described the quantitative data. The six-step thematic analysis framework of Braun and Clarke as discussed by Caulfield (2023) guided the researchers in generating themes for the qualitative data. It involved familiarization, coding, generating themes, reviewing themes, defining and naming themes, and writing up.

Results

Tables 1 – 5 presents the descriptive statistics on the level of agreement on the different factors influencing students' decision to study in AUP. These factors are categorized in academic quality and reputation, networks, experiences, and promotion efforts.

Table 1*Descriptive Statistics on Agreement in Terms of Academic Quality and Reputation*

Item	Mean	SD	Verbal Interpretation
Academic Standards	4.14	1.211	Agree
Board Exam Performance	4.06	1.549	Agree
Program Offerings	3.91	0.894	Agree
Expertise of Professors	3.76	1.169	Agree
University Accreditation	3.75	1.472	Agree
Grand Mean	3.78	1.289	Agree

Table 1 shows a consistent pattern of agreement across various aspects related to academic quality and performance at the university. Respondents generally perceive the institution positively in terms of academic standards, board exam performance, program offerings, expertise of professors, and university accreditation. While there is overall agreement, variability (SD) in responses suggests that perceptions may vary to some extent among respondents. This analysis provides valuable insight into how stakeholders perceive the academic aspects of the institution, highlighting strengths and areas where perceptions may be more varied.

Table 2*Descriptive Statistics on Agreement in Terms of Family, Social, and Community Networks*

Item	Mean	SD	Verbal Interpretation
Parents' Option	4.10	1.366	Agree
Relatives Suggestion	3.74	1.095	Agree
Friends at AUP	3.62	1.304	Agree
Alumni Referrals	3.58	1.342	Agree
Students' referral	3.44	1.643	Slightly Agree
Sponsor's Preference	3.19	1.722	Slightly Agree
Local Church Promotion	3.05	1.871	Slightly Agree
Highschool Teacher	2.75	0.577	Slightly Agree
Grand Mean	3.70	1.350	Agree

Scoring System: 1.00 – 1.49 Strongly Disagree; 1.50 – 2.49 Disagree; 2.50 – 3.49 Slightly agree; 3.50 – 4.49 Agree; 4.50 – 5.00 Strongly Agree

Table 3*Descriptive Statistics on Agreement in Terms of Campus Experience, Services, and Facilities*

Item	Mean	SD	Verbal Interpretation
Worship Opportunities	3.69	1.211	Agree
Accessibility to Residence	3.55	1.835	Agree
Campus Visits	3.49	0.894	Slightly Agree
Available Financial Aid	3.33	1.291	Slightly Agree
Work scholar program	3.22	1.095	Slightly Agree
Convenient Admission Process	3.21	0.753	Slightly Agree
Grand Mean	3.58	1.313	Agree

Scoring System: 1.00 – 1.49 Strongly Disagree; 1.50 – 2.49 Disagree; 2.50 – 3.49 Slightly agree; 3.50 – 4.49 Agree; 4.50 – 5.00 Strongly Agree

Table 3 indicates that respondents generally perceive the campus experience, services, and facilities positively, albeit with some variability in certain aspects such as accessibility to residence and financial aid availability. Overall, there is agreement that worship opportunities, campus visits, the work scholar program, and the admission process are generally satisfactory. This analysis provides insights into how stakeholders view various aspects of campus life and services, highlighting areas of strength and potential areas for improvement based on perceptions of convenience, accessibility, and support programs available at the university.

Table 4

Descriptive Statistics on Agreement in Terms of Promotion Efforts of the University

Item	Mean	SD	Verbal Interpretation
Facebook page	3.34	1.049	Slightly Agree
Bulletin Board	3.17	1.169	Slightly Agree
Grand Mean	3.26	1.109	Slightly Agree
Website	3.08	1.049	Slightly Agree
Promotion of AUP Representatives	3.06	1.094	Slightly Agree
Grand Mean	3.14	1.106	Slightly Agree

Scoring System: 1.00 – 1.49 Strongly Disagree; 1.50 – 2.49 Disagree; 2.50 – 3.49 Slightly agree; 3.50 – 4.49 Agree; 4.50 – 5.00 Strongly Agree

Based on Table 4 respondents generally perceive the university's promotion efforts through various channels (Facebook page, bulletin board, website, promotion of AUP representatives) positively, albeit with varying degrees of agreement and variability in perceptions. While there is a general agreement that these promotional methods are somewhat effective, the variability in responses indicates that some stakeholders may perceive these efforts more positively than others. This analysis provides insights into how effectively the university's promotional strategies are perceived by stakeholders, highlighting areas where improvements or adjustments may be considered to enhance visibility and communication effectiveness.

Summary of Agreement on the Factors Influencing Students Decision to Study in AUP

Based on Table 5 there is a general agreement across all factors, indicating a positive perception of academic quality, support networks, campus experience, and promotional efforts. While academic quality and reputation are perceived as strong, there is room for improvement in promoting these strengths effectively. Understanding these perceptions allows the university to strategically allocate resources and efforts to enhance both academic offerings and promotional activities. By focusing on enhancing promotion efforts while maintaining academic standards, the university can potentially improve its overall reputation and attractiveness to prospective students, faculty, and partners.

Table 5

Descriptive Statistics on Agreement in Terms of Factors

Influencing Students Decision to Stud in AUP

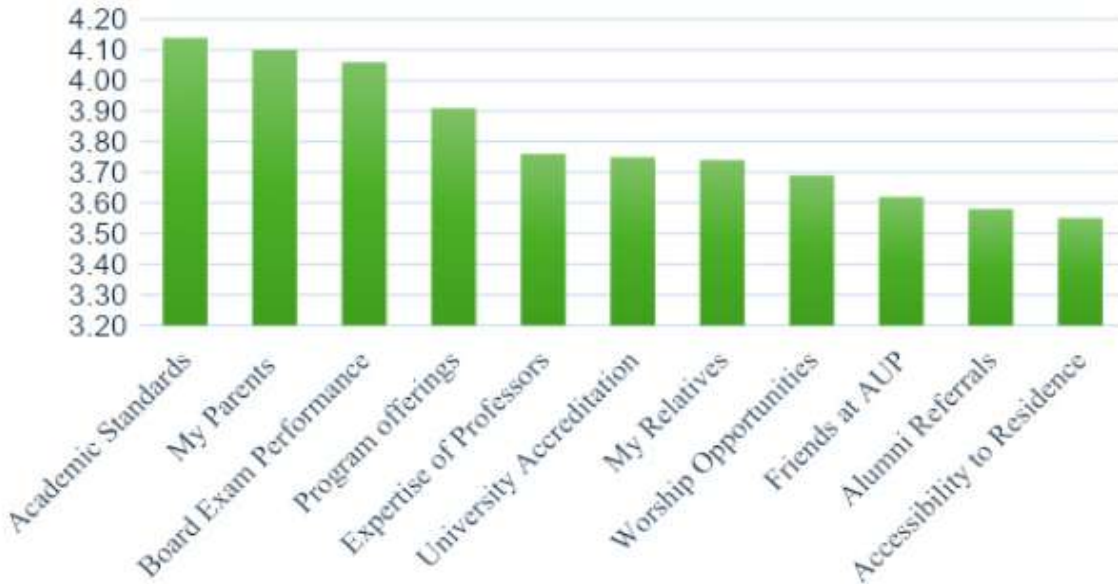
Factors	Mean	SD	Verbal Interpretation
Academic Quality and Reputation	3.78	1.289	Agree
Family, Social and Community networks	3.43	1.365	Slightly Agree
Campus Experience, Services, and Facilities	3.42	1.180	Slightly Agree
Promotion Efforts of the University	3.14	1.106	Slightly Agree

Scoring System: 1.00 – 1.49 Strongly Disagree; 1.50 – 2.49 Disagree; 2.50 – 3.49 Slightly agree; 3.50 – 4.49 Agree; 4.50 – 5.00 Strongly Agree

Figure 1 shows a graphical arrangement on the different factors with highest means. Compared to other factors, listed academic standards stand out as the most agreed-upon aspect. This underscores its critical role in shaping overall perceptions of the university. This is followed by...

Figure 1

Graphical Arrangement on the Different Factors



Suggestions to Increased Enrollment and Retain Students

The results of the content analysis of the given suggestions highlights the following areas:

Social media and Promotion

Many responses call for the need to actively promoting the university on social media platforms such as Facebook, Instagram, Twitter, etc. There should be regular updating that showcase achievements and active engagement of the audience. Posting board exam performance is a keyway to attract more students.

Facilities and Campus Environment

Improvement of campus facilities, infrastructure, and the overall environment is important. AUP should prioritize upgrades that enhance the aesthetic appeal, functionality, and comfort of its facilities to create a positive impression on visitors and prospective students.

Admission Process and Services

Streamlining the admission process, providing clear instructions, and improving orientation procedures are critical. Simplifying enrollment and making information easily accessible can reduce barriers for prospective students and their families.

Scholarships and Financial Aid

Offering more scholarship opportunities and making tuition fees more affordable are key factors in attracting a diverse student body. Providing financial aid and assistance programs can make AUP more accessible to students from different socio-economic backgrounds.

Cafeteria and Food Options

Improving cafeteria food quality, diversity, and catering to dietary preferences can significantly enhance student satisfaction. Enhancing dining experiences on campus can contribute to a more

positive overall student experience.

Activities and Engagement

Promoting more extracurricular activities, organizing social events, and supporting clubs can foster a vibrant campus community. Engaging students in sports, cultural activities, and academic competitions enhances their overall university experience.

Interactions and Outreach

Increasing interactions with other universities, promoting AUP in non-Adventist communities. Plan outreach programs to visit schools, churches, and communities that are less familiar with AUP. Attending educational fairs and events to increase visibility and direct engagement with potential students.

Spiritual and Cultural Integration

Emphasizing Christ-like values, supporting outreach and ministry programs, and fostering a welcoming environment for students of all religious backgrounds are integral to maintaining AUP's identity and appeal as a Christian institution.

Feedback and Student Support

Listening to student feedback and implementing changes. Improving student services and support systems. Enhancing communication and transparency can encourage a more positive environment for the students.

Discussion

The high agreement on academic standards reflects positively on the university's educational quality and reputation. It highlights strengths that the institution can leverage to enhance its competitive advantage and overall standing in the education landscape. Continuous attention to maintaining and improving these standards remains pivotal for long-term success and stakeholder satisfaction.

To increase enrollment and retain students at AUP, several key strategies have been identified based on student feedback. Active promotion on social media, emphasizing achievements, and engaging content are essential for attracting prospective students. Improving campus facilities and streamlining the admission process can enhance the overall appeal and accessibility of the university. Offering more scholarships and financial aid, along with better cafeteria food options, can make the university more affordable and appealing. Promoting extracurricular activities and fostering a vibrant campus community are crucial for student engagement. Additionally, increasing outreach efforts, emphasizing AUP's Christian values, and improving student support services are vital. By implementing these strategies, AUP can create a more attractive, supportive, and engaging environment for current and prospective students.

Thus, to enhance enrollment and retention at AUP, it is recommended to develop a robust social media strategy emphasizing achievements, upgrade campus facilities, streamline the admission process, and expand scholarships and financial aid. Improving cafeteria options, promoting extracurricular activities, increasing outreach efforts, and emphasizing AUP's Christian values are also vital. Additionally, enhancing student support services, actively seeking feedback, and maintaining high academic standards will create a more attractive, supportive, and engaging environment for current and prospective students.

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FOOD INNOVATION AND CUSTOMER RETENTION ON AUP FOOD SERVICES

Mareah Leroy P. Laberinto
Joel John E. Carbungco
Ramona G. Ponsaran
Rowena Imelda A. Ramos
Jeffrey A. Amoguis

Eden Jenaleeh Joy B. Perdido
Liu Chen Yu
Mercedes M. Ibanez
Erjelyn S. Dela Cruz

Adventist University of the Philippines
mmibanez@aup.edu.ph

Abstract

This study investigated the effect of food innovation on customer retention at AUP Food Services. Utilizing a descriptive-correlational quantitative research design, it examined how dimensions of food innovation—quality, production process, and market strategy—affect customer retention factors, including satisfaction, relationship quality, and pricing. A sample of 200 students from the Adventist University of the Philippines was surveyed using tailored questionnaires. Findings reveal that food innovation in quality and production processes is perceived as average, while market strategy is rated low. Customer retention is also average, with high relationship quality but average ratings for satisfaction and pricing. Statistical analysis shows significant correlations between food innovation and customer retention, indicating that improvements in food quality and production processes positively impact customer satisfaction, relationship quality, and pricing perceptions. However, no significant differences in customer retention were found across various AUP food service providers. The study recommends focusing on enhancing food quality, refining production processes, and adopting more effective market strategies to improve customer retention. Emphasizing better marketing approaches, seasonal promotions, and improved packaging, alongside consistent application of successful retention practices, can help boost customer loyalty and satisfaction.

Keywords: *food innovation, customer retention, food industry*

In today's fiercely competitive food industry, businesses must deliver services that not only meet but exceed customer expectations to survive and grow. Satisfying customer demands creates opportunities for long-term customer retention. Business operations, especially in the food industry, are continuously evolving with new food establishments emerging regularly. Consequently, understanding customer experiences is essential for repeat business and sustaining growth in this competitive environment (Anyionu & Mmamel, 2021).

Innovation is a key driver of economic growth, leveraging knowledge to generate value. To understand the challenges faced by food firms, it is essential to characterize the food sector through the lens of innovation (Fonseca et al., 2015). Minarelli et al. (2015) emphasize the importance of differentiating between various types of innovation to identify influencing factors. They highlight Joseph Schumpeter's contributions, identifying innovations such as changes in product quality, production processes, market strategies, raw material supply, and industrial organization. Additionally, Palto et al. (2018) note that customer retention (CR) is a vital aspect of relationship marketing, focusing on long-term customer loyalty and reducing churn, which is the tendency of customers to switch to competitors. Meeting consumer needs effectively can enhance customer retention.

Iranmanesh et al. (2019) identify customer retention as a core component of customer relationship management (CRM). Tamuliene and Gabryte (2014) developed a theoretical model integrating customer satisfaction, relationship quality, and pricing, demonstrating their impact on customer retention. This model indicates that pricing and relationship quality directly affect customer retention. By innovating food products, businesses can satisfy and retain customers.

Consumer purchase decisions are complex, influenced by various social factors. These factors can shape individual attitudes and behaviors, impacting the food industry. To maintain a competitive edge, it is crucial for organizations to build and sustain a loyal customer base and enhance customer retention. Beyond food processing and management, agriculture significantly impacts the food economy. Statistics reveal that factors like quality control, food type, modern trends, consumer psychology, and wellness influence the food processing industry. Addressing these factors requires technologies that improve production efficiency, reduce waste, and meet consumer demands. Market trends, influenced by consumer attitudes, drive food processing technology, ultimately impacting food firms (Kakani et al., 2020).

Future innovations are essential for ongoing advancements as the business environment and technology evolve. Developing new action plans is partly driven by these innovations. Research on how innovation affects customer retention is limited. Specialist businesses must engage customers to retain them in service industries (Fatima et al., 2021).

This study aimed to determine if food innovation significantly impacts customer retention in AUP Food Services. Specifically, it seeks to answer the following questions:

1. What is the extent of food innovation in AUP Services in terms of:
 - a. Quality
 - b. Production Process
 - c. Market Strategy
2. What is the level of customer retention of the respondents in terms of:
 - a. Customer Satisfaction
 - b. Relationship Quality
 - c. Pricing
3. Is there a significant relationship between food innovation and customer retention in AUP Food Services?
4. Is there a significant difference in customer retention across different food services?

Methodology

Research Design

This quantitative study employed a descriptive-correlational research design. It examined the influence of food innovation on customer retention among students.

Population and Sampling Techniques

The study population included high school and college students at the Adventist University of the Philippines, Puting Kahoy, Silang, Cavite, during the 2022-2023 school year. Students who ate at the AUP Store Canteen, AUP Academy Canteen, Kubo, and Cafeteria were selected based on their availability. A sample of 50 students per food service, totaling 200 respondents, was drawn using the convenience-quota sampling technique. This technique allowed researchers to sample a group essential to the study, selecting respondents based on their preferred food service.

Instrumentation

Researchers developed self-formulated questionnaires to collect data. The questionnaires assessed the independent and dependent variables related to the preferred food service.

Profile of the Respondents Scale (PRS): Identified respondents' preferred food service, serving as the study's moderator variable.

Food Innovation Questionnaire (FIQ): Measured responses on a 5-point Likert scale from strongly agree (SA) to strongly disagree (SD). Higher scores indicated positive impressions of food provided by AUP Food Services.

Customer Retention Questionnaire (CRQ): Evaluated students' ratings of food provided by AUP Food Services. It assessed the extent of food innovation in terms of quality, production process, and market strategy, using a 5-point scale.

Table 1 presents the reliability of each subscale of the instruments used, determined through Cronbach's Alpha. This analysis ensures the internal consistency of the measurement tools employed in the study.

Table 1

Reliability of Food Innovation and Customer Retention

Variables	Number of Items	Cronbach Alpha	Verbal Interpretation
Food Innovation			
Quality	5	0.894	Good
Production Process	5	0.893	Good
Market Strategy	5	0.940	Excellent
Customer Retention			
Customer Satisfaction	5	0.874	Good
Relationship Quality	5	0.947	Excellent
Pricing	4	0.914	Excellent

Data Gathering Procedure

Upon ERB approval, the researchers requested permission to conduct the study titled "Food Innovation and Customer Retention on AUP Food Services." Anonymity and confidentiality were maintained throughout the study. The researchers assessed the levels of food innovation and customer retention among AUP high school and college students.

Analysis of Data

Data was tabulated using Jamovi version 2.3.26 for statistical analysis. Descriptive statistics (frequency, percentage, mean, and standard deviation) classified respondents' profiles, the extent of food innovation in AUP services, and the frequency of university students aged 13-25 ordering food off-campus. Correlation analysis determined the relationship between food innovation and customer retention. One-way ANOVA identified differences in customer retention across AUP Food Services.

Results

The Extent of Food Innovation

Tables 2 through 5 detail the extent of food innovation in terms of quality, production process, and market strategy, addressing the first research question: "What is the extent of food innovation in terms of quality, production process, and market strategy?"

Table 2

Descriptive Statistics on the Extent of Food Innovation

	Mean	Standard Deviation	Scaled Response	Verbal Interpretation
Production Process	3.48	0.732	Moderately Agree	Average
Quality	3.42	0.762	Moderately Agree	Average
Market Strategy	2.55	1.091	Moderately Agree	Average
Grand Mean	3.15	0.740	Moderately Agree	Average

Scoring System: 1.00-1.49 = Strongly Disagree/Very Low.; 1.50-2.49 = Disagree/Low; 2.50-3.49 = Moderately Agree/Average; 3.50-4.49 = Agree/High; 4.50-5.00 = Strongly Agree/Very High

Quality in Food Innovation

The results of the study in Table 3 show that the dimension of quality in food innovation is evaluated by the participants of the study as average, with an overall mean of 3.42 and a standard deviation of 0.762. Respondents agreed that the appearance of the food is inviting (mean = 3.54; SD = 0.902). The respondents moderately agreed that the foods are savory (mean = 3.43; SD = 0.952), the serving portion is appealing (mean = 3.41; SD = 0.952), and the color of the food is appetizing (mean = 3.40; SD = 0.924). This demonstrates that respondents assess the quality as average. They moderately agreed that the foods are chewy, resulting in the lowest mean of 3.32, and a standard deviation of 0.923. This shows that the quality of the food is average.

