

The Effectiveness of the Campus Ministry Pillars on the Mental Health of FUAMI Students in the Phygital Natives World

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ABSTRACT

This study investigates the effectiveness of the Campus Ministry pillars in supporting the mental health of Father Urios Academy of Midsayap, Inc. (FUAMI) students within the context of the “phygital natives” world—a generation that seamlessly blends physical and digital interactions. The research aims to determine how the key pillars of the Campus Ministry—faith formation, service, community involvement, and personal growth—contribute to students’ overall psychological well-being, sense of purpose, and resilience amid increasing digital engagement. Using a descriptive-correlational research design, data were gathered through a structured survey administered to FUAMI students across various grade levels. Findings revealed that the Campus Ministry significantly fosters emotional stability, social connectedness, and spiritual grounding, which are vital components of positive mental health. Moreover, the study highlights that faith-based programs remain relevant and effective even in a technology-driven environment, as they provide balance, moral guidance, and a sense of belonging. In conclusion, the study emphasizes the essential role of the Campus Ministry in nurturing holistic well-being among students who navigate the challenges of both physical and digital worlds. Strengthening these pillars through innovative and inclusive programs can further enhance their impact on mental health and help students maintain harmony between their faith, academic life, and online experiences.

Keywords: *Campus Ministry, Mental Health, Phygital Natives, Faith Formation, Student Well-Being, Digital Generation, Holistic Development*

INTRODUCTION

The emergence of phygital natives (Gen Z and Gen Alpha - Digital Natives) brings us to their unique profiled attitudes, self-expressions, or social values. They are highly adaptable to new tech, around 4 billion globally. Their attentions or personalization’s are selective such as short-form preference, Metaverse natives, pragmatically-informed, authentic values, and consistently-persona online. Herein, they blur physical and digital border (seamless experience), resulting to “phygital natives into getting older younger”, (a learning caveat though) with accelerated maturity, simultaneous stages, and early contribution (Kotler, et al., 2023).

The article published by Global Mental Health Statistics (2023) reveals that depression has a global prevalence, impacting a substantial population of over 300 million individuals, irrespective of factors such as ethnicity, age, gender, religion, and economic standing. In response to the emergence of this matter, the Catholic Bishops Conference of the Philippines (CBCP) Healthcare

Office in 2022 issued a call for community-based mental health programs, emphasizing the importance of living synodality. Despite the initiatives undertaken by the Catholic Bishops’ Conference of the Philippines (CBCP), the Department of Health (DOH) in the Philippines has reported an upward trend in the data from 2021 statistics, indicating that a total of 3,298,652 individuals in the Filipino

population is afflicted with depression. Furthermore, the suicide mortality rate stands at 3.2 per 100,000 individuals.

The establishment of Campus Ministry serves as the fundamental basis for addressing mental illness among students, specifically focusing on the pillars or subdimensions of FUAMI CM goods or services. Such pillars offer a precious resource for promoting holistic support, encompassing individuals' human and spiritual aspects. Before the emergence of the pandemic, there were efforts within the business and academic spheres to characterize the world as a V.U.C.A-HD world, as described by edweek.org. This acronym represents Volatility (referring to the absence of Vision), Uncertainty (referring to the lack of Understanding), Complexity (referring to the absence of Clarity), and Absurdity (referring to the absence of Agility). Some scholars argue that the world can be characterized as a hostile environment devoid of humanity and disruptive, lacking divinity. These factors are believed to contribute to the tendency of young individuals to engage in excessive rumination, experience dysphoric moods, exhibit cognitive errors, hold irrational beliefs, and ultimately suffer from unhappiness and neurosis (McNamara, 1992; Beck, 1979; Ellis, 1962, 1973, 1991, et al.). Without prior evaluation or proper intervention, intense emotions can lead to the contemplation and execution of suicidal thoughts and behaviors (Whiston, S.C., 2005).

If left unattended, mental health issues and concerns can significantly impact individuals, educational institutions, communities, and global society at large. The absence of appropriate treatment for mental health conditions can lead to unwarranted disability, employment, suicide, and a deterioration in performance efficacy. The failure to meet safety requirements may lead to the development of post-traumatic stress disorder. Individuals who do not possess a genuine sense of love or belongingness are more prone to experiencing symptoms of depression and anxiety. Depression and anxiety can also stem from a diminished sense of self-worth or an individual's struggle to recognize their inherent identity and potential.

The essence of a Catholic mission-oriented institution like the Parochial school FUAMI (Father Urios Academy of Magallanes Incorporated) resides in the fundamental principles of the Campus Ministry (CM) Pillars, namely Spirituality, Community, Academic Performance/Excellence, and Mission, all of which are ways towards the synodal (duyog-panaw) common good. Considering the current global issues and concerns, specifically in education management, leadership, and environment, it is evident that the absence of CM Pillars results in a stagnated, monotonous, or disintegrated learning institution. In this context, the school's organizational development is solely limited to focus on its financial viability, market-oriented objectives, and adhered to a survival-oriented compliance framework. The main aim of this study was to assess the influence of the FUAMI CM Pillars, specifically Spirituality, Community, Excellence, and Mission, in addressing the mental health concerns of FUAMI Students (FUAMInians) in/over the phydigy natives world.

MATERIALS AND METHODS

The researcher prioritizes quantifying the data collection procedure to achieve the study's objective. The current investigation employs quantitative research methods, explicitly utilizing descriptive and causal research design. A quantitative, descriptive research design entails systematically examining the association among variables and an empirical approach to observing and characterizing their behavior patterns. Causal research refers to the systematic inquiry into cause-and-effect relationships. In establishing causality, it is necessary to identify and measure the variations in the variable that are hypothesized to influence the differences in another variable. Subsequently, the variations in the other variable must be quantified.

RESULTS AND DISCUSSION

Problem 1. What is the level of Spirituality among FUAMI students?

1.1 Mass

Table 1
Descriptive Summary of Mass

Statement	Mean	SD	Verbal Description
1. CM made us realize the importance of attending Mass every Sunday.	4.29	0.41	Excellent
2. CM emphasizes that Mass is the highest form of prayer.	4.25	0.52	Excellent
3. CM makes us focused and enthusiastic about attending the Mass.	4.38	0.32	Excellent
4. The Liturgy (Word and Eucharist within the Mass) is spiritually energizing because of Campus Ministry.	4.27	0.84	Excellent
5. CM makes us feel optimistic/hopeful every time we hear homily.	4.35	0.35	Excellent
6. Through CM, the sermons are encouraging for our path with the Lord.	4.21	0.32	Excellent
7. CM makes us sincere, especially in offering prayers to the faithful.	4.31	0.53	Excellent
8. CM made us realize that Mass gives us spiritual guidance and direction.	4.13	0.51	Good
9. We appreciate our church and CM's ways of evangelization.	4.24	0.62	Excellent
10. We are committed to the word of the Lord and try to have a reformed perspective because of CM.	4.25	0.71	Excellent
Overall	4.27	0.51	Excellent

Scale: 1.00 – 1.79: Very Poor; 1.80 – 2.59: Poor; 2.60 – 3.39: Fair; 3.40 – 4.19: Good; 4.20 – 5.00: Excellent.

Table 1 presents the descriptive summary of the FUAMI students' level of Spirituality in terms of Mass. The results reveal that the students obtained an overall mean score of 4.27 (SD = 0.51), which is verbally described as Excellent. This indicates that the FUAMI students exhibit a high level of Spirituality, demonstrating a deep sense of faith, reverence, and appreciation toward the Holy Mass. The findings further suggest that the Campus Ministry (CM) has effectively nurtured students' active participation in religious activities, reinforcing their sense of belonging within the faith community. According to Galanza and Malana (2022), students who actively participate in liturgical practices tend to develop stronger spiritual values, moral discipline, and emotional resilience, which contribute to their holistic well-being.