Table 3

Change of Quality in Food Innovation

	Mean	Standard Deviation	Scaled Response	Verbal Interpretation
1. The appearance of the food is inviting.	3.54	0.902	Agree	High
2. The foods are savory.	3.43	0.952	Moderately Agree	Average
3. The serving is appealing.	3.41	0.924	Moderately Agree	Average
4. The color of the food is appetizing.	3.40	0.923	Moderately Agree	Average
5. Foods are chewy.	3.32	0.842	Moderately Agree	Average
Grand Mean	3.42	0.762	Moderately Agree	Average

Scoring System: 1.00-1.49 = Strongly Disagree/Very Low.; 1.50-2.49 = Disagree/Low; 2.50-3.49 = Moderately Agree/Average; 3.50-4.49 = Agree/High; 4.50-5.00 = Strongly Agree/Very High

The table shows that the change in quality in food innovation is average. According to Herrero et al. (2020), higher food innovation results in better health, wealth, and environmental outcomes, and increases customer satisfaction, while lower innovation leads to suboptimal food quality. In recent decades, both the demand for and interest in high-quality food have grown. Consumers' concerns about leading better lifestyles and protecting the environment are motivating factors for changing their food purchasing intents and viewpoints. Understanding consumer cues is essential to evaluating food quality. Food quality opinions vary over time and among locations, so it requires ongoing research to understand what it means right now (Petrescu et al., 2020). These innovations result in significant effects and customer retention effectiveness. In comparison to food products created by traditional methods, those with higher quality are considerably more appealing (Qiu et al., 2019).

Production Process in Food Innovation

Table 4 shows the level of food innovation in the production process dimension as evaluated by the participants of the study. These results state that the production process in food innovation is average (mean= 3.48; SD= 0.732). The respondents agreed that the food is clean (mean= 3.68; SD= 0.867), and that the food is fresh (mean= 3.53; SD= 0.832). Respondents agreed that the food is cooked properly (mean = 3.52; SD = 0.856) and moderately agreed that the food is seasoned well (mean = 3.40; SD = 0.879). It was found that participants of the study moderately agreed that the foods are mouthwatering, with an overall mean of 3.25 and a standard deviation of 0.939, resulting in the lowest mean score. This shows that the production process is average.

Table 4

Change of Production Process in Food Innovation

	Mean	Standard Deviation	Scaled Response	Verbal Interpretation
1. The food is clean.	3.68	0.939	Agree	High
2. The food is fresh.	3.53	0.856	Agree	High
3. The food is cooked properly.	3.52	0.879	Agree	High
4. The food is seasoned well.	3.40	0.867	Moderately Agree	Average
5. The foods are mouthwatering.	3.25	0.832	Moderately Agree	Average
Grand Mean	3.04	0.740	Moderately Agree	Average

Scoring System: 1.00-1.49 = Strongly Disagree/Very Low.; 1.50-2.49 = Disagree/Low; 2.50-3.49 = Moderately Agree/Average; 3.50-4.49 = Agree/High; 4.50-5.00 = Strongly Agree/Very High

Market Strategy in Food Innovation

The results of the study in Table 5 show that food innovation is low in the dimension of market strategy as evaluated by the participants of the study, with an overall mean of 2.55 and a standard deviation of 1.091. Respondents moderately agreed that the food service welcomes feedback and suggestions (mean = 2.65; SD = 1.15), there are seasonal offers (mean= 2.63; SD= 1.17), and the packaging is impressive (mean= 2.62; SD= 1.05). Participants disagreed that there are promotions for the food service (mean = 2.46; SD = 1.19). Lastly, respondents disagreed that the marketing strategies are effective (mean = 2.40; SD = 1.11), resulting in the lowest mean score. This shows that the market strategies are low.

Table 5
Change of Market Strategy in Food Innovation

	Mean	Standard Deviation	Scaled Response	Verbal Interpretation
1. The food service welcomes feedback and suggestion.	2.65	1.15	Moderately Agree	Average
2. There are seasonal offers.	2.63	1.17	Moderately Agree	Average
3. The packaging is impressive.	2.62	1.05	Moderately Agree	Average
4. There are promotions for the food service.	2.46	1.19	Disagree	Low
5. The marketing strategies are effective.	2.40	1.11	Disagree	Low
Grand Mean	2.55	1.09	Disagree	Low

Scoring System: 1.00-1.49 = Strongly Disagree/Very Low.; 1.50-2.49 = Disagree/Low; 2.50-3.49 = Moderately Agree/Average; 3.50-4.49 = Agree/High; 4.50-5.00 = Strongly Agree/Very High

The Level of Customer Retention

Table 6 answers the question: “What is the level of customer retention of the respondents in terms of customer satisfaction, relationship quality, and pricing?” Respondents rated customer retention as average, with a grand mean of 3.41 (SD = 0.656). The relationship quality was rated high (mean = 3.94, SD = 0.685). Both customer satisfaction and pricing were rated as average, with means of 3.39 (SD = 0.765) and 2.91 (SD = 0.890), respectively.

Table 6
The Level of Customer Retention

	Mean	Standard Deviation	Scaled Response	Verbal Interpretation
Customer Satisfaction	3.42	0.762	Moderately Agree	Average
Relationship Quality	3.48	0.732	Moderately Agree	Average
Pricing	2.55	1.091	Disagree	Low
Grand Mean	3.15	0.740	Moderately Agree	Average

Scoring System: 1.00-1.49 = Strongly Disagree/Very Low.; 1.50-2.49 = Disagree/Low; 2.50-3.49 = Moderately Agree/Average; 3.50-4.49 = Agree/High; 4.50-5.00 = Strongly Agree/Very High

Customer Satisfaction in Customer Retention

Table 7 shows that customer satisfaction in customer retention was rated as average, with an overall mean of 3.39 (SD = 0.765). Respondents agreed that they are content with the speed of service (mean = 3.58, SD = 0.953) and visit frequently (mean = 3.52, SD = 0.967). They moderately agreed about being content with food quality (mean = 3.41, SD = 0.898), looking forward to buying food (mean = 3.25, SD = 0.943), and recommending the food to others (mean = 3.21, SD = 0.924).

Table 7*Customer Satisfaction in Customer Retention*

	Mean	Standard Deviation	Scaled Response	Verbal Interpretation
1. I am content with the speed of service.	3.58	0.953	Agree	High
2. I visit this food service frequently.	3.52	0.967	Agree	High
3. I am content with the food quality.	3.41	0.898	Moderately Agree	Average
4. I look forward to buying my food from this food service.	3.25	0.943	Moderately Agree	Average
5. I can recommend the food to other people.	3.21	0.924	Moderately Agree	Average
Grand Mean	3.39	0.765	Moderately Agree	Average

Scoring System: 1.00-1.49 = Strongly Disagree/Very Low.; 1.50-2.49 = Disagree/Low; 2.50-3.49 = Moderately Agree/Average; 3.50-4.49 = Agree/High; 4.50-5.00 = Strongly Agree/Very High

Relationship Quality in Customer Retention

Table 8 indicates that relationship quality in customer retention is rated as high, with an overall mean of 3.94 (SD = 0.685). Respondents agreed that the staff are polite (mean = 4.00, SD = 0.760), pleased with the staff services (mean = 3.98, SD = 0.736), content with staff responsiveness (mean = 3.92, SD = 0.762), find the staff accommodating (mean = 3.90, SD = 0.777), and trust the staff with handling their food (mean = 3.90, SD = 0.733).

Table 8*Relationship Quality in Customer Retention*

	Mean	Standard Deviation	Scaled Response	Verbal Interpretation
1. The staff are polite.	4.00	0.760	Agree	High
2. I am pleased with the services of the staff.	3.98	0.736	Agree	High
3. I am content with the responsiveness of the staff.	3.92	0.762	Agree	High
4. The staff are accommodating	3.90	0.777	Agree	High
5. I trust the staff with handling the food I order.	3.90	0.733	Agree	High
Grand Mean	3.94	0.685	Agree	High

Scoring System: 1.00-1.49 = Strongly Disagree/Very Low.; 1.50-2.49 = Disagree/Low; 2.50-3.49 = Moderately Agree/Average; 3.50-4.49 = Agree/High; 4.50-5.00 = Strongly Agree/Very High

Pricing in Customer Retention

Table 9 shows that pricing in customer retention was rated as average, with an overall mean of 2.91 (SD = 0.890). Respondents moderately agreed that the price is suitable for the serving portion (mean = 3.08, SD = 1.019), are pleased with the prices (mean = 2.90, SD = 0.917), find the price appropriate for the food quality (mean = 2.87, SD = 0.979), and purchase to save money (mean = 2.79, SD = 1.074).

Table 9
Pricing in Customer Retention

	Mean	Standard Deviation	Scaled Response	Verbal Interpretation
1. The price is suitable for the serving portion.	3.08	1.019	Moderately Agree	Average
2. I am pleased with the prices of food in this food service.	2.90	0.917	Moderately Agree	Average
3. The price of the food is appropriate for its serving portion.	2.87	0.979	Moderately Agree	Average
4. I purchase in this food service to save money.	2.79	1.074	Moderately Agree	Average
Grand Mean	2.91	0.890	Moderately Agree	Average

Scoring System: 1.00-1.49 = Strongly Disagree/Very Low.; 1.50-2.49 = Disagree/Low; 2.50-3.49 = Moderately Agree/Average; 3.50-4.49 = Agree/High; 4.50-5.00 = Strongly Agree/Very High

Relationship of Food Innovation to Customer Retention

Table 10 presents the relationship of quality, production process, and market strategy to customer satisfaction, relationship quality, and pricing. All three dimensions of food innovation are significantly related to the dimensions of customer retention, indicating that higher levels of food innovation led to higher customer retention. Therefore, the hypothesis stating no significant relationship between food innovation and customer retention is rejected.

Table 10
Relationship of Food Innovation to Customer Retention

	Quality	Production Process	Market Strategy
Customer Satisfaction			
Pearson Correlation	.815***	.847***	.581***
Sig.(2-tailed)	<.001	<.001	<.001
Verbal Interpretation	Significant	Significant	Significant
Relationship Quality			
Pearson Correlation	.585***	.625***	.405***
Sig.(2-tailed)	<.001	<.001	<.001
Verbal Interpretation	Significant	Significant	Significant
Pricing			
Pearson Correlation	.593***	.630***	.666***
Sig.(2-tailed)	<.001	<.001	<.001
Verbal Interpretation	Significant	Significant	Significant

***Correlation is significant at the 0.001 level (2-tailed)

Delivering innovation more effectively than competitors is crucial for customer attraction and retention. Offering new and improved services is a challenge in the services sector (Mutuku & Wambua, 2019). High-quality services enhance client satisfaction and encourage repeat business (Dani & Rawal, 2019).

Comparison of Customer Retention on AUP Food Services

Table 11 shows that there is no significant difference in customer retention across AUP Food Services. The AUP Store Canteen, AUPA Canteen, Cafeteria, and Kubo had means of 3.51 (SD = 0.550), 3.46 (SD = 0.486), 3.21 (SD = 0.678), and 3.47 (SD = 0.831), respectively, with an associated probability of 0.103. Thus, the null hypothesis is accepted.

Table 11

ANOVA Results for Comparison of Customer Retention on Different Food Service Providers

Food Service Providers	N	Mean	SD	F	df1	df2	P	VI
AUP Store Canteen	50	3.51	0.550	2.11	3	107	0.103	Not Significant
AUPA Canteen	50	3.46	0.486					
Cafeteria	50	3.21	0.678					
Kubo	50	3.47	0.831					

Discussion

The results reveal that innovation in production processes, quality, and market strategies generally falls into the average category. Specifically, the production process received a mean score of 3.48, indicating moderate agreement on aspects such as cleanliness, freshness, proper cooking, and seasoning. Quality also scored an average mean of 3.42, with participants moderately agreeing on the appearance, savoriness, serving appeal, and color of the food, although chewiness was rated lower. Conversely, market strategy was rated low, with a mean of 2.55. Feedback, seasonal offers, and packaging received moderate agreement, but promotions and overall marketing effectiveness were poorly rated.

Quality in food innovation is essential, as higher innovation levels can lead to better health, wealth, and environmental outcomes, while lower innovation results in suboptimal food quality. The production process dimension, rated as average, underscores the importance of maintaining high standards in cleanliness, freshness, and proper cooking techniques to ensure the food's appeal and safety. However, market strategy innovation was rated low, highlighting a need for better marketing approaches to improve customer engagement and retention.

Customer retention was evaluated in terms of satisfaction, relationship quality, and pricing. Satisfaction was rated average, with high satisfaction in service speed and visit frequency but only moderate agreement on food quality, purchase intent, and recommendation. Relationship quality was rated high, indicating strong customer appreciation for staff politeness, service satisfaction, responsiveness, accommodation, and trust. Pricing was rated average, with moderate agreement on price suitability, overall satisfaction, and cost-saving.

The relationship between food innovation and customer retention is significant, with higher levels of food innovation leading to increased customer satisfaction, better relationship quality, and fair pricing, thus enhancing customer retention. Lastly, a comparison of customer retention across various AUP food service providers revealed no significant differences, indicating that customer retention strategies are consistently applied across these providers.

To address the findings of the survey, several recommendations are warranted to enhance innovation and customer retention within the food service industry. Given that production processes and quality scores are average, efforts should be focused on improving these areas. Ensuring rigorous standards for cleanliness, freshness, and proper cooking techniques is essential for elevating the appeal and safety of food products. Enhancing the quality of food by addressing aspects like chewiness and appearance can significantly boost customer satisfaction. Implementing innovative practices, such as introducing new cooking techniques or ingredients, could also be beneficial.

To address the findings, several key actions are recommended. First, improvements should be made in production processes and food quality by ensuring rigorous standards for cleanliness,

freshness, and proper cooking techniques. Attention should also be given to enhancing aspects like chewiness and appearance to elevate overall food quality. Second, the market strategy needs a revamp; this includes developing more effective marketing approaches, promotions, seasonal offers, and packaging to boost customer engagement and retention. Additionally, focusing on improving food quality and ensuring fair pricing will help enhance customer satisfaction and loyalty. Finally, sharing and benchmarking successful customer retention practices across various providers could strengthen overall retention efforts and drive greater consistency in success.

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ASSESSMENT OF MOBILE PHONE INTERFACE DESIGN OF STUDENT PORTAL USING UX DESIGN PRINCIPLES: BASIS FOR A PROPOSED DESIGN IMPROVEMENT

Dylan W. Joseph
Rowena Imelda A. Ramos
Juvy Lou T. Bhattarai

Ann G. Anolin
Eunice M. Acalan
Jolly S. Balila

Adventist University of the Philippines
AGAnolin@aup.edu.ph

Abstract

This study examines the mobile phone interface design of a student portal using user experience (UX) design principles. The objective is to evaluate the current interface design, identify its strengths and weaknesses, and propose improvements based on the findings. A quantitative-descriptive research design was employed, surveying 347 university students selected through cluster sampling to gain insights into their perceptions and experiences. Findings revealed issues such as poor navigation, insufficient feedback, and a complex interface layout. Based on these findings, design recommendations were proposed to simplify the interface layout, enhance navigation, and improve feedback mechanisms. These recommendations aim to provide a more intuitive, efficient, and satisfying user experience. It is recommended that the proposed design improvements be considered to enhance the mobile phone interface design of the student portal.

Keywords: *UX design, visual aesthetics, user interface, student portal*

Technology continuously evolves to make our lives easier, but designing platforms that leverage this technology remains challenging. University student portals, which provide access to grades, financial information, and cafeteria statistics, are one example. While these portals are easily navigable on desktops, their interfaces often fail to meet the specifications for smartphones, complicating mobile use.

According to the ECAR Study of Undergraduate Students and Information Technology, 95% of undergraduate students own a laptop or a smartphone, and 30% own either a smartphone or a tablet (Seilhamer, 2018). Given the increasing student ownership of mobile technology, it is crucial that student portals meet mobile interface design requirements to ensure a positive user experience.

To improve a user's experience, UX design principles are crucial when creating and designing applications or websites (Setiyawati et al., 2021). It aims to ensure that a platform or interface is designed according to a user's needs and responsive for their devices. The benefits of UX design extend well beyond creating visually appealing and user-friendly products. There is a significant difference between products that prioritize user experience (UX) and those that do not. UX, which stands for "user experience," describes how users feel when interacting with a product or service. Successful products focus on three key aspects of design: functional design, aesthetic design, and experience design. Each aspect is crucial to achieving a positive user experience, as none can exist effectively without the others (Treder, 2014). A positive user experience is characterized by ease and enjoyment, while a negative experience is marked by complexity and frustration. UX design involves identifying and understanding user problems and then creating solutions with the user at the center of the design process.

The importance of UX design cannot be overstated. From a business perspective, prioritizing user experience leads to happier, more loyal customers. This focus results in lower development costs, higher conversion rates, increased revenue, and a stronger, more competitive brand. From a human perspective, UX enhances how we experience the world, providing solutions to everyday challenges that are pleasant, easy to use, and accessible to everyone (Treder, 2014).

Mobile user interface (mobile UI) refers to the graphical, touch-sensitive display on devices like smartphones or tablets that allows users to interact with apps, features, content, and functionalities. Designing a mobile UI differs significantly from designing for desktop computers due to the smaller screen size and touch screen controls, which require special considerations for usability, readability, and consistency (Kettermann, 2019). By incorporating best practices for mobile UI design, researchers can significantly enhance the user experience of a student portal. For instance, users tend to click items near the center of the screen rather than those close to the edges. Designing interfaces that accommodate different holding positions and screen sizes can improve usability. Key actions should be placed in the middle half to two-thirds of the screen for easy access, while secondary options can be positioned at the top or bottom to enhance user interaction.

Information architecture focuses on organizing information within digital products. Two critical components are hierarchy, which defines the structure of content, and navigation, which guides how users move through it. Effective information architecture ensures that users can easily find and navigate content. Designers must create a layout that facilitates smooth navigation between screens (Babich et al., 2020). Information architecture has roots in various fields, with cognitive psychology being particularly influential. Cognitive psychology explores how the mind processes information, which helps information architects structure content effectively (Babich et al., 2020).

Gestalt principles examine how users perceive relationships between different objects, considering factors like similarity, continuity, proximity, symmetry, and closure (Babich et al., 2020). These principles guide designers in arranging content on a screen to enhance aesthetics, functionality, and usability. Understanding and applying Gestalt principles can significantly improve a design's effectiveness.

Visual aesthetics play a crucial role in perceived usability, satisfaction, and enjoyment. The significance of visual aesthetics in mobile interaction demands thorough evaluation (Moshagen &

Thielsch, 2010). Moshagen and Thielsch identify four interconnected facets of perceived visual aesthetics: simplicity, diversity, color, and craftsmanship. These elements represent the core aspects of visual aesthetics and contribute to the overall user experience (Moshagen & Thielsch, 2010).

This study focuses on designing a student portal interface for smartphones that meets UX design principles, ensuring functional, user-friendly, and emotionally satisfying experiences. The research process involved UX design phases—research, analysis, design, and prototyping—to create a mobile interface for the university student portal. Although previous studies have explored user experience and interface design, there is a research gap concerning the application of UX design principles to student portals accessed on mobile devices.

1. How do participants assess the mobile phone interface design of a student portal in terms of the following:
 - a) visual hierarchy and consistency
 - b) user centricity & user control
 - c) usability and accessibility
2. What mobile phone interface design improvements can be developed based on the study results?

Methodology

Research Design

This study employed a quantitative-descriptive research method, collecting numerical data without manipulating variables. A survey method was used to gather data on how users assess the university student portal.

Population and Sampling Technique

Cluster sampling was used, dividing the student population of the Adventist University of the Philippines into clusters based on their colleges. The sample size was calculated using the Taro Yamane formula, resulting in 347 participants. The distribution of respondents is shown in Table 1. The Mathematical illustration for Taro Yamane's method is as follows:

$$n = \frac{N}{1 + Ne^2} = \frac{2634}{1 + (2634)(.05)^2}$$

Where: n = the sample size

N = the total population under study

e = margin error

Table 1

Student Distribution Amongst University Colleges

College	Total Number of Students	Required Sample Size
College of Arts and Humanities	362	48
College of Business	449	59
College of Dentistry	348	46
College of Education	101	13
College of Health	477	63
College of Medicine	77	10
College of Nursing	564	74
College of Science and Technology	163	21
College of Theology	93	12
Total	2634	347

Instrumentation

An online survey was created to assess variables related to the student portal's mobile interface. The survey was divided into three sections: Visual Hierarchy and Consistency, User Centricity and User Control, and Usability and Accessibility. Participants rated statements on a scale from "strongly agree" to "strongly disagree." A verbal interpretation system was used to analyze responses (Table 2).