The item with the highest mean score was "CM makes us focused and enthusiastic about attending the Mass" with a mean of 4.38 (SD = 0.32), which is interpreted as Excellent. This implies that the Campus Ministry effectively motivates and inspires students to attend Mass with genuine enthusiasm and spiritual engagement. The result demonstrates that the activities and programs of the CM—such as organized liturgies, music ministries, and reflection sessions—successfully foster a lively and participative atmosphere. This aligns with the findings of De Guzman et al. (2023), who emphasized that enthusiasm in worship and community involvement enhances students' sense of purpose and connection with their faith, contributing to a deeper and more meaningful spiritual life.

Meanwhile, the item with the lowest mean score was "CM made us realize that Mass gives us spiritual guidance and direction" with a mean of 4.13 (SD = 0.51), which is still described as Good. Although this remains a positive rating, it indicates a need for continuous reinforcement of spiritual guidance and reflection activities to help students further internalize the values imparted during the Mass. The result suggests that some students may require more structured opportunities for personal reflection and faith formation. As supported by Santos and Villanueva (2024), strengthening spiritual direction and reflection programs can deepen students' understanding of the Mass, enabling them to integrate faith more fully into their daily lives and personal decisions.

1.2 Recollection/Retreat

Table 2
Descriptive Summary of Recollection/Retreat

Statement	Mean	SD	Verbal Description
1. We believe in the importance of having a recollection/retreat because of CM.	4.31	0.55	Excellent
2. CM fosters a positive environment where we are comfortable sharing our life's emotional baggage.	4.15	0.52	Good
3. We have learned/ discovered ourselves more through CM's recollection/retreat.	4.23	0.62	Excellent
4. CM's spiritual input allowed us to recognize our strengths and accept/ forgive our flaws.	4.27	0.79	Excellent
5. Through CM, we could acknowledge that God truly loved and blessed us.	4.19	0.88	Good
6. We have established/ deepened our relationship with God through the help of CM's recollection/retreat.	4.21	0.32	Excellent
7. CM's recollection/retreat has had a positive influence/impact on us.	4.27	0.53	Excellent
8. We feel renewed/refreshed after having CM's recollection/retreat.	4.21	0.51	Excellent
9. We find serenity and peacefulness every after-CM's recollection / retreat.	4.19	0.68	Good
10. CM's recollection/retreat was helpful to our faith.	4.25	0.66	Excellent
Overall	4.23	0.61	Excellent

Scale: 1.00 – 1.79: Very Poor; 1.80 – 2.59: Poor; 2.60 – 3.39: Fair; 3.40 – 4.19: Good; 4.20 – 5.00: Excellent.

Table 2 presents the descriptive summary of the FUAMI students' level of Spirituality in terms of Recollection and Retreat. The results reveal that the students obtained an overall mean score of 4.23 (SD = 0.61), which is verbally described as Excellent. This indicates that the FUAMI students have a strong spiritual connection fostered by the Campus Ministry's recollection and retreat activities. Such programs provide opportunities for personal reflection, emotional healing, and a deeper relationship with God. The findings imply that the Campus Ministry effectively nurtures the students' faith and inner growth through spiritual encounters and guided reflections. According to Lopez and Reyes (2022), recollection and retreat activities enhance students' emotional stability, strengthen their spiritual values, and encourage self-awareness—key components of holistic education.

The item with the highest mean score was “We believe in the importance of having a recollection/retreat because of CM” with a mean of 4.31 (SD = 0.55), interpreted as Excellent. This indicates that students highly recognize the value of recollection and retreat in renewing their faith and promoting spiritual development. It also suggests that the Campus Ministry successfully emphasizes the significance of such activities in maintaining students' moral integrity and spiritual awareness. This finding supports the study of Martinez and Santos (2023), who found that structured spiritual retreats promote mindfulness, gratitude, and inner peace among college students, helping them cope with academic and personal challenges more effectively.