Table 2
Table of Interpretation

Mean Interval	Scale Response	Verbal Interpretation
1.00 – 1.49	Strongly Disagree	Very Poor
1.50 – 2.49	Disagree	Poor
2.50 – 3.49	Slightly Agree	Fair
3.50 – 4.49	Agree	Good
4.50 – 5.00	Strongly Agree	Very Good

Data Gathering Procedures

Pilot Study

A pilot study was conducted in the university library with 30 students, selected through convenience sampling. The pilot phase aimed to identify the best data collection method and ensure the survey's relevance to students. Researchers discovered that an online survey, distributed through college group chats and social media, was the most effective method.

Actual Study

The survey instrument was distributed online amongst the university students population. Participants were presented with a series of statements that were aligned with UX design principles and the student portal platform.

Analysis of Data

Data were encoded and analyzed using Jamovi Statistical software. Mean and standard deviation were used to determine the extent of respondents' experiences with the student portal.

Ethical Considerations

Permission was obtained from the University Ethics Review Board. Participation was voluntary, and respondents' information was kept confidential and used solely for academic purposes.

Results

Assessment of the Mobile Phone Interface Design of a Student Portal

Visual Hierarchy and Consistency

This section assesses the visual hierarchy and consistency of the student portal's user interface based on ten statements summarized in Table 3. Respondents rated half of the statements as "Good" and "Fair," with an overall mean of 3.47 and a standard deviation of 0.870.

Table 3
Descriptive Statistics for Visual Hierarchy and Consistency

	Mean	Standard Deviation	Scaled Response	Verbal Interpretation
The spacing used in the AOLIS mobile user interface is consistent.	3.75	0.932	Agree	Good
The use of alignment in the AOLIS mobile user interface is consistent.	3.60	1.008	Agree	Good
The typography used in the AOLIS mobile user interface is consistent.	3.66	0.994	Agree	Good
The colour palette used in the AOLIS mobile user interface is consistent.	3.57	1.035	Agree	Good
The AOLIS mobile user interface showcases the brand identity of AUP.	3.20	1.168	Slightly Agree	Fair
The visual design of the AOLIS mobile user interface adheres to the principle of “less is more”.	3.62	1.089	Agree	Good
The visual design of the AOLIS mobile user interface is pleasing to the eye.	3.35	1.136	Slightly Agree	Fair
The most important features of AOLIS such as the finances page stands out on the interface.	3.41	1.117	Slightly Agree	Fair
The most important features of AOLIS such as the grades page stands out on the interface.	3.17	1.215	Slightly Agree	Fair
AOLIS menu allows students to navigate smoothly through the interface.	3.40	1.157	Slightly Agree	Fair
Grand Mean	3.47	0.870	Slightly Agree	Fair

Scoring System: 1.00 – 1.49 = Strongly Disagree/Very Poor; 1.50 – 2.49 = Disagree/Poor; 2.50 – 3.49 = Slightly Agree/Fair; 3.50 – 4.49 = Agree/Good; 4.50 – 5.00 = Strongly Agree/Very Good.

When responding to whether there is consistency in the spacing used within the student portal, respondents' responses resulted in a mean of 3.75 and a standard deviation of 0.932 with a response scale of “agree” and interpreted as “good”. The consistent use of alignment in the student portal was assessed by participants in a mean of 3.60 and a standard deviation of 1.008 with a response scale of “agree” and interpreted as “good”. The typography used within the student portal was viewed as consistent by students, through a mean of 3.66 and a standard deviation of 0.994 with a response scale of “agree” and interpreted as “good”.

The colour palette used within the student portal was seen as consistent by respondents, which resulted in a mean of 3.57 and a standard deviation of 1.035 with a response scale of “agree” and a verbal interpretation of “good”. When assessing whether the student portal showcases the university brand identity, participant responses resulted in a mean of 3.20 and a standard deviation of 1.168 with a response scale of “slightly agree” and a verbal interpretation of “fair”. Responding to whether the visual design of the student portal adheres to the principle of less is more or not, student responses resulted in a mean of 3.62 and a standard deviation of 1.089 with a response scale of “agree” and a verbal interpretation of “good”.

The respondents “slightly agreed” that the visual design of the student portal was pleasing to the eye with a mean of 3.35 and a standard deviation of 1.136 and a verbal interpretation of “fair”.

Participants “slightly agreed” that the most important features of the student portal stand out on the interface. Including features such as the grades page were assessed with a mean of 3.17 and a standard deviation of 1.215 and a verbal interpretation of “fair”. Also noted was the finances page, which was assessed with a mean of 3.41 and a standard deviation of 1.215 and a verbal interpretation of “fair”. Overall, the visual hierarchy and consistency of the student portal was perceived as “fair” with a collective mean of 3.47 and a standard deviation of 0.870 and a response scale of “slightly agree”.

User Centricity and User Control

This section evaluates the user centricity and control of the student portal’s user interface based on five statements summarized in Table 4. The overall mean was 2.98 with a standard deviation of 0.966.

Table 4

Descriptive Statistics for User Centricity and User Control

	Mean	Standard Deviation	Scaled Response	Verbal Interpretation
Finding the desired information in the finance page of the AOLIS mobile user interface is easy.	3.59	1.045	Agree	Good
AOLIS notifies users when there’s an update to the finances page.	2.51	1.363	Slightly Agree	Fair
AOLIS notifies users when there’s an update to the grades page.	2.49	1.337	Disagree	Poor
Mistakes can be easily corrected when using the AOLIS mobile user interface.	3.16	1.099	Slightly Agree	Fair
The AOLIS mobile user interface is easy to understand.	3.14	1.052	Slightly Agree	Fair
Grand Mean	2.98	0.966	Slightly Agree	Fair

Scoring System: 1.00 – 1.49 = Strongly Disagree/Very Poor; 1.50 – 2.49 = Disagree/Poor; 2.50 – 3.49 = Slightly Agree/Fair; 3.50 – 4.49 = Agree/Good; 4.50 – 5.00 = Strongly Agree/Very Good.

The ease of finding desired information on the finances page of the student portals mobile interface, when assessed by participants with a mean of 3.59 and a standard deviation of 1.045. With a response scale of “agree” and a verbal interpretation of “good”. Respondents “slightly agree” that the student portal notifies users of any updates made to the finances page, with a mean of 2.51 and a standard deviation of 1.363. Students “disagree” that the student portal notifies users of updates to the grades page with a mean of 2.49 and a standard deviation of 1.337 and a verbal interpretation of “poor”.

Respondents “slightly agree” that mistakes can be easily corrected when using the student portal mobile interface, with a mean of 3.16 and a standard deviation of 1.099 and a verbal interpretation of “fair”. When assessing whether the student portal mobile interface is easy to understand or not, participants “slightly agree” with a mean of 3.14 and a standard deviation of 1.052 and a verbal interpretation of “fair”. Overall, the user centricity and user control of the student portal was perceived as “fair” with a collective mean of 2.98 and a standard deviation of 0.966 and a response scale of “slightly agree”.

Usability and Accessibility

This section evaluates the usability and accessibility of the student portal's user interface based on eight statements summarized in Table 5. The overall mean was 3.53 with a standard deviation of 0.712.

Table 5

Descriptive Statistics for Usability and Accessibility

	Mean	Standard Deviation	Scaled Response	Verbal Interpretation
The AOLIS interface requires unnecessary scrolling.	3.53	1.032	Agree	Poor
Navigating the grades page of the AOLIS mobile user interface is easy.	3.17	1.097	Slightly Agree	Fair
Navigating pages within AOLIS is a comfortable experience.	3.30	1.063	Slightly Agree	Fair
The AOLIS mobile user interface is easy to use.	3.38	1.059	Slightly Agree	Fair
The language used on the AOLIS interface is understandable.	3.97	0.921	Agree	Good
The typography design of the AOLIS interface is readable.	3.70	0.861	Agree	Good
The typography design of the AOLIS interface is legible.	3.73	0.874	Agree	Good
The typography design of the AOLIS interface communicates a positive mood.	3.47	1.064	Slightly Agree	Fair
Grand Mean	3.53	0.712	Agree	Good

Scoring System: 1.00 – 1.49 = Strongly Disagree/Very Poor; 1.50 – 2.49 = Disagree/Poor; 2.50 – 3.49 = Slightly Agree/Fair; 3.50 – 4.49 = Agree/Good; 4.50 – 5.00 = Strongly Agree/Very Good.

Respondents “agree” that the student portal mobile interface requires unnecessary scrolling, with a mean of 3.53, a standard deviation of 1.032 and a verbal interpretation of “poor”. Easily navigating the grades of the student portal was perceived by participants as “fair”, with a mean of 3.17, a standard deviation of 1.097 and a scaled response of “slightly agree”. Comfortably navigating pages within the student portal was assessed as “fair”, a mean of 3.30, a standard deviation of 1.063 and a scaled response of “slightly agree”. When responding to whether the student portal is easy to use, respondents’ responses resulted in a mean of 3.38 and a standard deviation of 1.059 with a response scale of “slightly agree” and interpreted as “fair”.

Students “agree” that the language used on the student portal is understandable, with a mean of 3.97, a standard deviation of 0.921 with a verbal interpretation of “good”. The readability and legibility of the typography design within the student portal was perceived by students as “good”, with a mean of 3.70 and a standard deviation of 0.861 for readability and a mean of 3.73 and a standard deviation of 0.874. When assessing whether the typography design communicates a positive mood or not, students “slightly agreed”, with a mean of 3.47, a standard deviation of 1.064 and a verbal interpretation of “fair”. Overall, the usability and accessibility of the student portal was perceived as “good” with a collective mean of 3.53 and a standard deviation of 0.712 and a response scale of “agree”. The survey results revealed that the student portal mobile interface has a good integration of Usability and Accessibility. It was discovered that the mobile interface requires unnecessary scrolling.

Mobile Phone Interface Design

When redesigning the student portal's mobile interface, all design decisions were influenced by the results of the study. Pain points and positive aspects identified in the study were incorporated into the proposed design for improvement. Below are screenshots of the current student portal mobile interface alongside the proposed design.

To fully experience the prototype of the proposed design, scan the QR code or click the link to the redesigned student portal:



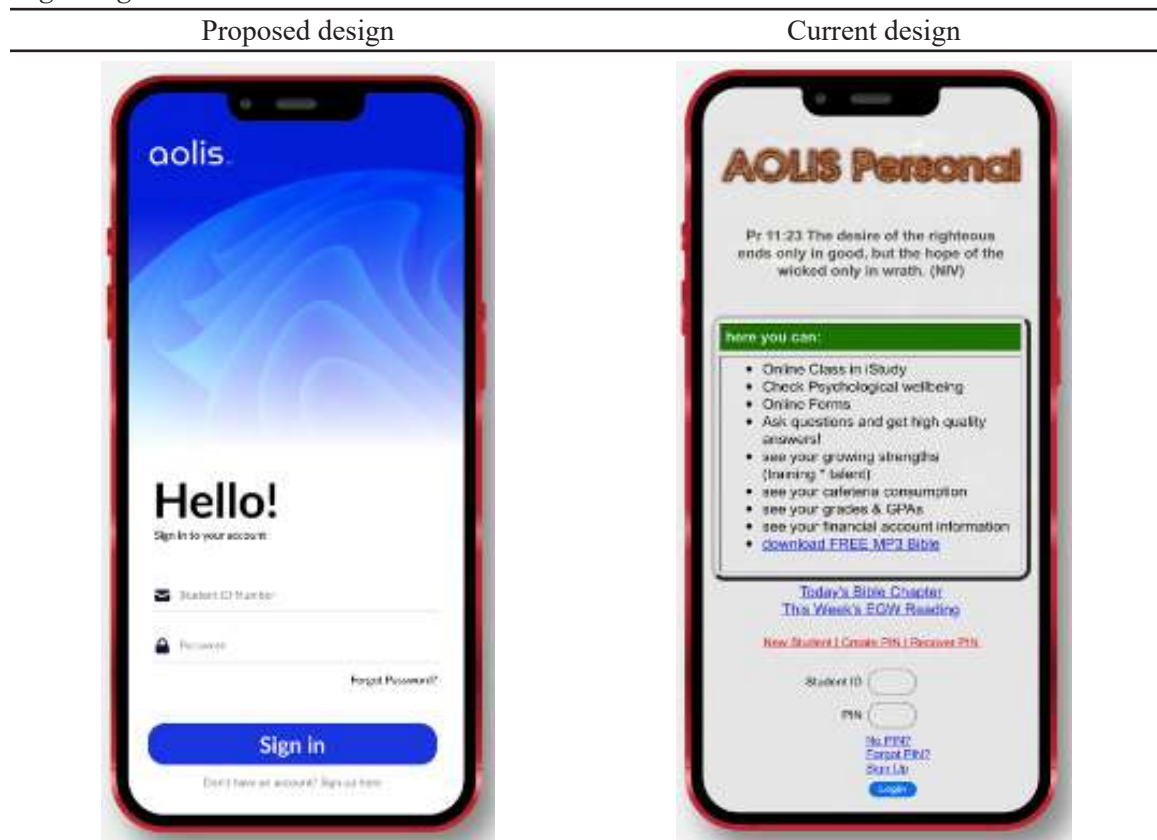
Prototype link:

<https://www.figma.com/proto/4ZIs5BIQWw8JyVc8ywEfeh/AOLIS-Mobile-UI?type=design&node-id=125-461&scaling=scale-down&page-id=0%3A1&starting-point-node-id=125%3A461>

Login Page

Since every user journey on the student portal starts with logging in, this is where the redesign process began. The proposed design adheres to various UX design principles such as maintaining consistent design elements (spacing, alignment, color, and typography) (Figure 1). It also follows the “less is more” principle, reducing clutter compared to the current design. The color palette complements the university brand identity, emphasizing that the student portal is a product of the university. The proposed login screen design improves visual hierarchy and consistency, making it more visually appealing and relatable for students.

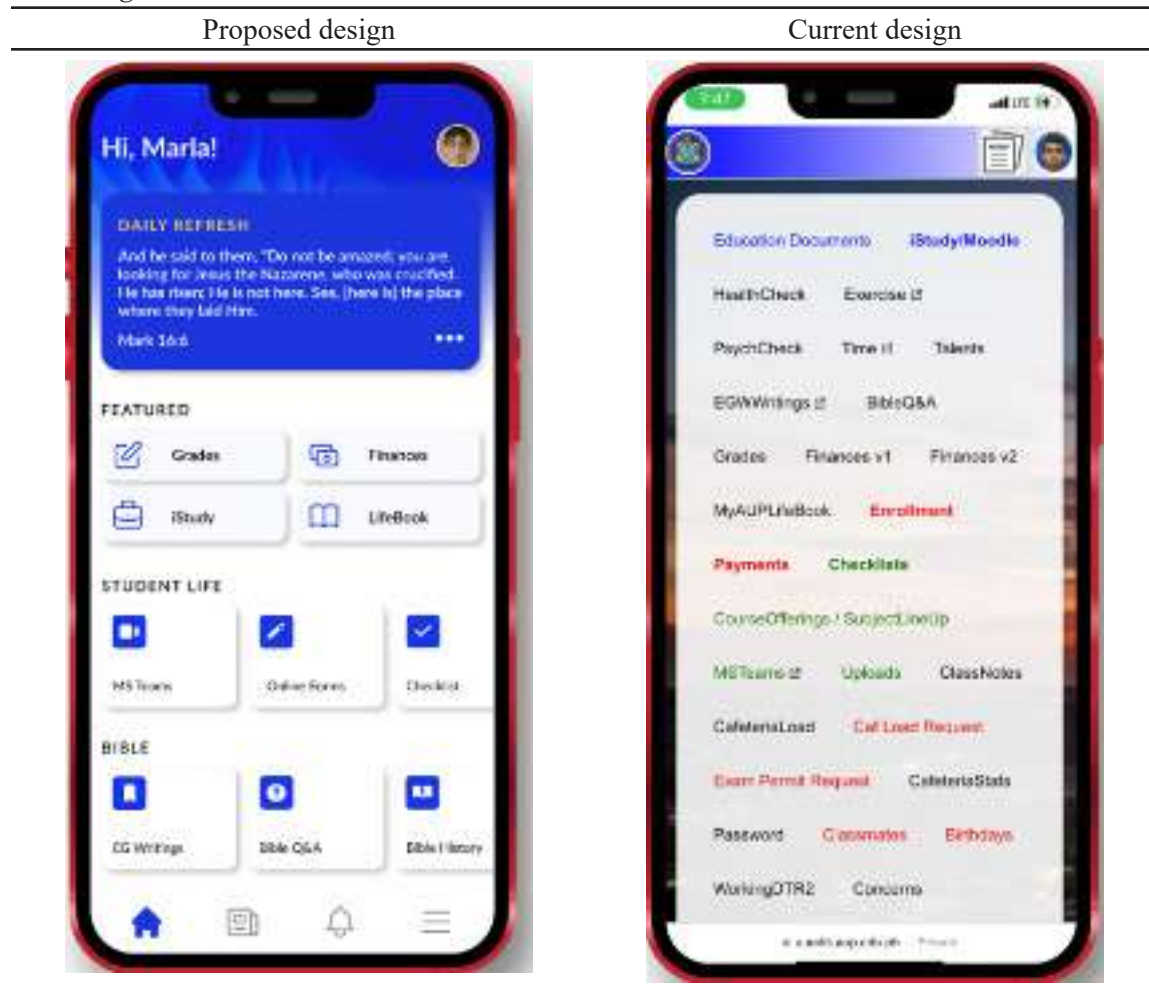
Figure 1
Login Page



Home Page

On the home page (Figure 2), researchers focused on implementing a structured information hierarchy. Pages were categorized into groups such as featured, student life, Bible, and health to enhance visual hierarchy, consistency, usability, and accessibility. This categorization allows users to navigate the student portal more easily than in its current state. To address feedback about the portal not notifying students of account updates, a notifications page (indicated by the bell icon) has been added to the bottom navigation. This implements the UX design principle “feedback matters in design,” notifying students of updates to grades, online forms, or financial information. The most important features, such as grades and finances pages, are prominently positioned for easy access, improving the information architecture and visual hierarchy. The proposed design also incorporates Gestalt principles, arranging content according to similarity, continuity, proximity, symmetry, and closure.

Figure 2
Home Page

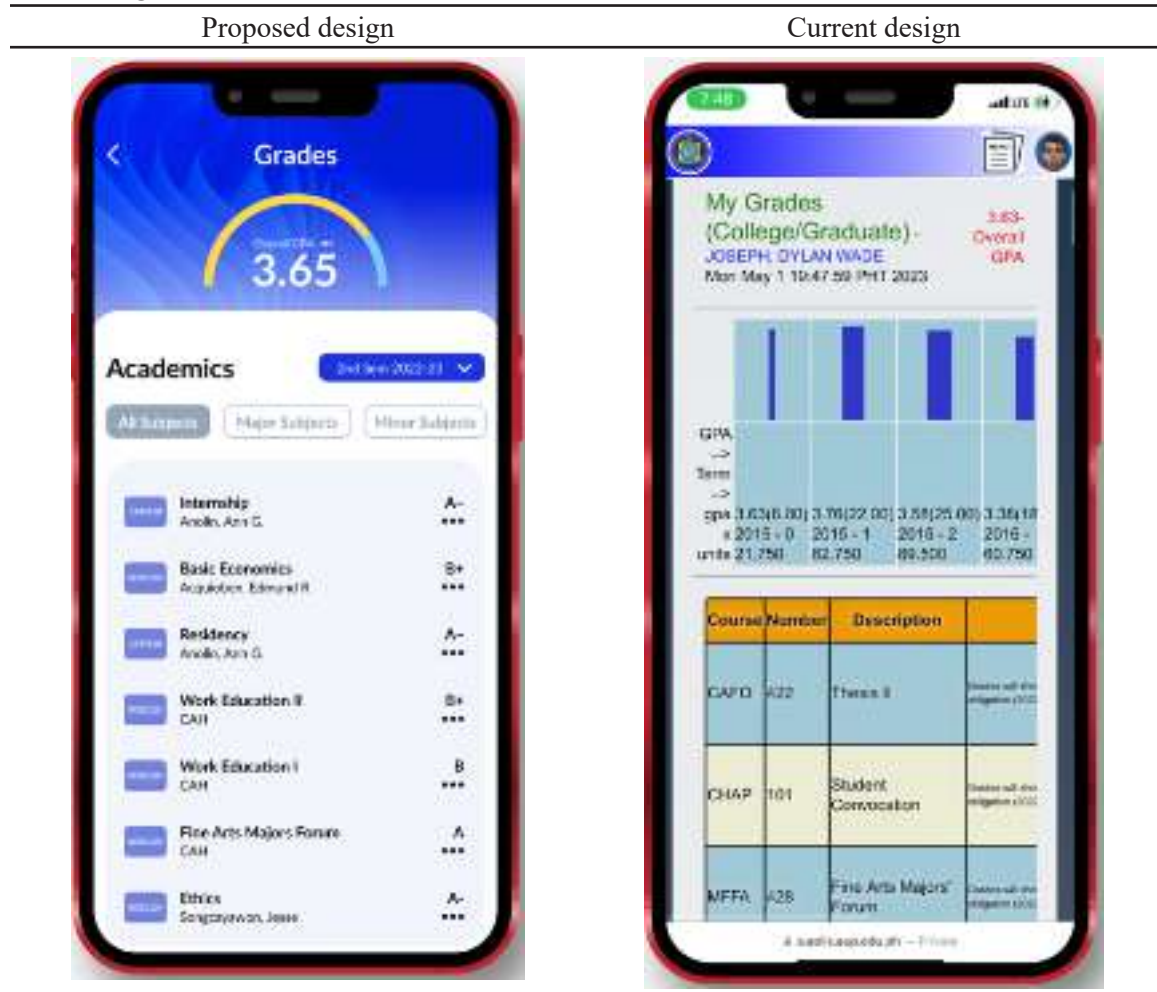


Grades Page

Survey data indicated that the student portal interface requires unnecessary scrolling, negatively affecting usability and accessibility. In the current design, the tabular format for grades extends beyond the width of the mobile screen. The proposed design (Figure 3) addresses this by grouping the most important information for each subject into a list format that fits mobile screen specifications, improving usability, user control, user-centricity, and accessibility. Important

information such as course codes, student GPA, subject names, teacher names, and grades are easily visible. Additional information can be accessed by tapping the ellipses icon, which opens a pop-up. Students can also filter grades by major subjects, minor subjects, and academic years, giving users more control and enhancing user-centricity and user control.

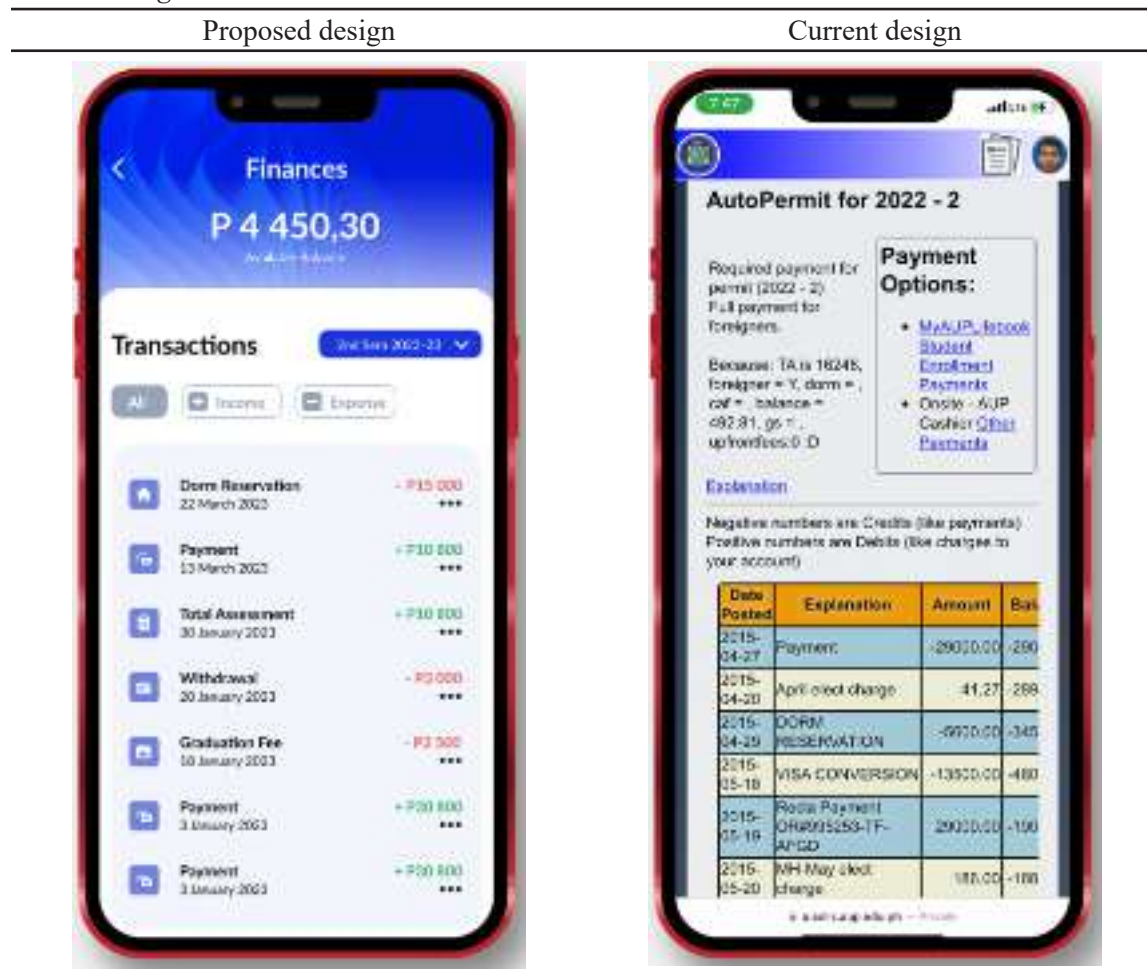
Figure 3
Grades Page



Finances Page

The proposed interface for the finances page is laid out in a list format rather than a table that extends horizontally off-screen. This ensures easy navigation and limits scrolling, improving usability, user control, user-centricity, and accessibility. In the current design, the account balance is not clearly shown. The proposed design (Figure 4) places the account balance at the top of the layout with a fixed scrolling attribute, improving visual hierarchy by prioritizing important information. Income and expenses are marked in green or red to clearly indicate credits and debits, eliminating confusion present in the current design. This enhances accessibility, user control, and user-centricity, making it easier for users to understand and find necessary information. Important transaction details are easily visible, and additional information can be accessed via the ellipsis icon. Users can filter the transaction list by academic years, income, and expenses, providing more control and customization. This overall improves user control and user-centricity of the interface.

Figure 4
Finances Page



Discussion

The student portal's mobile interface is rated as "Fair" overall for visual hierarchy and consistency. The interface demonstrates good consistency in alignment, color, typography, and spacing. However, it lacks a strong visual hierarchy, as key features are not highlighted effectively. Enhancing brand identity integration and improving the structure of information could enhance the user experience.

The student portal's mobile interface has a "Fair" rating for user centricity and control. Finding information on the finance page is easy, but the system lacks effective update notifications, particularly for grades. The interface allows for the correction of mistakes and is relatively easy to understand. Improvements in notification systems and user control mechanisms could enhance the user experience.

The student portal mobile interface is rated positively in terms of usability and accessibility, especially in the areas of language clarity and typography design. However, the interface's layout and navigation could be optimized to reduce unnecessary scrolling and enhance ease of use. Improving these aspects will likely lead to a better overall user experience.

To address these issues, a proposed redesign of the student portal's mobile interface was developed, incorporating feedback from the study. The redesign focuses on enhancing visual hierarchy and consistency by maintaining consistent design elements and adhering to the "less is more" principle, which reduces clutter and improves the user experience. The proposed design also includes a color palette that aligns with the university's brand identity, making the portal more visually appealing and relatable for students.

The login page in the proposed design is streamlined to reduce clutter and enhance visual appeal, while the home page features a structured information hierarchy with categories such as featured, student life, Bible, and health. This categorization improves navigation and accessibility. A new notifications page has been added to address feedback about the lack of notifications for account updates, enhancing user control and centrality.

The grades page redesign addresses the issue of unnecessary scrolling by presenting information in a list format that fits mobile screen specifications, improving usability and accessibility. Important information such as course codes, GPA, subject names, teacher names, and grades are easily visible, with additional details accessible via a pop-up. Filters allow students to sort grades by major subjects, minor subjects, and academic years, enhancing user control.

Similarly, the finances page redesign ensures easy navigation and limits scrolling by using a list format instead of a horizontal table. The account balance is prominently displayed at the top, and income and expenses are clearly marked with green and red colors, respectively, to avoid confusion. This layout improves visual hierarchy, user control, and accessibility, making it easier for students to understand and find necessary information. Filters for transactions by academic years, income, and expenses further enhance user control and customization.

Overall, the proposed redesign of the AOLIS mobile user interface addresses the identified pain points and leverages positive aspects from the current design to create a more user-centric, visually appealing, and accessible student portal.

Based on the study assessing the mobile interface design of the AOLIS student portal, several recommendations are proposed to enhance its overall usability and user experience. First, improving visual hierarchy and consistency by maintaining uniform spacing, alignment, typography, and color palette will create a cohesive look, while integrating more elements of the university's brand identity will strengthen brand recognition. Simplifying the design by adhering to the "less is more" principle and reducing clutter on the login and home pages will streamline the user experience. Implementing a robust notification system with a centralized notifications page will ensure students receive timely updates. Addressing usability issues by redesigning pages that require excessive scrolling and using list formats instead of wide tables will improve navigation and readability. Enhancing user control by allowing information filtering and ensuring easy access to important data will cater to individual preferences. Prioritizing readability and legibility with clear typography and language will enhance comprehension. Regular usability testing with students will provide ongoing feedback for continuous improvement. Lastly, applying Gestalt principles in design will organize content effectively, making the interface more visually appealing and user-friendly.

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STUDENT SATISFACTION LEVELS ACROSS UNIVERSITY SERVICES: INSIGHTS FROM AN EXIT SURVEY

Rowena Imelda A. Ramos
Michael S. Naidas
Herminiano I. Subido
Miriam R. Estrada
Raymond C. Caagbay
Lowel J. Domocmat
Gracel Ann S. Saban

Jolly S. Balila
Lualhati P. Sausa
Jeremiah C. Fameronag
Doris A. Mendoza
Edwin A. Balila
Ruben T. Carpizo

Adventist University of the Philippines
riaramos@aup.edu.ph

Abstract

This study examines student satisfaction at the Adventist University of the Philippines (AUP), focusing on both academic and non-academic services. An exit survey of 377 graduating students, drawn from a total of 609, was analyzed using descriptive statistics to assess satisfaction levels across various university services. The survey results reveal high satisfaction in several areas, particularly with the Dean's Office, academic consultations, library resources, and research services, with mean scores indicating "High Satisfaction." However, some services, such as ICT and food services, received lower satisfaction ratings, especially regarding internet connectivity and food quality. The findings suggest that while AUP excels in delivering supportive and effective services, there are opportunities for improvement in specific areas. Recommendations include enhancing internet bandwidth, diversifying food options, and addressing facilities maintenance to further improve student experiences. The study highlights the importance of addressing feedback and continuously improving services to align with the university's holistic educational philosophy and mission. This approach will help maintain high satisfaction levels and support the university's commitment to excellence in all aspects of student life.

Keywords: *student satisfaction, university services, holistic education*

Ensuring students are satisfied with their university services is crucial. Enhancing service quality, students' satisfaction and loyalty are vital to sustain the growth of the university (Nguyen et al., 2024). Thus, every school strives to offer its students the greatest academic resources and services to elevate itself to the status of a premier higher education setting. Non-academic services, however, are rarely accorded the same weight in academic contexts, which may have a big impact on how satisfied students are (Kalim et al., 2022).

Additionally, numerous factors influencing student satisfaction in higher education have been explored in the literature, highlighting its critical role in the sector. However, less attention has been given to the nature and quality of interpersonal interactions between students and university staff. These interactions encompass student satisfaction with the academic program, teaching quality, campus facilities, student support services, and their overall university experience (Wong & Chapman, 2022).

The Adventist University of the Philippines (AUP) is one of the higher education institutions in the country. It holds a distinctive educational philosophy that integrates the work of education with the work of redemption, aiming to restore the lost image of God through the holistic development of mental, physical, social, and spiritual faculties. This philosophy underpins the university's mission to provide quality, Bible-based education that fosters academic excellence, Christ-like character, and exemplary service. As a leading educational institution in the Asia-Pacific region, AUP's commitment to these ideals is reflected in its dedication to nurturing well-rounded individuals prepared for both professional success and meaningful lives of service.

This philosophy and mission translate into a multifaceted approach to education that aims to meet the whole needs of students in the context of student satisfaction. A fulfilling university experience requires not just intellectual and academic assistance but also spiritual guidance, social involvement, and physical well-being, all of which are provided by the institution through its emphasis on holistic development.

Furthermore, the university's mission to become a leading Adventist university in the Asia-Pacific area underscores its dedication to continuously enhance its programs, services and facilities to respond to students' changing needs. Students' total satisfaction is directly impacted by this pursuit of excellence in all facets of university life, which is driven by the mission and philosophy of the institution. The exit survey which was utilized in this study is an essential instrument for evaluating how well the university is achieving its mission and vision by measuring student satisfaction across multiple dimensions of their educational experience.

Methodology

This quantitative-descriptive study used data collected from an exit survey. The questionnaire, hosted on Google Forms, was distributed by the college deans to graduating students from the academic year 2023–2024. Of the 609 students, 377 responded. The responses were tabulated and analyzed using Jamovi version 2.5 (2024). Descriptive statistics were employed for the analysis. The anonymity of the students and the confidentiality of their responses were maintained throughout the process.

Results

The following results provide a comprehensive assessment of student satisfaction across various services and facilities offered by the university. Exit surveys are used to collect data, which is then utilized to assess a variety of services and programs, including academic department consultations, library resources, research and statistics services, guidance, health services, and more. The mean satisfaction scores for each category have been used to assign a rating, with verbal interpretations ranging from moderate to high satisfaction. The outcomes demonstrate the university's dedication to providing high-quality services that satisfy the needs of its students by highlighting areas of strength and room for growth.

Satisfaction Levels Across Departments

Table 1 presents the satisfaction level of students regarding the services provided by the Dean's Office. The mean satisfaction score is 4.46 with a standard deviation (SD) of 0.699, which corresponds to a verbal interpretation of "High Satisfaction." The scoring system ranges from 1.00–1.49 indicating "Very Low Satisfaction" to 4.50–5.00 indicating "Very High Satisfaction."

Table 1

Satisfaction Level in the Services of the Deans' Office

	Mean	SD	Verbal Interpretation
Services of the Dean's Office	4.46	0.699	High Satisfaction

Scoring System: 1.00- 1.49 Very Low Satisfaction; 1.50 – 2.49 Low Satisfaction; 2.50 – 3.49 Moderate Satisfaction; 3.50 – 4.49 High Satisfaction; 4.50 – 5.00 very high Satisfaction

Table 2 presents the satisfaction levels for the Dean's Office services across various colleges. The table includes the mean, median, SD, chi-square (χ^2), degrees of freedom (df), p-value, epsilon squared (ϵ^2), and verbal interpretation (VI) for each college. Notably, the College of Science and Technology reported the highest satisfaction with a mean of 4.71, while the College of Arts and Humanities (CAH) had the lowest mean of 4.12. The significant p-value ($<.001$) suggests differences in satisfaction levels across the colleges.

Table 2

Satisfaction Levels Across Colleges for the Dean's Office Services

College	N	Mean	SD
CAH	50	4.12	0.849
COB	73	4.45	0.646
COD	20	4.45	0.686
COE	32	4.38	0.707
COH	46	4.33	0.701
COM	16	4.38	0.806
CON	70	4.69	0.553
COT	28	4.57	0.634
CST	34	4.71	0.629

Table 3 shows the satisfaction levels for services provided by the Academic Department's Office, with the highest satisfaction reported for consultation with faculty (Mean = 4.48, SD = 0.719). The grand mean for all services is 4.47, interpreted as "High Satisfaction."

Table 3

Satisfaction Level for the Services of the Academic Department's Office

Service	Mean	SD	Verbal Interpretation
Consultation with Department Chair	4.47	0.791	High Satisfaction
Consultation with Faculty	4.48	0.719	High Satisfaction
Grand Mean	4.47	0.720	High Satisfaction

Scoring System: 1.00- 1.49 Very Low Satisfaction; 1.50 – 2.49 Low Satisfaction; 2.50 – 3.49 Moderate Satisfaction; 3.50 – 4.49 High Satisfaction; 4.50 – 5.00 very high Satisfaction

Table 4 provides an overview of student satisfaction with library resources and services. The highest satisfaction is with the behavior and attitude of the library staff (Mean = 4.39, SD = 0.736). The overall grand mean is 4.33, reflecting “High Satisfaction” across the services.

Table 4

Satisfaction Level for Library Resources and Services

Resources and Services	Mean	SD	Verbal Interpretation
Library Facilities	4.31	0.761	High Satisfaction
Availability of Learning Resources	4.27	0.815	High Satisfaction
Behavior/Attitude of Staff	4.39	0.736	High Satisfaction
Grand Mean	4.33	0.690	High Satisfaction

Scoring System: 1.00- 1.49 Very Low Satisfaction; 1.50 – 2.49 Low Satisfaction; 2.50 – 3.49 Moderate Satisfaction; 3.50 – 4.49 High Satisfaction; 4.50 – 5.00 very high Satisfaction

Table 5 outlines the satisfaction levels for research, editing, and statistical services, with the highest satisfaction in statistical services provided by the Math Department (Mean = 4.43, SD = 0.669). The overall satisfaction is “High” with a grand mean of 4.44.

Table 5

Satisfaction Level for Research, Editing, and Statistical Services

Services	Mean	SD	Verbal Interpretation
Consultation Services	4.40	0.718	High Satisfaction
Editing – Languages Department	4.40	0.722	High Satisfaction
Statistical Services - Math Department	4.43	0.669	High Satisfaction
Behavior or Attitude of the Staff	4.46	0.660	High Satisfaction
Grand Mean	4.44	0.636	High Satisfaction

Scoring System: 1.00- 1.49 Very Low Satisfaction; 1.50 – 2.49 Low Satisfaction; 2.50 – 3.49 Moderate Satisfaction; 3.50 – 4.49 High Satisfaction; 4.50 – 5.00 very high Satisfaction

Table 6 reports on the satisfaction levels for guidance services. The overall satisfaction is high, with consultation services scoring a mean of 4.36 and SD of 0.743. The grand mean is 4.36, indicating “High Satisfaction.”