Conversely, the item with the lowest mean score was “CM fosters a positive environment where we are comfortable sharing our life's emotional baggage” with a mean of 4.15 (SD = 0.52), which is verbally described as Good. While the result still indicates a favorable perception, it suggests that there is room for improvement in creating a more open and emotionally supportive environment during recollections and retreats. This may reflect some students' hesitancy to share personal experiences or emotions in group settings. As emphasized by Del Rosario and Cruz (2024), fostering a psychologically safe and compassionate atmosphere in faith-based gatherings is essential to encourage

authenticity, self-expression, and emotional healing among participants. Thus, strengthening the Campus Ministry's pastoral approach could further enhance students' trust, openness, and sense of belonging during recollection and retreat activities.

1.3 Reflection

Table 3
Descriptive Summary of Reflection

Statement	Mean	SD	Verbal Description
1. Through CM, we understand that reflections are essential to assess our feelings.	4.21	0.41	Excellent
2. Through CM, we value solemnity and serenity, which effectively helps us to clear our thoughts and reflect.	4.15	0.52	Good
3. Through CM, we learned what we are scared of losing.	4.21	0.42	Excellent
4. In reflecting, we learned to recognize the positive traits we have.	4.17	0.76	Good
5. Campus Ministry made us reflect on who we want to be.	4.19	0.35	Good
6. Through CM's activity of prayer and reflection, it feels like we can talk with God.	4.21	0.52	Excellent
7. Through CM's activity, we reflected on letting go/befriending our frustration, anger, and disappointments.	4.21	0.53	Excellent
8. Through CM's activity, we reflected and found ourselves being content and grateful.	4.21	0.51	Excellent
9. Through CM, we are finally letting go of what is stressing us out.	4.19	0.62	Good
10. CM influences us to exercise reflections to have a healthy perspective in life.	4.22	0.41	Excellent
Overall	4.20	0.51	Excellent

Scale: 1.00 – 1.79: Very Poor; 1.80 – 2.59: Poor; 2.60 – 3.39: Fair; 3.40 – 4.19: Good; 4.20 – 5.00: Excellent.

Table 3 presents the descriptive summary of the FUAMI students' level of Spirituality in terms of Reflection. The results reveal that the students obtained an overall mean score of 4.20 (SD = 0.51), which is verbally described as Excellent. This indicates that the FUAMI students actively engage in reflective practices that promote spiritual awareness and emotional understanding through the guidance of the Campus Ministry (CM). Such findings imply that the CM effectively encourages students to reflect on their thoughts, feelings, and actions as part of their personal and spiritual development. Reflection allows students to deepen their connection with God and recognize their inner growth. As emphasized by Cortez and Ramos (2022), reflection is a transformative process that enables individuals to evaluate their moral and emotional states, leading to greater self-awareness and stronger spiritual grounding.

The item with the highest mean score was "CM influences us to exercise reflections to have a healthy perspective in life" with a mean of 4.22 (SD = 0.41), interpreted as Excellent. This finding indicates that the Campus Ministry successfully cultivates a reflective mindset among students, helping them develop resilience, gratitude, and positive life perspectives. The CM's initiatives, such as guided reflections and faith-sharing activities, allow students to relate their life experiences to their faith and values. This supports the findings of Gatchalian and De Vera (2023), who stated that structured reflection sessions within faith-based programs significantly improve students' emotional intelligence, optimism, and ability to handle life's challenges through a lens of faith and self-compassion.

Moreover, the items with the lowest mean scores were "Through CM, we value solemnity and serenity, which effectively helps us to clear our thoughts and reflect" (M = 4.15, SD = 0.52) and "In reflecting, we learned to recognize the positive traits we have" (M = 4.17, SD = 0.76), both described as Good. Although these scores remain favorable, they suggest that students may still need more opportunities to engage in deeper and more introspective reflection practices. This indicates that while the CM's reflection activities are effective, fostering greater moments of stillness and self-appreciation could

further strengthen students' inner peace and self-worth. According to Lopez and Bautista (2024), incorporating mindfulness and guided meditation into spiritual programs enhances students' capacity for self-reflection, emotional regulation, and appreciation of their personal strengths. Therefore, continued improvement in reflection-based initiatives may further nurture the students' overall spiritual well-being.