Table 6

Satisfaction Level for Guidance Services

Services	Mean	SD	Verbal Interpretation
Consultation Services	4.36	0.743	High Satisfaction
Guidance and Counseling Services	4.34	0.764	High Satisfaction
Career and Job Orientation Services	4.34	0.749	High Satisfaction
Behavior or Attitude of the Staff	4.39	0.783	High Satisfaction
Grand Mean	4.36	0.729	High Satisfaction

Scoring System: 1.00- 1.49 Very Low Satisfaction; 1.50 – 2.49 Low Satisfaction; 2.50 – 3.49 Moderate Satisfaction; 3.50 – 4.49 High Satisfaction; 4.50 – 5.00 very high Satisfaction

Table 7 highlights the satisfaction levels for services provided by the Health Service Department, with a grand mean of 4.31, indicating “High Satisfaction.” The highest satisfaction is observed in the behavior/attitude of staff, though specific data for this category is not provided.

Table 7
Satisfaction Level for Health Service Department (Clinic)

Services	Mean	SD	Verbal Interpretation
Medical Services	4.36	0.743	High Satisfaction
Dental Services	4.34	0.764	High Satisfaction
Laboratory Services	4.34	0.749	High Satisfaction
Pharmacy Services	4.39	0.783	High Satisfaction
Behavior/Attitude of staff			
Grand Mean	4.31	0.726	High Satisfaction

Scoring System: 1.00- 1.49 Very Low Satisfaction; 1.50 – 2.49 Low Satisfaction; 2.50 – 3.49 Moderate Satisfaction; 3.50 – 4.49 High Satisfaction; 4.50 – 5.00 very high Satisfaction

Table 8 presents the satisfaction levels for ICT services, where “AOLIS/ My AUP Lifebook” scored a mean of 4.30 (SD = 0.843). The overall grand mean is 4.06, with “High Satisfaction.” However, internet services scored the lowest with a mean of 3.43, classified as “Moderate Satisfaction.”

Table 8
Satisfaction Level for Information, Communication, Technology Services

Services	Mean	SD	Verbal Interpretation
AOLIS/ My AUP Lifebook	4.30	0.843	High Satisfaction
Use of ICT in teaching and learning	4.22	0.896	High Satisfaction
Internet services	3.43	1.314	Moderate Satisfaction
Behavior/Attitude of staff	4.27	0.883	High Satisfaction
Grand Mean	4.06	0.834	High Satisfaction

Scoring System: 1.00- 1.49 Very Low Satisfaction; 1.50 – 2.49 Low Satisfaction; 2.50 – 3.49 Moderate Satisfaction; 3.50 – 4.49 High Satisfaction; 4.50 – 5.00 very high Satisfaction

Table 9 shows satisfaction levels for public safety and security, with a grand mean of 4.09, indicating “High Satisfaction.” The highest satisfaction is with the implementation of university rules (Mean = 4.13, SD = 0.923).

Table 9
Satisfaction Level for Public Safety and Security

Services	Mean	SD	Verbal Interpretation
Implementation of University rules	4.13	0.923	High Satisfaction
Behavior/Attitude of staff	4.05	1.031	High Satisfaction
Grand Mean	4.09	0.922	High Satisfaction

Scoring System: 1.00- 1.49 Very Low Satisfaction; 1.50 – 2.49 Low Satisfaction; 2.50 – 3.49 Moderate Satisfaction; 3.50 – 4.49 High Satisfaction; 4.50 – 5.00 very high Satisfaction

Table 10 outlines satisfaction with student activities, where leadership training programs scored the highest (Mean = 4.33, SD = 0.801). The overall grand mean is 4.31, reflecting “High Satisfaction.”

Table 10*Satisfaction Level for College Student Activities*

Services	Mean	SD	Verbal Interpretation
Support for student activities	4.29	0.833	High Satisfaction
Leadership training programs	4.33	0.801	High Satisfaction
Grand Mean	4.31	0.796	High Satisfaction

Scoring System: 1.00- 1.49 Very Low Satisfaction; 1.50 – 2.49 Low Satisfaction; 2.50 – 3.49 Moderate Satisfaction; 3.50 – 4.49 High Satisfaction; 4.50 – 5.00 very high Satisfaction

Table 11 indicates satisfaction levels for housing and residential services. The grand mean is 4.31, with both facilities and staff behavior scoring equally high.

Table 11*Satisfaction Level for Housing & Residential Services (Dorm and Apartment)*

Services	Mean	SD	Verbal Interpretation
Facilities	4.29	0.833	High Satisfaction
Behavior/Attitude of staff	4.33	0.801	High Satisfaction
Grand Mean	4.31	0.796	High Satisfaction

Scoring System: 1.00- 1.49 Very Low Satisfaction; 1.50 – 2.49 Low Satisfaction; 2.50 – 3.49 Moderate Satisfaction; 3.50 – 4.49 High Satisfaction; 4.50 – 5.00 very high Satisfaction

Table 12 discusses satisfaction with food services, with a grand mean of 4.01, indicating “High Satisfaction.” The highest score is for staff behavior/attitude (Mean = 4.11, SD = 0.933).

Table 12*Satisfaction Level for Food Services (Cafeteria, Kubo, Store Canteen)*

Services	Mean	SD	Verbal Interpretation
Quality of healthful food/drinks	3.94	1.001	High Satisfaction
Availability of products in stores	3.84	0.995	High Satisfaction
Behavior/Attitude of staff	4.11	0.933	High Satisfaction
Grand Mean	4.01	0.889	High Satisfaction

Scoring System: 1.00- 1.49 Very Low Satisfaction; 1.50 – 2.49 Low Satisfaction; 2.50 – 3.49 Moderate Satisfaction; 3.50 – 4.49 High Satisfaction; 4.50 – 5.00 very high Satisfaction

Table 13 presents satisfaction levels for the Records and Admission Office, with a grand mean of 4.28, reflecting “High Satisfaction.” The highest satisfaction is with admission/registration procedures (Mean = 4.32, SD = 0.803).

Table 13*Satisfaction Level for Records and Admission Office*

Services	Mean	SD	Verbal Interpretation
Admission/registration procedures	4.32	0.803	High Satisfaction
Processing/releasing of school records	4.22	0.887	High Satisfaction
Behavior/Attitude of staff	4.30	0.801	High Satisfaction
Grand Mean	4.28	0.782	High Satisfaction

Scoring System: 1.00- 1.49 Very Low Satisfaction; 1.50 – 2.49 Low Satisfaction; 2.50 – 3.49 Moderate Satisfaction; 3.50 – 4.49 High Satisfaction; 4.50 – 5.00 very high Satisfaction

Table 14 outlines the satisfaction levels for the behavior management process, with a grand mean of 4.29, indicating “High Satisfaction.” Satisfaction is highest for the behavior/attitude of staff.

Table 14

Satisfaction Level for Behavior Management Process

Services	Mean	SD	Verbal Interpretation
Due process in dealing with misconduct	4.27	0.836	High Satisfaction
Behavior/Attitude of staff	4.31	0.832	High Satisfaction
Grand Mean	4.29	0.802	High Satisfaction

Scoring System: 1.00- 1.49 Very Low Satisfaction; 1.50 – 2.49 Low Satisfaction; 2.50 – 3.49 Moderate Satisfaction; 3.50 – 4.49 High Satisfaction; 4.50 – 5.00 very high Satisfaction

Table 15 shows satisfaction levels for spiritual development programs, with a grand mean of 4.41, indicating “High Satisfaction.” “Weeks of Prayer” received the highest mean score of 4.48 (SD = 0.712).

Table 15

Satisfaction Level for Spiritual Development Programs

Services	Mean	SD	Verbal Interpretation
Weeks of Prayer	4.48	0.712	High Satisfaction
PIC/Congregational Programs	4.41	0.727	High Satisfaction
Student Convocations	4.31	0.818	High Satisfaction
Teaching of Bible courses	4.43	0.770	High Satisfaction
Integration of faith and values in learning in non-Bible courses (or subjects)	4.43	0.737	High Satisfaction
Faculty and staff's commitment to university's philosophy, mission and goals.	4.40	0.768	High Satisfaction
Grand Mean	4.41	0.694	High Satisfaction

Scoring System: 1.00- 1.49 Very Low Satisfaction; 1.50 – 2.49 Low Satisfaction; 2.50 – 3.49 Moderate Satisfaction; 3.50 – 4.49 High Satisfaction; 4.50 – 5.00 very high Satisfaction

Table 16 highlights satisfaction with the services of the Accounting and Cashiers' Office, where the grand mean is 4.41, reflecting “High Satisfaction.” Satisfaction is highest with the behavior/attitude of staff (Mean = 4.42, SD = 0.718).

Table 16

Satisfaction Level for Accounting and Cashiers' Office

Services	Mean	SD	Verbal Interpretation
Quality and availability of services	4.39	0.753	High Satisfaction
Behavior/Attitude of staff	4.42	0.718	High Satisfaction
Grand Mean	4.41	0.707	High Satisfaction

Scoring System: 1.00- 1.49 Very Low Satisfaction; 1.50 – 2.49 Low Satisfaction; 2.50 – 3.49 Moderate Satisfaction; 3.50 – 4.49 High Satisfaction; 4.50 – 5.00 very high Satisfaction

Table 17 outlines satisfaction with student finance services, with a grand mean of 4.43, indicating “High Satisfaction.” The highest satisfaction is with the quality of services (Mean = 4.43, SD = 0.748).

Table 17*Satisfaction Level for Student Finance*

Services	Mean	SD	Verbal Interpretation
Quality of services	4.43	0.748	High Satisfaction
Behavior/Attitude of staff	4.44	0.734	High Satisfaction
Grand Mean	4.43	0.723	High Satisfaction

Scoring System: 1.00- 1.49 Very Low Satisfaction; 1.50 – 2.49 Low Satisfaction; 2.50 – 3.49 Moderate Satisfaction; 3.50 – 4.49 High Satisfaction; 4.50 – 5.00 very high Satisfaction

Table 18 presents satisfaction levels for various laboratories. The grand mean is 4.22, indicating “High Satisfaction.” The Office Administration Simulation laboratory received the highest satisfaction (Mean = 4.30, SD = 0.802).

Table 18*Satisfaction Level for Laboratories*

Services	Mean	SD	Verbal Interpretation
Biology	4.11	0.933	High Satisfaction
Chemistry	4.18	0.859	High Satisfaction
Physics	4.12	0.873	High Satisfaction
Nursing Skills	4.27	0.826	High Satisfaction
Computer (IT)	4.24	0.855	High Satisfaction
Nutrition and Dietetics	4.23	0.808	High Satisfaction
Medical Laboratory Science	4.29	0.829	High Satisfaction
Psychology	4.09	0.845	High Satisfaction
Dental Clinics/Dispensary	4.24	0.792	High Satisfaction
Office Administration Simulation	4.30	0.802	High Satisfaction

Scoring System: 1.00- 1.49 Very Low Satisfaction; 1.50 – 2.49 Low Satisfaction; 2.50 – 3.49 Moderate Satisfaction; 3.50 – 4.49 High Satisfaction; 4.50 – 5.00 very high Satisfaction

Table 19 discusses satisfaction with general facilities, with a grand mean of 4.02, indicating “High Satisfaction.” The highest satisfaction is with classrooms (Mean = 4.23, SD = 0.766), while comfort rooms received the lowest mean score (3.74, SD = 1.036).

Table 19*Satisfaction Level for General Facilities*

Services	Mean	SD	Verbal Interpretation
Recreation and Sports Facilities	4.09	0.875	High Satisfaction
Classrooms	4.23	0.766	High Satisfaction
Comfort Rooms	3.74	1.036	High Satisfaction
Grand Mean	4.02	0.776	High Satisfaction

Scoring System: 1.00- 1.49 Very Low Satisfaction; 1.50 – 2.49 Low Satisfaction; 2.50 – 3.49 Moderate Satisfaction; 3.50 – 4.49 High Satisfaction; 4.50 – 5.00 very high Satisfaction

Discussion

The results of the survey reveal high levels of student satisfaction across most services and facilities at the university. The Dean’s Office and academic department services received particularly strong positive feedback, with high satisfaction scores noted in areas like consultation with faculty

and the behavior of staff. Library resources and research services also showed high satisfaction, indicating effective support for academic needs. However, some areas, such as ICT services and food services, demonstrated more varied responses, with lower satisfaction in specific aspects like internet services and the quality of food. Overall, while the university excels in providing supportive and effective services, targeted improvements in certain areas could further enhance the student experience.

To enhance student satisfaction, the university should improve internet connectivity and food service quality by investing in higher bandwidth and diversifying menu options based on student feedback. Strengthening library support through updated resources and better staff training is essential, as is addressing facilities maintenance by implementing rigorous cleaning and repair schedules. Continued focus on safety and security, including regular protocol reviews and staff training, will ensure a secure campus environment. Expanding feedback mechanisms to gather and act on student input will help the university make informed improvements and better meet student needs.

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AN EXIT SURVEY ANALYSIS OF UNIVERSITY'S EFFECTIVENESS AND PERCEIVED IMPACT IN FOSTERING INSTITUTIONAL OUTCOMES: PROFESSIONAL COMPETENCE, ACTIVE FAITH, SOCIAL RESPONSIBILITY, SELFLESS SERVICE, AND BALANCED LIFESTYLE

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Lualhati P. Sausa
Jeremiah C. Fameronag
Doris A. Mendoza
Edwin A. Balila
Ruben T. Carpizo

Adventist University of the Philippines
 riaramos@aup.edu.ph

Abstract

This study determines the adequacy and perceived impact of tAdventist University of the Philippines (AUP), to help its students foster institutional outcomes by utilizing data from an exit survey administered to graduating students for the academic year 2023–2024. The research aims to assess whether AUP's programs adequately support the development of key institutional outcomes, including professional competence, active faith, social responsibility, selfless service, and a balanced lifestyle. The survey, distributed to 609 graduating students, yielded 377 responses, which were analyzed using descriptive statistics. Results indicate that AUP is perceived as generally effective in fostering these attributes, with students rating professional competence and active faith particularly positively. However, areas such as effective oral communication, community volunteerism, and balanced lifestyle practices show room for improvement. The survey also highlights the significant impact of AUP's academic and spiritual programs on students' lifelong learning, spiritual growth, values, and community engagement. The findings suggest that while AUP's programs are successful in integrating faith with professional practice and promoting ethical responsibility, targeted interventions could enhance areas where scores were lower. Recommendations include improving support for communication and problem-solving skills, increasing community volunteerism opportunities, and emphasizing health and wellness practices. Ongoing assessment and program updates based on student feedback are advised to maintain relevance and effectiveness.

Keywords: *graduate attributes, university effectiveness, exit survey analysis*

A significant body of literature exists on both the necessity of producing ‘employable’ or ‘work-ready’ graduates and the methods for achieving this. Economic and political developments have recently heightened uncertainty in graduate labor markets within developed economies (Jackson, 2019). Moreover, the increasing complexity and fast-paced changes in work environments are amplifying industry demands for future-ready graduates who possess enterprise capabilities like critical thinking, problem-solving, collaboration, and value creation. Discrepancies between employers’ expectations and their assessments of higher education graduates’ enterprise skills are continuing to fuel efforts to renew university curricula (Jackson et al., 2021).

A powerful yet overlooked change strategy lies within the concept of graduate attributes (Barker, 2021). Bitzer and Withering (2020) defined graduate attributes as the qualities, skills, and understandings that a university community collectively determines its students should cultivate during their time at the institution. These attributes extend beyond the traditional focus on disciplinary expertise or technical knowledge that has typically been the cornerstone of university education. They also encompass qualities that equip graduates to act as agents of social good in an unpredictable future.

Unfortunately, the effectiveness of these attributes often falls short for two main reasons: first, students are generally unaware of what they entail, and second, there is no effective method to measure these broad and vague statements. This lack of clarity among both graduates and lecturers undermines the intended purpose of the attributes (Arvanitakis, 2021).

The Adventist University of the Philippines (AUP), located in Silang, Cavite, Philippines, is a private Christian institution affiliated with the Seventh-day Adventist Church. It offers a diverse range of undergraduate and graduate programs across various disciplines, including education, business, and the sciences. AUP provides a holistic education that blends academic excellence with Christian values, preparing students for professional success and ethical leadership in a global context (Adventist University of the Philippines, 2021).

Given the significance of graduate attributes, this study aimed to evaluate whether AUP adequately provides programs that effectively establish and communicate these learning outcomes in the view of its graduating students. The university has established the following institutional outcomes: professional competence, active faith, social responsibility, selfless service, and a balanced lifestyle (PASSB).

Methodology

This quantitative-descriptive study utilized data gathered from an exit survey to assess various aspects of the student experience. The survey was administered via a Google Forms questionnaire, which was distributed to graduating students for the academic year 2023–2024 by the college deans. Out of a total of 609 graduating students, 377 participated in the survey. The collected responses were systematically tabulated and analyzed using Jamovi version 2.5 (2024), a statistical software tool. Descriptive statistics were used to summarize the data and provide an overview of the survey results. Throughout the study, strict measures were taken to ensure the anonymity of the participants and the confidentiality of their responses, protecting their privacy and maintaining the integrity of the data collection process.

Results

Effectiveness of the University in Helping to Obtain Graduate Attributes

The following tables present descriptive statistics on various aspects of the university’s adequacy in helping students develop graduate attributes. These attributes include professional competence, active faith, social responsibility, selfless service, and a balanced lifestyle. Each table provides means and standard deviations, along with verbal interpretations based on a scoring system ranging from “Very Inadequate” to “Very Adequate.”

Professional Competence

Table 1 summarizes students' perceptions of how effectively the university supports the acquisition of professional competencies. The competencies include effective communication, critical thinking, research skills, and ethical practice. The grand mean of 3.98 indicates an overall perception of adequacy. Individual competencies such as "Competence in my profession" (mean = 4.04) and "Adherence to ethical and sound principles/values" (mean = 4.11) received higher ratings, reflecting a strong perception of the university's role in these areas.

The data shows that the university is perceived as adequately supporting various professional competencies, with particularly strong ratings in ethical principles and lifelong learning. However, areas like "Effective oral communication" and "Problem-solving" had slightly lower means, suggesting room for improvement in these aspects.

Table 1

Effectiveness in Helping to Acquire Professional Competence

	Mean	SD	Verbal Interpretation
1. Effective oral communication	3.91	1.013	Adequate
2. Effective written communication	3.92	1.006	Adequate
3. Critical, analytical, and creative thinking	3.94	1.003	Adequate
4. Application of research skills in relevant areas	3.94	1.007	Adequate
5. Ability to view the world from both local & global perspectives	3.97	1.005	Adequate
6. Social-Emotional skills	3.93	1.031	Adequate
7. Working effectively in a group	3.99	1.016	Adequate
8. Using information technology in research	3.94	1.029	Adequate
9. The responsible use of technology for personal, professional, social, and spiritual advancement.	4.00	1.009	Adequate
10. Problem solving (including real-world problems)	3.91	1.030	Adequate
11. Competence in my profession	4.04	1.008	Adequate
12. Leadership and management skills	3.99	1.020	Adequate
13. Engagement in lifelong learning activities (personal or professional development)	4.08	1.002	Adequate
14. Adherence to ethical and sound principles/values based on Biblical worldview in the practice of my profession	4.11	0.995	Adequate
Grand Mean	3.98	0.898	Adequate

Scoring System: 1.00 – 1.49 Very inadequate; 1.50 – 2.49 Inadequate; 2.50 – 3.49 Somewhat adequate; 3.50 – 4.49 Adequate; 4.50 – 5.00 Very Adequate

Active Faith

Table 2 highlights students' views on the university's effectiveness in fostering active faith practices. The grand mean of 4.12 indicates a generally positive perception. High ratings were given to "Loving God with all my heart" (mean = 4.30) and "Commitment to serve God through my profession" (mean = 4.22), suggesting strong support in integrating faith with professional life. The university is seen as effective in promoting active faith practices, with a notable emphasis on personal commitment and moral values. Areas with slightly lower ratings, such as "Spending time with God by reading the Bible" (mean = 3.81), could benefit from additional focus to enhance overall faith engagement.

Table 2
Effectiveness in Helping to Exhibit Active Faith

	Mean	SD	Verbal Interpretation
1. Communing with God through prayer	4.09	1.057	Adequate
2. Spending time with God by reading the Bible	3.81	1.078	Adequate
3. Participating in worship activities (home, dormitory, or in my residence)	3.98	1.064	Adequate
4. Attending in church worship services	4.00	1.066	Adequate
5. Attending week of prayer meetings	4.10	1.101	Adequate
6. Commitment to practice my profession with accountability to God	4.12	1.046	Adequate
7. Commitment to serve God through my profession with integrity	4.22	1.019	Adequate
8. Living with sound moral values (purity, modesty, chastity, & fidelity)	4.15	1.037	Adequate
9. Living without vices such as smoking, drinking, prohibited drugs	4.28	1.046	Adequate
10. Understanding life and its purpose from a Christian's perspective	4.23	1.037	Adequate
11. Maintain healthy relationships grounded in spiritual values	4.17	1.038	Adequate
12. Loving God with all my heart, with all my mind, and strength.	4.30	1.002	Adequate
Grand Mean	4.12	0.869	Adequate

Scoring System: 1.00 – 1.49 Very inadequate; 1.50 – 2.49 Inadequate; 2.50 – 3.49 Somewhat adequate; 3.50 – 4.49 Adequate; 4.50 – 5.00 Very Adequate

Social Responsibility

Table 3 presents data on how well the university prepares students to demonstrate social responsibility. With a grand mean of 4.10, students perceive the university's efforts as adequate. High scores in "Respect for diversity among people" (mean = 4.33) and "Commitment to helping people in the community" (mean = 4.03) reflect strong support in these areas.

The university is viewed as effectively fostering social responsibility, particularly in diversity and community commitment. The area of "Volunteerism in community service" (mean = 3.87) shows a slightly lower rating, indicating potential for further enhancement in promoting active community involvement.

Table 3
Effectiveness in Helping to Demonstrate Social Responsibility

	Mean	SD	Verbal Interpretation
1. Volunteerism in community service or outreach activities	3.87	1.023	Adequate
2. Commitment to helping people in the community even after graduating.	4.03	1.019	Adequate
3. Participation in programs that protect and care for the environment	3.96	1.013	Adequate

{table continues on the next page}

4. Practicing proper waste management	4.01	1.025	Adequate
5. Becoming considerate of others' welfare	4.10	1.004	Adequate
6. Showing respect to others of different background (race, culture, tradition, religion)	4.29	0.959	Adequate
7. Working cooperatively with people from different ethnic backgrounds	4.27	0.963	Adequate
8. Respect for diversity among people.	4.33	0.947	Adequate
9. Participation in international and cultural activities	4.08	1.033	Adequate
Grand Mean	4.10	0.842	Adequate

Scoring System: 1.00 – 1.49 Very inadequate; 1.50 – 2.49 Inadequate; 2.50 – 3.49 Somewhat adequate; 3.50 – 4.49 Adequate; 4.50 – 5.00 Very Adequate

Selfless Service

Table 4 assesses the university's role in encouraging selfless service, with a grand mean of 4.08. High ratings were given to "Commitment to service and mission" (mean = 4.14) and "Serving the community to be a blessing to others" (mean = 4.13), indicating strong support in fostering selfless service.

The data reflects a positive perception of the university's role in promoting selfless service. However, while ratings are generally high, continuous efforts to enhance engagement in voluntary service (mean = 3.93) could further improve the overall perception.

Table 4
Effectiveness in Helping to Illustrate Selfless Service

	Mean	SD	Verbal Interpretation
1. Engagement in voluntary service or missionary activities	3.93	1.042	Adequate
2. Practice of proper values and work ethics (e.g., diligence, honesty)	4.11	1.014	Adequate
3. Commitment to service and mission	4.14	1.019	Adequate
4. Serving the church to fulfill God's plan and purposes through my profession.	4.09	1.020	Adequate
5. Serving the community to be a blessing to others through my profession.	4.13	1.008	Adequate
6. Commitment to put others' needs before mine.	4.10	1.019	Adequate
Grand Mean	4.08	0.924	Adequate

Scoring System: 1.00 – 1.49 Very inadequate; 1.50 – 2.49 Inadequate; 2.50 – 3.49 Somewhat adequate; 3.50 – 4.49 Adequate; 4.50 – 5.00 Very Adequate

Balanced Lifestyle

Table 5 evaluates the university's effectiveness in helping students achieve a balanced lifestyle. The grand mean of 3.85 suggests that while there is an overall perception of adequacy, there are areas of improvement needed. Specific areas like "Eating breakfast regularly" (mean = 3.40) and "Sleeping at least 7 hours per night" (mean = 3.42) received lower ratings.

The university is seen as adequately supporting a balanced lifestyle, but certain areas, particularly related to daily health habits, show room for improvement. Emphasis on aspects like regular eating habits and sleep could enhance students' overall well-being and balance.

Table 5
Effectiveness in Helping to Achieve a Balanced Lifestyle

	Mean	SD	Verbal Interpretation
1. Eating breakfast regularly	3.40	1.121	Somewhat
2. Incorporating plant-based food in my diet	3.52	1.042	Adequate
3. Exercising for 30 minutes at least three times a week	3.52	1.079	Adequate
4. Drinking at least 10 glasses of water per day	3.73	1.059	Adequate
5. Temperance by avoiding soft drinks or caffeinated drinks	3.65	1.136	Adequate
6. Temperance by not smoking cigarettes	4.38	0.980	Adequate
7. Temperance by not drinking alcoholic beverages	4.35	0.986	Adequate
8. Temperance by not taking any prohibited drugs	4.42	0.959	Adequate
9. Sleeping at least 7 hours per night	3.42	1.209	Adequate
10. Having healthy relationships with my family	3.94	1.107	Adequate
11. Balancing time for study, exercise, rest, spiritual development, and social relationships	3.68	1.144	Adequate
12. Having a positive outlook in life even during challenging times	3.93	1.084	Adequate
13. Responsible use of technology for professional, personal, social and spiritual life advancement	3.88	1.072	Adequate
14. Adapting well to changes in life	3.94	1.060	Adequate
15. Managing emotions in healthy ways	3.82	1.098	Adequate
16. Understanding the emotional needs/concerns of others	3.94	1.074	Adequate
Grand Mean	3.85	0.819	Adequate

Scoring System: 1.00 – 1.49 Very inadequate; 1.50 – 2.49 Inadequate; 2.50 – 3.49 Somewhat adequate; 3.50 – 4.49 Adequate; 4.50 – 5.00 Very Adequate

Perceived Impact of AUP Programs

Table 6 presents the perceived impact of academic and spiritual development programs at AUP on various aspects of students' personal and professional growth. The survey responses reflect students' evaluations of how well the university's programs contributed to their lifelong learning skills, spiritual development, values, and community engagement.

The results indicate a strong positive perception among students regarding the effectiveness of AUP's programs in fostering both personal and professional growth. The highest rated items were related to the integration of faith and professional practice, with a mean score of 4.59 for the statement "In the university, I realized that my profession is not only for earning money for myself and for my family but also for it to be a blessing to others." This was closely followed by the item assessing the identification of ways the profession can serve God's plan, with a mean score of 4.49. Students also rated the development of a Biblical worldview and sound principles in professional practice highly, with a mean of 4.47. The table shows that students felt well-prepared for spiritual challenges, gained maturity in their Christian faith, and improved their values regarding environmental conservation and respect for diversity.

Table 6*Impact of AUP Programs*

	Mean	SD	Verbal Interpretation
My academic program helped me develop lifelong learning skills in finding solutions or answers to problems (using reputable sources).	4.52	0.602	Very high impact
My academic program helped me develop a Biblical worldview and sound principles/values in the practice of my profession	4.47	0.652	High impact
The spiritual development programs and activities at AUP helped me develop a maturing personal faith in God.	4.38	0.790	High impact
The programs conducted in the university were helpful in shaping my values and lifestyle.	4.35	0.772	High impact
The required Bible courses or subjects have been effective in developing a maturing spiritual life.	4.31	0.831	High impact
My college experience has prepared me for the spiritual challenges of the real world.	4.39	0.768	High impact
My experiences at AUP helped me become a more mature Christian.	4.33	0.763	High impact
My values toward environmental conservation were improved at AUP.	4.38	0.734	High impact
My practices or engagement in environmental conservation was increased at AUP	4.34	0.744	High impact
My values and understanding about respect for diversity was improved at AUP	4.51	0.640	Very high impact
My respect toward diversity and different cultures were improved at AUP.	4.50	0.649	Very high impact
My involvement in community service or outreach activities helped develop my faith and values.	4.40	0.722	High impact
The work education program had a positive impact on my work ethics and values.	4.30	0.811	High impact
In the university, I realized that my profession is not only for earning money for myself and for my family but also for it to be a blessing to others.	4.59	0.629	Very high impact
AUP enabled me to identify the specific ways my profession can be used to serve God's plan & purposes for the world	4.49	0.681	High impact

Scoring System: 1.00 – 1.49 very low impact; 1.50 – 2.49 low impact; 2.50 – 3.49 moderate impact; 3.50 – 4.49 high impact; 4.50 – 5.00 very high impact

Discussion

The survey results indicate that the university is generally perceived as adequate in supporting various graduate attributes. Students rated the university's effectiveness in fostering professional competence, active faith, social responsibility, selfless service, and a balanced lifestyle positively, with grand means ranging from 3.85 to 4.12. Professional competence and active faith received particularly high ratings, reflecting strong support in these areas. However, aspects such as effective oral communication, community volunteerism, and maintaining a balanced lifestyle show some room for improvement, as indicated by slightly lower mean scores in these areas.

The results suggest that while the university is performing well in promoting key graduate attributes, there are specific areas where enhancement could be beneficial. The relatively lower scores in certain aspects, such as effective communication and balanced lifestyle practices, imply that targeted interventions could improve overall student satisfaction and preparedness. Additionally, the high ratings in ethical principles and active faith highlight the university's strong role in shaping students' values and commitment to service, reinforcing the institution's alignment with its mission and values.

The results also suggest that AUP's academic and spiritual programs effectively contribute to students' holistic development. The high ratings for items related to integrating faith with professional practice and community service underscore the success of the university in nurturing a sense of purpose and ethical responsibility among its students. The positive feedback on environmental conservation and respect for diversity indicates that the university's programs are also successful in promoting social responsibility and inclusiveness.

To address the areas for improvement, the university should consider implementing strategies to enhance support for effective oral communication and problem-solving skills, potentially through targeted workshops or additional resources. Increasing opportunities for community volunteerism and integrating more comprehensive health and wellness programs could also benefit students' overall development. Emphasizing regular engagement with lifestyle practices, such as balanced eating and adequate sleep, in university programs could further support students in achieving a well-rounded and healthy lifestyle.

Additionally, it is recommended that AUP continue to emphasize the integration of faith with professional practice, as this has been highly valued by students. Expanding opportunities for community service and outreach activities could further enhance students' spiritual and ethical development. Additionally, maintaining and enhancing programs focused on environmental conservation and respect for diversity will help reinforce the university's commitment to social responsibility and inclusiveness. Regular assessments and updates to these programs based on student feedback can ensure they remain relevant and impactful.

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ADHERENCE TO INSTITUTIONAL OUTCOMES: A QUANTITATIVE ASSESSMENT OF GRADUATING STUDENTS' PRACTICES AT ADVENTIST UNIVERSITY OF THE PHILIPPINES

Rowena Imelda A. Ramos
Michael S. Naidas
Herminiano I. Subido
Miriam R. Estrada
Raymond C. Caagbay
Lowel J. Domocmat
Gracel Ann S. Saban

Jolly S. Balila
Lualhati P. Sausa
Jeremiah C. Fameronag
Doris A. Mendoza
Edwin A. Balila
Ruben T. Carpizo

Adventist University of the Philippines
riaramos@aup.edu.ph

Abstract

This study evaluates the adherence of graduating students at the Adventist University of the Philippines (AUP) to institutional outcomes focusing on professional competence, active faith, social responsibility, selfless service, and a balanced lifestyle. A quantitative-descriptive approach was used, analyzing data from an exit survey completed by 377 of 609 graduating students for the 2023-2024 academic year. Data were processed using Jamovi version 2.5, with descriptive statistics summarizing the extent of practice for each outcome. The results show that students generally exhibit “proficient practice” across all dimensions: professional competence (Mean = 4.38, SD = 0.577), active faith (Mean = 4.37, SD = 0.569), social responsibility (Mean = 4.46, SD = 0.577), selfless service (Mean = 4.38, SD = 0.653), and a balanced lifestyle (Mean = 4.22, SD = 0.601). High proficiency is noted in areas such as ethical practices, effective communication, and avoiding vices. However, lower scores in balanced lifestyle practices, including regular exercise and dietary habits, suggest areas for potential improvement. These findings highlight strong alignment with AUP’s institutional values and a comprehensive approach to development. Recommendations include reinforcing strengths through targeted programs and addressing areas needing improvement to enhance overall student well-being and adherence to institutional outcomes.

Keywords: *institutional outcomes, student adherence, professional competence*

Globally, higher education is a significant endeavor involving various stakeholders, including government bodies, social and business organizations, and parents. Quality education is vital to the success of higher education, with universities striving to offer it and students seeking it as a key objective. The outcomes of students attending higher education institutions (HEIs) have been a longstanding focus of interest for educational researchers and policymakers (Bai et al., 2022).

A higher education institution is expected to be committed to its students, to the acquisition and dissemination of knowledge, to the analysis and clarification of values, and to the betterment of the society it serves (Middle States Commission on Higher Education, 2023). In this context, institutional outcomes are established by institutions to define the desired graduate attributes and to contribute to shaping and enriching the academic culture of the school. These outcomes are achieved through a combination of learning opportunities provided to students, such as extracurricular activities, courses, student services, and other educational programs. Higher education institutions and our regional accreditation body (Andrews University, 2020) emphasize the importance of these outcomes.

The Adventist University of the Philippines (AUP), a higher education institution in the Philippines, has identified five institutional outcomes: professional competence, active faith, social responsibility, selfless service, and a balanced lifestyle. Professional competence means that graduates become experts and leaders in their academic or professional disciplines, continually improving themselves through lifelong learning. Active faith refers to a growing, transformative relationship with God and the application of biblical truths, as expressed in Seventh-Day Adventist beliefs and spirituality, to a variety of real-world issues. Social responsibility reflects a commitment to improving the quality of life for all people and caring for the environment. Selfless service involves applying knowledge to real-world challenges in the spirit of unselfish service, fulfilling God's calling in their lifework. Lastly, a balanced lifestyle is the pursuit of wholeness by maintaining a healthy balance—spiritually, mentally, physically, and socially (Adventist University of the Philippines, 2022).

Evaluating students' adherence to institutional outcomes is a challenging and complex task for higher education professionals. Yet, as university-level discussions increasingly focus on institutional outcomes related to skills competence, continuous improvement, and student retention, it is essential for all campus units to understand how to effectively assess these outcomes (Goss, 2022). This research paper examines the practice of the indicators of the Adventist University of the Philippines' institutional outcomes among its graduating students.

Methodology

This quantitative-descriptive study employed data from an exit survey to evaluate various dimensions of the student experience. The survey was conducted using a Google Forms questionnaire, which was distributed to graduating students for the academic year 2023–2024 by the respective college deans. Of the 609 graduating students, 377 responded to the survey, resulting in a substantial participation rate. The gathered data were systematically organized and analyzed using Jamovi version 2.5 (2024), a statistical software tool designed for comprehensive data analysis. Descriptive statistics were applied to summarize the data, offering a detailed overview of the survey findings. To uphold the integrity of the research, rigorous measures were implemented to ensure participant anonymity and the confidentiality of their responses. These precautions were critical in safeguarding the privacy of the students and maintaining the reliability of the data collection process.

Results

Tables 1 – 5 describe the extent of practice of professional competence, active faith, social responsibility, selfless service, and a balanced lifestyle as indicated by the respondents. Five levels of practice were adapted to give interpretations based on the mean and standard deviation. The levels of practice for assessing students' adherence to institutional outcomes range from Excellent

Practice to Inadequate Practice. Excellent Practice reflects exceptional mastery and exemplary performance, while Proficient Practice denotes a strong and reliable level of competence. Adequate Practice meets basic expectations but shows areas for improvement. Limited Practice demonstrates significant gaps and inconsistent application of skills, needing considerable enhancement. Inadequate Practice reveals substantial deficiencies and a failure to meet expected outcomes, requiring significant support to improve.

Extent of Practice of Professional Competence

Table 1 reveals that respondents generally exhibit a high level of professional competence, with a grand mean score of 4.38, indicating “Proficient practice.” This suggests that they excel in various competencies such as effective communication, critical thinking, and ethical principles, with notable strengths in areas like the development of lifelong learning skills, which is rated as “Excellent practice.”

Table 1

Extent of Practice of Professional Competence

	Mean	SD	Verbal Interpretation
1. Effective oral communication.	4.31	0.694	Proficient practice
2. Effective written communication.	4.34	0.649	Proficient practice
3. Critical, analytical, and creative thinking.	4.38	0.645	Proficient practice
4. Application of research skills in relevant areas.	4.31	0.680	Proficient practice
5. Ability to view the world from both local & global perspectives.	4.38	0.666	Proficient practice
6. Social-Emotional skills.	4.38	0.686	Proficient practice
7. Working effectively in a group.	4.40	0.665	Proficient practice
8. Using information technology in research.	4.34	0.706	Proficient practice
9. Responsibly using technology for personal, professional, social, and spiritual advancement.	4.39	0.655	Proficient practice
10. Problem solving.	4.37	0.667	Proficient practice
11. Competence in my profession.	4.42	0.664	Proficient practice
12. Leadership and management skills.	4.37	0.676	Proficient practice
13. Engagement in lifelong learning activities (personal or professional development).	4.43	0.636	Proficient practice
14. Adherence to ethical and sound principles/values based on Biblical worldview in the practice of my profession.	4.45	0.634	Proficient practice
15. My academic program helped me develop lifelong learning skills in finding solutions or answers to problems (using reputable sources).	4.52	0.602	Excellent practice
16. My academic program helped me develop a Biblical worldview and sound principles/values in the practice of my profession	4.47	0.652	Proficient practice
Grand Mean	4.38	0.577	Proficient practice

Scoring System: 1.00 – 1.49 inadequate practice; 1.50 – 2.49 limited practice; 2.50 – 3.49 adequate practice; 3.50 – 4.49 proficient practice; 4.50 – 5.00 excellent practice.

Extent of Practice of Active Faith

In Table 2, the extent of practice of active faith is assessed, showing a grand mean of 4.37, also categorized as “Proficient practice.” Respondents demonstrate a strong commitment to religious and spiritual practices, particularly in areas like avoiding vices and loving God. These practices are rated as “Excellent practice,” highlighting the respondents’ dedication to their faith.

Table 2

Extent of Practice of Active Faith

Statement	Mean	SD	Verbal Interpretation
1. Communing with God through prayer	4.36	0.759	Proficient practice
2. Spending time with God by reading the Bible	3.88	0.915	Proficient practice
3. Participating in worship activities (home, dormitory, or in my residence)	4.12	0.872	Proficient practice
4. Attending church worship services	4.29	0.806	Proficient practice
5. Attending week of prayer meetings	4.30	0.903	Proficient practice
6. Commitment to practice my profession with accountability to God	4.42	0.703	Proficient practice
7. Commitment to serve God through my profession with integrity	4.48	0.673	Proficient practice
8. Living with sound moral values (purity, modesty, chastity, & fidelity)	4.42	0.757	Proficient practice
9. Living without vices such as smoking, drinking, prohibited drugs	4.59	0.743	Excellent practice
10. Understanding life and its purpose with a Christian perspective	4.52	0.673	Excellent practice
11. Maintaining healthy relationships grounded in spiritual values	4.51	0.645	Excellent practice
12. Loving God with all my heart, with all my mind, and strength.	4.60	0.620	Excellent practice
Grand Mean	4.37	0.569	Proficient practice

Scoring System: 1.00 – 1.49 inadequate practice; 1.50 – 2.49 limited practice; 2.50 – 3.49 adequate practice; 3.50 – 4.49 proficient practice; 4.50 – 5.00 excellent practice.