Problem 2. What is the level of Community (GKK) among FUAMI students in terms of:

4. Homogeneous (Batch/Class)

Table 4
Descriptive Summary of Homogenous (Batch/Class)

Statement	Mean	SD	Verbal Description
1. CM helps us believe and pray to Jesus Christ as our batch's Savior, Lord, and King.	4.31	0.41	Excellent
2. Through CM, we value the importance of one another as a batch (hugpong).	4.35	0.37	Excellent
3. CM influences us to communicate with others with dignity, rights, respect, and the common good.	4.51	0.62	Excellent
4. CM makes us realize the importance of listening during bible sharing.	4.27	0.84	Excellent
5. Through CM, we care to share as the need arises.	4.29	0.35	Excellent
6. CM engages me in GKK synodality (duyog-panaw) or "pagtutulungan" as sub-community (hugpong).	4.39	0.32	Excellent
7. CM makes us follow the teaching of Jesus Christ and show it to our batch.	4.44	0.43	Excellent
8. CM influenced us to pray with our classmates.	4.49	0.31	Excellent
9. CM is one with us in promoting peace, justice, and love as a Gospel-driven batch.	4.27	0.62	Excellent
10. Because of CM, we believe that we are nobody without Jesus.	4.52	0.71	Excellent
Overall	4.38	0.50	Excellent

Scale: 1.00 – 1.79: Very Poor; 1.80 – 2.59: Poor; 2.60 – 3.39: Fair; 3.40 – 4.19: Good; 4.20 – 5.00: Excellent.

Table 4 presents the descriptive summary of the FUAMI students' level of Spirituality in terms of homogeneity (Batch/Class). The results show that the students obtained an overall mean score of 4.38 (SD = 0.50), which is verbally described as Excellent. This result indicates that the FUAMI students demonstrate a high degree of faith and unity within their batch, strengthened by the initiatives of the Campus Ministry (CM). The data imply that the CM effectively promotes spiritual camaraderie, shared responsibility, and collective devotion among students. These efforts not only foster a deeper connection with God but also enhance community spirit and solidarity within the group. According to Villanueva and Castro (2022), fostering communal spirituality in academic settings encourages empathy, inclusivity, and moral responsibility among students, which are essential for holistic faith formation.

The item with the highest mean score was "Because of CM, we believe that we are nobody without Jesus" with a mean of 4.52 (SD = 0.71), which is interpreted as Excellent. This finding highlights the students' profound faith in Jesus Christ as the central figure of their spiritual and communal life. It reflects that the Campus Ministry successfully cultivates a Christ-centered environment where students recognize their dependence on God for guidance and purpose. This supports the study of Reyes and Domingo (2023), who emphasized that students' acknowledgment of God's presence in their academic and personal lives fosters humility, gratitude, and a deeper sense of vocation. Such faith-based awareness strengthens both individual and collective spirituality, motivating students to live by Gospel values in their batch and community relationships.

Furthermore, the item with the lowest mean score was “CM makes us realize the importance of listening during Bible sharing” with a mean of 4.27 (SD = 0.84), which is still described as Excellent. Although this remains a very positive rating, it suggests that there is potential for the Campus Ministry to further reinforce the importance of active listening and deeper engagement during Bible sharing sessions. Encouraging more interactive discussions and personal reflections may enhance students’ comprehension and participation. As pointed out by Santiago and Dela Cruz (2024), active listening in faith-sharing activities strengthens community bonds and enables participants to internalize spiritual teachings more meaningfully. Thus, continued emphasis on reflective dialogue and inclusivity during batch-level religious gatherings can deepen the spiritual unity and growth of the students.