Extent of Practice of Social Responsibility

Table 3 evaluates social responsibility, with a grand mean of 4.46, reflecting “Proficient practice.” This table underscores respondents’ robust engagement in community service, environmental care, and respect for diversity. High scores in respect for diverse backgrounds and cooperation with people from different ethnicities are particularly noteworthy, indicating a strong adherence to social responsibility.

Table 3

Extent of Practice of Social Responsibility

Statement	Mean	SD	Verbal Interpretation
1. Volunteerism through community service or outreach activities	4.23	0.807	Proficient practice
2. Commitment to helping people in the community even after graduating.	4.35	0.761	Proficient practice

{table continues on the next page}

3. Participation in programs that protect and care for the environment.	4.32	0.812	Proficient practice
4. Practicing proper waste management.	4.44	0.690	Proficient practice
5. Being considerate of others' welfare.	4.54	0.644	Excellent practice
6. Showing respect to others with different background (race, culture, tradition, religion).	4.64	0.585	Excellent practice
7. Working cooperatively with people from different ethnic background.	4.60	0.620	Excellent practice
8. Respect for diversity among people.	4.64	0.580	Excellent practice
9. Participation in international and cultural activities.	4.38	0.845	Proficient practice
Grand Mean	4.46	0.577	Proficient practice

Scoring System: 1.00 – 1.49 inadequate practice; 1.50 – 2.49 limited practice; 2.50 – 3.49 adequate practice; 3.50 – 4.49 proficient practice; 4.50 – 5.00 excellent practice.

Extent of Practice of Selfless Service

Table 4 focuses on selfless service, with a grand mean of 4.38, falling under “Proficient practice.” Respondents show a consistent commitment to service and ethical work practices, with significant involvement in community and professional service activities. This demonstrates a strong alignment with the values of selfless service.

Table 4
Extent of Practice of Selfless Service

Statement	Mean	SD	Verbal Interpretation
1. Engagement in voluntary service or missionary activities.	4.21	0.846	Proficient practice
2. Practice of proper values and work ethics (e.g., diligence, honesty).	4.42	0.692	Proficient practice
3. Commitment to service and mission	4.41	0.735	Proficient practice
4. Serving the church to fulfill God’s plan and purposes through my profession.	4.38	0.763	Proficient practice
5. Serving the community to be a blessing to others through my profession.	4.45	0.694	Proficient practice
6. Commitment to put others’ needs before mine.	4.44	0.694	Proficient practice
Grand Mean	4.38	0.653	Proficient practice

Scoring System: 1.00 – 1.49 inadequate practice; 1.50 – 2.49 limited practice; 2.50 – 3.49 adequate practice; 3.50 – 4.49 proficient practice; 4.50 – 5.00 excellent practice.

Extent of Practice of Balanced Lifestyle

Finally, Table 5 addresses the practice of a balanced lifestyle, with a grand mean of 4.22, indicating “Proficient practice.” Respondents effectively manage various aspects of a balanced lifestyle, including diet, exercise, and emotional well-being. Noteworthy practices include

temperance and managing emotions, which are rated as “Excellent practice,” reflecting a high level of adherence to a balanced and healthy lifestyle.

Table 5
Extent of Practice of Balanced Lifestyle

Statement	Mean	SD	Verbal Interpretation
1. Eating breakfast regularly.	3.75	1.089	Proficient practice
2. Incorporating plant-based food in my diet.	3.89	0.951	Proficient practice
3. Exercising for 30 minutes at least three times a week.	3.81	1.007	Proficient practice
4. Drinking at least 10 glasses of water per day.	4.18	0.839	Proficient practice
5. Temperance by avoiding soft drinks or caffeinated drinks.	4.13	1.015	Proficient practice
6. Temperance by not smoking cigarettes.	4.62	0.780	Excellent practice
7. Temperance by not drinking alcoholic beverages.	4.58	0.806	Excellent practice
8. Temperance by not taking any prohibited drugs.	4.63	0.791	Excellent practice
9. Sleeping at least 7 hours per night.	3.77	1.058	Proficient practice
10. Having healthy relationships in my family.	4.39	0.757	Proficient practice
11. Balancing time for study, exercise, rest, spiritual development, and relationships (family and others).	4.12	0.931	Proficient practice
12. Having a positive outlook in life even during challenging times.	4.32	0.790	Proficient practice
13. Responsible use of technology for professional, personal, social and spiritual life advancement.	4.30	0.770	Proficient practice
14. Adapting well to changes in life.	4.36	0.749	Proficient practice
15. Managing emotions in healthy ways.	4.29	0.783	Proficient practice
16. Understanding the emotional needs/concerns of others.	4.41	0.721	Proficient practice
Grand Mean	4.22	0.601	Proficient practice

Scoring System: 1.00 – 1.49 inadequate practice; 1.50 – 2.49 limited practice; 2.50 – 3.49 adequate practice; 3.50 – 4.49 proficient practice; 4.50 – 5.00 excellent practice.

Overall, the results reveal that respondents are proficient across various dimensions of personal and professional development, with notable areas of excellence. Identifying specific areas that slightly fall below the “Excellent practice” threshold may provide opportunities for further growth and improvement.

Discussion

The results of the study suggest that respondents are performing well across several key areas of professional competence, active faith, social responsibility, selfless service, and a balanced lifestyle. The high levels of proficiency, particularly in areas such as professional communication, ethical principles, and balanced living, indicate a strong alignment with institutional and personal values. The exceptional practices observed in avoiding vices, maintaining healthy relationships, and engaging in lifelong learning imply that respondents are not only adhering to expected standards but are also setting benchmarks in these areas. These findings reflect a holistic approach to personal and professional development, suggesting that respondents are effectively integrating their values into their daily practices. However, the relatively lower scores in some areas, such as certain aspects of balanced lifestyle practices, highlight areas where further enhancement could lead to even more

comprehensive development.

To build on these strengths and address the areas needing improvement, several recommendations can be made. First, institutions should continue to reinforce and support the professional competencies that respondents excel in, such as effective communication and ethical practices, through targeted workshops and training. Additionally, there should be a focused effort to improve areas where scores were slightly lower, particularly in aspects of balanced lifestyle such as regular exercise and dietary habits. Introducing programs that encourage and facilitate these practices can help elevate overall well-being. Institutions could also offer more structured opportunities for respondents to engage in and reflect on their active faith and selfless service, ensuring that these practices remain central to their development. Lastly, fostering a supportive environment that promotes ongoing personal and professional growth can help maintain and further enhance the high levels of proficiency already achieved.

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VOICES FROM THE CAMPUS: EXPLORING STUDENT EXPERIENCES AND INSIGHTS FROM AN EXIT SURVEY AT THE ADVENTIST UNIVERSITY OF THE PHILIPPINES

Rowena Imelda A. Ramos
Michael S. Naidas
Herminiano I. Subido
Miriam R. Estrada
Raymond C. Caagbay
Lowel J. Domocmat
Gracel Ann S. Saban

Jolly S. Balila
Lualhati P. Sausa
Jeremiah C. Fameronag
Doris A. Mendoza
Edwin A. Balila
Ruben T. Carpizo

Adventist University of the Philippines
riaramos@aup.edu.ph

Abstract

Student development and learning outcomes have become central to evaluating the quality of higher education institutions, as these serve as key indicators of institutional effectiveness. This study investigates the experiences of graduating students from the Adventist University of the Philippines (AUP), an institution committed to holistic development and community service. Utilizing the data from an exit survey which was distributed by the college deans to 609 graduating students, and was completed by 377 of them, this study confines both positive and negative aspects of their university experiences. The survey questionnaire collected the demographic profiles, assessment of institutional effectiveness to obtain institutional outcomes and open-ended queries about satisfying and dissatisfying experiences, as well as recommendations for improvement. Response analysis shows that students are most satisfied with their spiritual growth, community and social relationships, and the peaceful environment of the campus. However, they expressed dissatisfaction with administrative inefficiencies, campus facilities, food quality, and social inclusivity. Recommendations include streamlining administrative processes, improving campus facilities, enhancing food services, and addressing social and cultural issues. Further research could benefit from a longitudinal study to assess the impact of these improvements over time and explore specific interventions on student satisfaction and academic performance. This approach aims to provide a comprehensive understanding of the student experience, enabling institutions to better meet student needs and enhance overall educational quality.

Keywords: *student experiences, higher education quality, campus improvement*

In recent years, research on quality higher education has increasingly focused on student development and learning outcomes, recognizing that these outcomes are key indicators of institutional quality. Identifying the factors that influence student learning outcomes is essential for ongoing quality improvement (Bai et al., 2022). Given this, accurately assessing students' university experiences becomes critical, as these experiences serve as a reflection of the institution's overall quality and effectiveness (Fryer et al., 2021).

The term "student experience" increasingly represents a broad and somewhat vague set of values and practices related to higher education. Despite its imprecision, it has gained prominence in education policy, rankings, academic research, and among students (Pötschulat et al., 2020).

Students' experiences have been explored extensively across various studies. Despite this, the concept of student experience remains vague, lacking a universally accepted definition and often tailored to the specific objectives of individual studies. Gaining a clear understanding of this concept enables educational institutions to more effectively meet students' needs (Matus et al., 2021).

In this context, this study aims to explore the experiences of graduating students from the Adventist University of the Philippines (AUP), a higher education boarding institution operated by the Seventh-Day Adventist Church. AUP is dedicated to holistic development, integrating academic excellence with spiritual growth and community service. Known for its values-centered education, the university prepares students for professional success and responsible citizenship. Reflecting the spirit of 1 Thessalonians 5:11, which encourages us to "support and build each other up," AUP fosters a student-centered environment that promotes personal development, character building, and a strong sense of community.

Methodology

An exit survey was distributed via Google Forms to graduating students for the academic year 2023–2024, with the college deans overseeing its dissemination. The survey included several sections: demographic profile, assessment of the university's effectiveness in achieving institutional outcomes, evaluation of the practice of these outcomes, and three open-ended questions designed to capture the students' most satisfying and dissatisfying experiences, as well as their recommendations for improvement. Out of 609 graduating students, 377 completed the survey, reflecting a substantial participation rate. The responses to the open-ended questions were analyzed through content analysis and are presented in this research paper. To ensure the integrity of the research, stringent measures were taken to protect participant anonymity and maintain the confidentiality of their responses, thus safeguarding student privacy and upholding the reliability of the data collection process.

Results

Most Satisfying Experience in AUP

The question of where students found their most satisfying experiences during their time at Adventist University of the Philippines (AUP) has elicited a diverse range of responses, reflecting the multifaceted nature of student life and engagement at the institution. The responses reveal a rich tapestry of experiences that students find fulfilling, highlighting key areas of satisfaction including the environment, spiritual and religious activities, community and social relationships, academic experiences, extracurricular activities, and the support provided by faculty and staff.

Table 1 presents the verbatim responses of the students that represent their most satisfying experiences. In analyzing these responses, several predominant themes have emerged, each contributing to a comprehensive understanding of the aspects that students value most about their time at AUP. The findings indicate that the serene and eco-friendly campus environment, the emphasis on spiritual growth and religious practices, and the sense of community and personal connection are central to students' satisfaction. Additionally, students have expressed appreciation for the high quality of academic instruction, the opportunities for extracurricular involvement and leadership development, and the supportive nature of faculty and staff.

Table 1*Most Satisfying Experience in AUP*

Themes	Subthemes and Responses
Spiritual Growth and Religious Activities	<p>Spiritual Growth: "Spiritual growth," "The spiritual, social, and emotional growth I had here," "The development of my four aspects in life most especially my spiritual life," "Spiritual enhancement programs," "Spiritual and social aspects."</p> <p>Religious Activities: "Worship," "Being a member of choirs," "Religious Activities," "Week of Prayer," "The Sabbath," "Attending church every Wednesday, Friday, and Saturday," "Religious activities that can build up one's faith," "Participating in Religious Programs," "The church life has been a wonderful experience," "Bible-based education," "Religious activities and professors," "Joining and singing with a choir, and community outreach activities."</p>
Community and Social Relationships	<p>Community: "Meeting new people," "The sense of accomplishment after completing a challenging project or receiving recognition for academic or extracurricular achievements," "The diverse and vibrant community at AUP," "The community that AUP provided," "The fun exciting community."</p> <p>Social Relationships: "Bonding with classmates," "Finding lifelong friends," "The friends I made along the way," "The bond shared with my friends and batchmates," "Supportive friends," "The small group," "Social relationships with peers."</p>
Environment and Ambiance	<p>Environment: "The Peaceful Environment," "Environmental-friendly, true, fresh air," "The serene environment," "The fresh air in the campus," "The environment is conducive for learning," "True and peaceful environment," "The calming campus," "The ambiance," "The peaceful atmosphere that the community gives."</p> <p>Ambiance: "The ambiance and peaceful environment," "The atmosphere and nature," "The environment and the friendly people," "The ambiance," "The fresh air and friendly people."</p>
Academic Experience	<p>Academic Offering: "Academic offering," "Excellent faculty," "The quality of the place for studying is good," "The most satisfying experiences at AUP are my learnings from different expert professors," "Studies," "Education quality," "Classes are very informative," "The learnings I gained during my stay in the university," "The teaching strategy of professors," "Teaching quality/integration of faith," "Learning and studying."</p>
Extracurricular Activities and Leadership Opportunities	<p>Extracurricular Activities: "Intramurals and easy process of enrollment," "Recreation activities occur like intramurals," "Fun activities at COE and Master guide," "Sports fests," "Music and the Religious activities," "Taglamig," "Clinical experiences," "Choir rehearsals," "Activities where they focus more on prioritizing spiritual growth."</p> <p>Leadership Opportunities: "There are so much opportunity to be trained as a leader and create new families away from home," "Leadership training to students," "Being an officer for ISA and the ISA events," "Student life campus, small group activities, trainings of MGT's," "Extracurricular activities."</p>

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Support and Care from Faculty and Staff	<p>Faculty Support: "Approachable administration," "Patient and lovely pastors & kind classmates," "How the faculty and staff treated us as a working student," "The dedication of teachers in teaching their students," "The genuine care of teachers," "Faculty are reachable," "Christlike faculty and staff who really desire the salvation of their students."</p> <p>Staff Support: "The supportive and godly professors," "The services of the faculty and staff all of them are very friendly and accommodative," "The faculty and staff are accommodating," "The smooth application process also prevented unnecessary delays."</p>
Personal and Leadership Development	<p>Personal Development: "I am fully developed as a person and as a servant-leader," "Personal growth," "Personal growth," "The personal growth and development I have gained."</p> <p>Leadership Development: "Opportunity to join church-related activities," "Developed adeptness in independence and self-reliance," "Leadership training," "Being a working student helped me grow in my leadership and personal skills."</p>

Spiritual Growth and Religious Activities

Many students expressed that one of their most satisfying experiences in AUP includes spiritual growth and religious activities. Programs including Week of Prayer, worship programs, and other religious activities were highlighted. Students signify their appreciation of the integration of faith, values and learning, the focus on Christ, and the opportunities to be involved in activities that encourage spiritual development.

Environment and Ambiance

Students also consider the university's environment and ambiance as a source of satisfaction. They find the university to be a peaceful and relaxing place, making it conducive to learning.

Community and Social Relationships

The sense of belonging in the community and healthy social relationship was also an emergent theme. Students indicated their appreciation of the camaraderie among the students, faculty and staff. They mentioned dormitory life, small group activities and social events including intramurals and cultural nights as satisfying events among the students.

Academic Experience

Academic experiences mentioning the quality of education, the dedication of faculty, and the integration of Christian values in their studies also emerged in the responses. The faculty were described as approachable, supportive, and caring. Students find these factors to be of great contribution to their learning and personal development. Engaging in collaborative learning environments and to receive guidance from expert professors were also highlighted as key aspects of their academic satisfaction.

Extracurricular Activities and Leadership Opportunities

Extracurricular activities, including sports, choir, and leadership training, were important sources of satisfaction for many students. These activities provided a balance between academic life and personal interests, allowing students to develop leadership skills, form new friendships, and enjoy a holistic educational experience. Participation in these activities was seen as crucial to personal growth and the development of a well-rounded character.

Support and Care from Faculty and Staff

Students felt the support and care from faculty and staff. Many students appreciated the genuine interest that teachers and department heads showed in their success, both academically and personally. The accommodating and friendly nature of the faculty, along with the supportive environment they fostered, contributed to a positive and nurturing experience for students.

Personal and Leadership Development

Personal and leadership development was another theme that emerged from the responses. Students valued the opportunities provided by AUP to develop as leaders and to grow in various aspects of life. This included gaining independence, self-reliance, and a sense of accomplishment through challenging projects and extracurricular activities. Many students felt that AUP helped them to develop holistically, preparing them for both professional and personal success.

Dissatisfying Experience

At Adventist University of the Philippines (AUP), student dissatisfaction spans several critical areas. Table 2 presents the verbatim responses of the students that represent their most satisfying experiences. The feedback from students at AUP reveals several key themes, each with its corresponding subthemes. Administrative and Academic Processes encompass issues such as enrollment inefficiencies, departmental delays, and slow communication from professors. Campus Facilities and Environment highlight problems with outdated dormitories, inconsistent cafeteria quality, and inadequate infrastructure. Social and Cultural Issues address concerns about discrimination, social disconnects, and tensions between cultural practices and campus norms. Personal and Social Development focuses on missed opportunities, lack of student voice, and feelings of disconnection. Financial Concerns involve high tuition fees, living costs, and low compensation rates for working students. Lastly, Others include miscellaneous issues like restrictive rules, inefficient campus services, and logistical challenges. Together, these themes and subthemes provide a comprehensive view of the challenges and areas for improvement within the university.

Table 2

Most Dissatisfying Experience in AUP

Themes	Subthemes and Responses
Administrative and Academic Processes	<p>Enrollment: "Long line during processing of enrollment," "It is very difficult to settle missed student convocation due to valid reasons and it does not reflect 5 in the system," "When it comes to online form. It takes a long time for it to be approved 3," "The inefficiencies usually encountered in processing documents in SSO."</p> <p>Departments and Services: "The Purchasing department and Engineer/s Maintenance department with their LONG process, acquisition of materials, repairs and maintenance of facilities. One example: AUP Batangas Dorm, since October 2023 we have problems with our water supply that, up to this moment (February) has not been addressed," "The finance department for the tedious and at times unprofessional none response of the Director of Student Finance in processing of funds especially for us CHED scholars," "DSF decisions regarding CHED allocated allowances were already deducted once given at a student's account," "The unclear/unfair academic scholarship retention policy," "Inconsistency of colleges in terms of teaching as well as in disciplining students," "Too much familiarity, when people seem to get close, they use it as an excuse to go beyond boundaries. This happens not just within the student's circle, but also to the student-teacher interaction."</p> <p><i>{table continues on the next page}</i></p>

	<p>Rules and Regulations: "Too many rules and restrictions. Adults are being treated like children," "There was a time that we ordered food outside AUP around 4pm and it got to the gate at 5pm. We needed to walk from the dorm to the gate so we were able to get there past 5pm and was able to get a blue slip," "Changes in curfew and food deliveries," "The need to worship morning and evening for a gate pass is unsatisfying .. it becomes a mandatory thing that doesn't promote the essence of worship," "Cutting down trees inside the campus especially on the way to cafeteria. Without confirmation, it was cut down for the solar light which is many of us are dissatisfied."</p> <p>Communication with Professors: "The need to go to university just to ask inquiry to profs because they are not answering online," "Professors and students using Filipino (Tagalog) in classes or group chats where foreigners are present," "Every time there is something to do via email to the teacher or office, they will not reply until we come to them directly."</p> <p>Dissertation Delays: "Time for writing the dissertation. It takes too long not because the students can't do it but the school is responsible for the delay in most cases especially when they must replace the panel members every time the student defends," "Lack of support/guidance from other professors, especially during the thesis/research."</p>
Campus Facilities and Environment	<p>Dormitories and Utilities: "Dorm utilities," "The maintenance of the dorm's cleanliness and accessibility of updated utilities," "Some classrooms have no air conditioning such as the music department music rooms," "The Wi-Fi connections don't work."</p> <p>Food and Dining: "Limited food options," "Less freedom to food of choice within campus," "Cafeteria menu, students can easily lose their appetite, because of the same menus," "The taste of the foods in the Cafeteria," "The lack of meat (chicken, beef, fish) options the Kubo," "The cafeteria food. The taste of the dishes is not consistent," "The food in the cafeteria is inconsistent it's salty, other times it's bland," "The food options in the store was limiting especially with fruits and produce."</p> <p>Campus Infrastructure and Facilities: "Long walks going to gate and to colleges and vice versa, especially during summer, I suggest having a sidewalk with roof po at least from PIC to gate po hehe, it's hard dealing with intense heat during summer also during rainy season," "I find wandering around the AUP campus quite delightful, thanks to its serene green surroundings. However, walking from one place to another can be tough for many due to the absence of sheltered walkways," "The apartment. Until now, I am about to graduate. They removed my cabinets without replacing. Many times, I followed up, but it's like nothing. They prioritize the Chinese who are newcomers than me. Sad reality paying 15k monthly and living poorly in the apartment," "It is hard to go outside the campus if you are a resident of dorm, because of the dorm dean or dorm filing schedule, which conflicts with my class schedule," "The dormitory accommodation. They asked the students if we can welcome and accommodate visitors in the room for 3 days and 2 nights (weekend). We kindly decline. The dean told us that if we reject the visitors, we need to pay 600 pesos each and find another place for the visitors to stay."</p>

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	<p>Campus Services: "The communication needs to be better," "I felt left out a bit when the teachers would talk in Tagalog in class," "I also was disappointed with how many teachers forget to speak English and resort to telling other students to translate instead."</p> <p>Miscellaneous Concerns: "The laundry, way back 2019 I am residing inside the campus and I woke up very early like 3-4 AM just to get my laundry done," "The streetlights. There are few streetlights inside AUP," "Garbage is not that properly segregated," "There are many unnecessary minor subjects and the tuition fee has hidden charges," "The events in school are not off-campus friendly, most specially when it comes to week of prayer."</p>
Social and Cultural Issues	<p>Language Barriers: "I felt left out a bit when the teachers would talk in Tagalog in class," "I also was disappointed with how many teachers forget to speak English and resort to telling other students to translate instead."</p> <p>Discrimination: "Unreasonable marshalls, and a partial bias from some faculty and staff when it came to treatment of foreigners compared to Filipinos," "AUP is such a diverse university with all the various races pursuing their education here. Nonetheless, we should also promote respect for religious diversity. As a Roman Catholic, I experienced being shamed by my professors for not being an Adventist myself," "When teachers would say jokes in Tagalog, I felt bad for the foreigners that don't understand Tagalog."</p> <p>Social Disconnect: "There is a disconnect between friend groups, from those in-campus and off-campus students. This disconnect can also be seen among the faculty, where there are instructors who seem to not get along with each other."</p> <p>Social Events and Adventist Standards: "Compromising our campus' Seventh-day Adventist standards by allowing social events that have the tendencies to appear unbecoming of an Adventist University."</p>
Personal and Social Development	<p>Regrets and Missed Opportunities: "I did not join any care group in the previous year and I regret it," "I've missed many opportunities like voice of youth, canvassing, and more," "It was an overwhelming situation when a students and teachers talks about the personal lives of other people. I think we need to separate our lives, work, and personal issues."</p> <p>Student Voice: "Complaining but getting no action. AUP also has this culture where students have no voice. Students feel there's no point in voicing out opinions because they are simply dismissed or scared it will backfire on them."</p> <p>Student Convocation and Activities: "Recently, during student convocation when we are forced to cramp ourselves in the pews and when they don't allow us to wait for our friends so we can sit together," "3x per day attendance last intrams," "Student convocation seating arrangement," "Receiving a high grade without doing and learning much in class because my instructor doesn't even show up," "As a student, one of the most dissatisfying aspects for me was encountering subjects or topics that felt irrelevant or disconnected from real-world applications."</p>
Financial Concerns	<p>Tuition and Expenses: "Expensive tuition fees," "The tuition fee is high," "Unreasonable Expenses and food," "As a working student, I think 35 pesos rate per hour is too small."</p>

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Administrative and Academic Processes

The administrative and academic processes at the institution reveal several inefficiencies, notably in enrollment, departmental services, and communication with faculty. The long queues and slow approval times during enrollment, coupled with issues like unrecorded missed convocations, highlight systemic delays. Departments such as Purchasing and Maintenance are criticized for their slow procedures, exemplified by unresolved water supply issues in the AUP Batangas Dorm. The Finance Department's unprofessional handling of funds, particularly for CHED scholars, and inconsistencies in scholarship policies also lead to frustrations. Additionally, communication barriers with professors, who often fail to respond promptly or speak Filipino, and delays in dissertation processes calls for the need of more efficient and supportive administrative practices.

Campus Facilities and Environment

The campus facilities and environment face notable challenges, including inadequate dormitory utilities, limited food options, and problematic infrastructure. Students report issues with the maintenance and cleanliness of dormitories, unreliable Wi-Fi, and a lack of air conditioning in certain classrooms. The cafeteria's limited and inconsistent food options, coupled with insufficient variety and quality, detract from the dining experience. Infrastructure issues, such as long walks between locations and unaddressed maintenance requests, further impact student satisfaction. Improvements in these areas, including better facilities, food options, and campus infrastructure, are essential for enhancing the overall student experience.

Social and Cultural Issues

Social and cultural issues at the university include language barriers, discrimination, and a lack of cohesion among students and faculty. Non-Filipino students often feel excluded when classes are conducted in Tagalog, which can hinder their participation and integration. Discrimination, including biased treatment of foreigners and religious intolerance, affects the inclusivity of the campus environment. Additionally, there is a noticeable disconnect between on-campus and off-campus students, as well as among faculty members. Addressing these issues by promoting respect for diversity, improving communication, and fostering a more inclusive community can enhance the overall campus atmosphere.

Personal and Social Development

Students' personal and social development is impacted by missed opportunities, regrets, and a lack of effective channels for feedback. Many students regret not participating in extracurricular activities and struggle to balance their personal and academic lives. The perception that student feedback is dismissed or feared adds to the frustration, with students feeling that their voices have little impact. Enhancing opportunities for involvement and ensuring that student concerns are taken seriously can support personal growth and create a more engaging and responsive university environment.

Financial Concerns

Financial concerns, including high tuition fees and additional expenses, create significant stress for students. The cost of tuition, along with expenses for food and other necessities, often strains students, particularly those who work while studying. Addressing these financial pressures through transparent pricing, better support for working students, and a review of hidden charges can help alleviate some of the financial burdens and make education more accessible.

Recommendation for Improvement

Verbatim responses on the question on students' recommendations for improvement are presented in Table 3. The feedback highlights key areas for improvement.

Table 3*Recommendations for Improvement*

Themes	Subthemes and Responses
Cafeteria and Food Services	<p>“The cafeteria service is timely, but during peak hours, there’s often no food available that meets nutritional guidelines, “The cafeteria food needs improvement; there are not enough vegetarian options, and the taste is often unappealing,” “Please bring back the COM canteen and offer more popular food options, like chicken,” “Increase the variety of delicious food options in the cafeteria,” “The supervisor should be more attentive and passionate about their work. The food prices should be reasonable for the quality and quantity provided,” “Provide more vegetable and fruit choices and include a GCash payment option at Kubo for those without cash,” “The cafeteria is too small and overcrowded; a larger space would help serve students more efficiently,” “Improve the proportion of food quantity to price and ensure consistent quality, like what is served on Sabbath.”</p>
Facilities and Infrastructure	<p>“CST Building please,” “AUP needs more sufficient light sources at night so the environment will be safe for both students and faculty,” “Cleanliness of comfort rooms and more dormitory parking areas,” “Campus needs more streetlamps, especially as some classes end later than 6pm,” “Landscaping. AUP is full of trees and could be more attractive for students if maintained with flowery bushes and a clean surrounding. Lighting is appreciated for lighting up more dark pathways for students,” “The road from MVC going to Eastern Hall, Food Factory, and some other departments needs to be fixed and made into an asphalt road,” “Food (again) and roads, especially in gate 2 and apartment areas (way too muddy during the rainy season). The cafeteria building also looks old and too small,” “Update/upgrade facilities and equipment that will be useful for the education of the students,” “Dormitories,” “Library must be fully air-conditioned,” “Wi-Fi connections to help students connect to the internet better,” “Parking Area,” “More cafeteria space for fast dining before class starts,” “Pathways leading to rooms or dorms,” “The toilets, as well as dorms,” “SSO Admissions building,” “Parking in the apartments and in colleges,” “PSD some rules are not consistent and they are not implementing and announcing to the public,” “The eastern connect,” “The road from MVC going to Eastern Hall, Food Factory, and some other departments needs to be fixed and made into an asphalt road.”</p>
Administrative and Academic Concerns	<p>“Enrollment and attendance checking for convo,” “I hope you will continue reminding our teachers of the importance of privacy. If you need to address issues with your students, do it lovingly (without crossing boundaries), and do not share your concerns with other students as this is a violation of privacy. Concerns must be directed to the right persons,” “Next is about thesis guidelines. I hope every department is aware of the research guidelines set by the university. Every department has its own guidelines, and it is hard for us students to finish our thesis because we don’t know what the standard is in writing our thesis,” “Lower foreign student fees please, because we did not get any service from that fee,” “COM lagoon, please remove the frogs,” “Special Education and Support Services. Since AUP offers a bachelor’s program in Special Needs, there should be a laboratory school within AUP that caters to students with exceptionalities in elementary, high school, and</p>

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	college,” “The academic scholarship retention policy. I hope it’s based on overall GPA, not just one semester/intersemester performance. Maybe raising the criteria to a 3.80 overall GPA to maintain the scholarship would be more attractive and helpful for competent but financially struggling students because it’s quite discouraging to have a near 4.0 GPA but lose your scholarship,” “Some courses need to be updated to reflect real-time situations. E.g., instead of fundamentals of marketing, maybe choose digital marketing as a substitute,” “Incorporate statistics into the new curriculum,” “As an apartment dweller, I find it less secure,” “Final tagging as enrolled took too long,” “The university websites like AOLIS and My AUPLifeBook need improvement. The interfaces are hard to maneuver and don’t look polished. Some links lead to pages that are still under construction. There are also redundant links that lead to the same pages.”
Health and Safety	“Maybe my concern is with the AUP clinic because they lack doctors who can care for patients in the evening and do not accommodate students of AUP during that time,” “Guards need to be consistent and kind.”
Cultural and Social Aspects	“Adopting other cultures since it is an international school,” “I hope you will listen more to students about why they don’t attend worships and address it properly. Thank you for reading this long message. May God work in your hearts. Praying for AUP,” “Dormitory deans should ‘encourage’ rather than ‘force’ students because, with my friends, they don’t want to be Adventist due to seeing no Christian character in leaders who force them; they are often reprimanded for not attending worship.”
Campus Life and Services	“Kiosk inside campus, more time allowed to hang out within campus until at least 10pm,” “I hope everything I wrote will not sound like a rant. This is based on my experience and it challenged me mentally and socially,” “I hope they find a way to address the waiting shed outside AUP, especially during the hot season. It’s essential for students, particularly those who commute from off-campus locations,” “More programs,” “Increase the number of workers at window 3 for foreign students.”
Miscellaneous	“If possible, more workers at window 3 for foreign students,” “I think none,” “For me, all is good,” “The dorm worships are not working for non-Adventists. I know because we have friends who really don’t understand why they need to be forced to attend worship when religion is a free will.”
Transportation and Accessibility	“It would be nicer if there were any kind of transportation service inside AUP for students to ride, such as e-bikes, bicycles, etc., to go from one point to another,” “Maybe a shuttle bus that goes around AUP for us to hop on and off as part of the service in AUP,” “Pathway shed. There are pathways that need shade so that even in rain or shine, it is comfortable to walk inside AUP.”
Campus Facilities and Maintenance	“The road to Eastern Hall is very bumpy and difficult to pass because it is not paved yet; hopefully, it will be fixed,” “Some classes are not needed since they are done in masters. Time for dissertation writing,” “Dormitories. I think the dormitory needs to be repaired, like the CR, wardrobe, and sink, for the comfort of the students there,” “The student parks and the CR. Some comfort rooms are too narrow,” “Barangay Matiyaga road is dusty. Please also fix the road leading up to CON as it might damage motorcycle wheels. Increase the comfort room supplies at CON.”

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Food Services	“The food. I hope they can offer healthy but appetizing options,” “More leafy vegetables at the cafeteria please, rather than veggie meats,” “Cafeteria. I feel that they can make better food even if it’s vegetarian. I’ve seen hair multiple times in my food or bugs. Some people have also said that they have gotten food poisoning from the cafeteria,” “Caf needs tissues, library needs centralized AC.”
Administrative and Student Services	“Enrollment process online should have someone assigned in each department if the head is not available because of too many meetings,” “Online students feel like they aren’t given full attention. It would be nice if there were a respective office or personnel to handle inquiries from online students,” “The areas that need improvement are the student services part to cater to the concerns of some students, the cafeteria so that all students will enjoy the food (maybe they can have a survey on their favorite dishes), and the store (which is not spacious and should be convenient for the number of people in AUP).”
Safety and Security	“More lights at night, especially at the girls’ dormitory,” “Streetlights. I am residing in Eastern Hall and it’s scary to walk alone at night. As a scared person, it’s much better to walk at night when there are many streetlights,” “Food deliveries should be allowed to go inside. Students who live inside are away from family. They should at least be allowed to live comfortably by allowing food deliveries to go inside the campus rather than making students walk all the way to the gate.”
Inclusivity and Communication	“To show inclusivity, professors and students should be mindful of using Filipino (Tagalog) in classes or group chats where foreigners are present,” “Promotion of equal treatment for Filipinos and foreigners. My foreign classmates sometimes use their status to their advantage to get away with not wearing uniforms or

Cafeteria and Food Services

Feedback on cafeteria and food services reveals a broad spectrum of concerns ranging from food quality and variety to service efficiency and facility capacity. Respondents highlighted the need for improved food quality and a greater variety of options, particularly for vegetarian dishes. Issues were raised about the cafeteria’s ability to accommodate the student population effectively, with suggestions for expanding the facility and improving service speed. Additionally, there were calls for more nutritious food choices, better price-to-portion ratios, and enhanced staff conduct. Addressing these concerns could significantly enhance the overall dining experience and satisfaction among students.

Facilities and Infrastructure

Responses regarding facilities and infrastructure emphasize a need for comprehensive upgrades and better maintenance across campus. There are requests for improved lighting, particularly for safety in the evenings, and for repairs to roads and pathways to enhance accessibility. The condition of dormitories, cleanliness of restrooms, and the need for more parking and shaded areas are also prominent concerns. Additionally, there are calls for more modern and well-maintained buildings and facilities to support educational and daily needs, which would contribute to a more comfortable and functional campus environment.

Administrative and Academic Concerns

Administrative and academic concerns reflect a desire for clearer guidelines and more efficient processes. Students expressed frustration with inconsistent thesis guidelines, lengthy administrative procedures, and a lack of attention to online students' needs. Requests include reducing foreign student fees, addressing privacy issues with faculty, and improving the university's digital platforms. Streamlining administrative processes and enhancing academic support structures could lead to a more equitable and user-friendly experience for all students.

Health and Safety

Health and safety concerns focus on the adequacy of medical services and the behavior of security personnel. There are notable gaps in the availability of medical care, especially during off-hours, and dissatisfaction with the consistency and kindness of security guards. Addressing these issues is crucial to ensuring a safe and supportive campus environment, where students feel their health and security needs are adequately met.

Cultural and Social Aspects

Cultural and social feedback highlights the importance of inclusivity and respectful engagement within the university community. Students have called for a greater embrace of diverse cultures and more understanding of individual religious preferences. There is a push for dormitory deans to encourage rather than coerce worship attendance, emphasizing a respectful approach to spiritual practices. Promoting a culture of inclusivity and understanding can foster a more harmonious and supportive campus environment.

Campus Life and Services

Campus life and services feedback points to a need for enhanced recreational and social facilities, as well as more accommodating campus hours. Requests include extending hang-out times, improving waiting areas, and increasing the number of workers to better serve the student population. Addressing these needs can improve student engagement and satisfaction by creating a more vibrant and accommodating campus life experience.

Miscellaneous

Miscellaneous feedback includes a variety of comments, ranging from requests for more staff at service windows to general approval of current conditions. Some responses indicate a lack of specific suggestions or an overall satisfaction with existing services. However, recurring themes such as the need for additional support staff and better communication highlight areas where small improvements could enhance student experiences.

Transportation and Accessibility

Transportation and accessibility concerns underscore the need for better mobility options within the campus. Suggestions include implementing shuttle services, e-bikes, or bicycles to facilitate movement between campus locations. Additionally, there is a call for more shaded pathways to protect students from the elements. Improving transportation and accessibility options would support greater convenience and ease of movement for all students.

Campus Facilities and Maintenance

Feedback on campus facilities and maintenance highlights issues with the condition and upkeep of various campus areas. Students have pointed out problems such as unpaved roads, inadequate dormitory repairs, and narrow comfort rooms. Addressing these maintenance and facility concerns is essential for ensuring a safe, functional, and comfortable campus environment that meets the needs of the student body.

Food Services

Food services feedback indicates a strong desire for better quality and healthier food options. Students have requested more diverse and appetizing menu choices, with specific calls for increased availability of leafy vegetables and improved cleanliness. Enhancing food quality, addressing hygiene issues, and expanding menu options could significantly improve the dining experience and overall satisfaction with campus food services.

Administrative and Student Services

Administrative and student services feedback reveals a need for more responsive and accessible support structures. There are calls for better management of the enrollment process, improved attention to online students, and enhanced services in the cafeteria and student store. Streamlining administrative functions and addressing service gaps can lead to a more efficient and supportive environment for students.

Safety and Security

Safety and security concerns focus on improving campus lighting and ensuring the allowance of food deliveries. Requests include installing more streetlights for better visibility and safety, as well as allowing food deliveries inside the campus to accommodate students' needs. Addressing these concerns is important for enhancing overall campus security and convenience.

Inclusivity and Communication

Inclusivity and communication feedback highlights the importance of fostering an inclusive environment and effective communication. Suggestions include using Filipino in mixed-language settings and promoting equal treatment for all students. By addressing these aspects, the university can enhance the sense of belonging and fairness within the campus community.

Discussion

AUP students indicated their spiritual growth and engagement in religious activities as the most satisfying experience they had in the university. The sense of belonging they felt and the social relationships they have formed also contribute to their satisfying experience. The environment in the university gave peace and calm to the students. Academic experiences with the offerings, expertise of faculty members also contributed to their satisfaction. Diverse opportunities for growth in the different extracurricular activities further enriched students' experiences.

On the other hand inefficiencies in administrative and academic processes, including enrollment delays, inadequacy of campus utilities and facilities especially in the dorm, inconsistency and poor quality of food services were prevalent sources of dissatisfaction. Additionally, social and cultural issues, such as language barriers and perceived discrimination, also affected student satisfaction. High tuition fees and additional expenses, added to the overall dissatisfaction,

Based on the results, it is recommended that AUP should improve administrative processes to reduce inefficiencies, upgrade campus facilities, and enhance food services to offer varied food choices. Financial policies should be improved to address social and cultural inclusivity issues to better support students. Communication means should be enhanced to ensure that student feedback is effectively addressed. For further study, deeper insights into the effectiveness of implemented changes and identifying emerging issues should be conducted.

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