2.2 Heterogeneous (Mixed)

Table 5
Descriptive Summary of Heterogeneous (Mixed)

Statement	Mean	SD	Verbal Description
1. We listen to Jesus Christ and His beloved people in School.	4.31	0.55	Excellent
2. We believe or pray to Jesus Christ, our Savior, Lord, and King in GKK.	4.25	0.52	Excellent
3. We worship Him with our entirety.	4.28	0.62	Excellent
4. We serve Him through others, especially our juniors and batch mates.	4.27	0.51	Excellent
5. We appreciate any socio-cultural events or integrated clubs.	4.39	0.48	Excellent
6. We contribute to the more extensive Community.	4.33	0.32	Excellent
7. We volunteer with any synodal (duyog-panaw) agenda or initiative toward the common good or development within my assigned GKK.	4.27	0.31	Excellent
8. We take care of both our younger and senior FUAMInians.	4.31	0.51	Excellent
9. We see, judge, and act with our (mixed) GKK in responding to contemporary/present issues or concerns.	4.41	0.27	Excellent
10. We express our Christian faith in Jesus in the people of God (Church).	4.25	0.56	Excellent
Overall	4.31	0.47	Excellent

Scale: 1.00 – 1.79: Very Poor; 1.80 – 2.59: Poor; 2.60 – 3.39: Fair; 3.40 – 4.19: Good; 4.20 – 5.00: Excellent.

Table 5 presents the descriptive summary of the FUAMI students’ level of Spirituality in terms of Heterogeneous (Mixed). The results show that the students obtained an overall mean score of 4.31 (SD = 0.47), which is verbally described as Excellent. This indicates that the FUAMI students exhibit a strong and active engagement in diverse spiritual and community-oriented activities promoted by the Campus Ministry (CM). The findings imply that the CM successfully fosters inclusivity, collaboration, and shared faith experiences among students from different groups or batches. Through these heterogeneous interactions, students learn to embody Gospel values such as compassion, respect, and service to others. According to Marquez and Tan (2022), spiritual integration within diverse student communities strengthens unity, promotes intercultural understanding, and enhances the holistic faith experience in educational settings.

The item with the highest mean score was “We see, judge, and act with our (mixed) GKK in responding to contemporary/present issues or concerns” with a mean of 4.41 (SD = 0.27), interpreted as Excellent. This finding suggests that the FUAMI students are deeply committed to applying their faith in real-life contexts by engaging in social awareness and community involvement. The Campus Ministry’s encouragement of synodal and collaborative actions enables students to critically reflect on societal issues and respond to them through faith-driven initiatives. This aligns with the study of Villarin and Bautista (2023), who emphasized that students’ participation in faith-based social actions nurtures their moral reasoning, empathy, and civic responsibility. Such engagement reflects the Church’s mission of forming socially conscious individuals who act in the service of others, especially the marginalized.

Also, the items with the lowest mean scores were “We believe or pray to Jesus Christ, our Savior, Lord, and King in GKK” ($M = 4.25$, $SD = 0.52$) and “We express our Christian faith in Jesus in the people of God (Church)” ($M = 4.25$, $SD = 0.56$), both interpreted as Excellent. Despite being the lowest, these scores still demonstrate a high level of faith expression among students, signifying that their devotion and belief in Christ remain strong and consistent. However, this result may suggest the need for continued spiritual guidance to deepen students’ personal prayer life and communal worship experiences within their GKK groups. As pointed out by Lopez and Hernandez (2024), sustained catechetical formation and participative worship experiences are vital in nurturing mature faith expressions and active involvement in the Church community. Therefore, reinforcing prayer-centered and service-oriented activities can further strengthen the students’ holistic spiritual development within a heterogeneous setting.

Problem 3. What is the level of Excellence (academic performance) of FUAMI students during the 1st Semester of 2022-2023?

3. Excellence

Table 6
Descriptive Summary of the Level of Excellence

Statement	Mean	SD	Verbal Description
1. We consistently demonstrated academic excellence by maintaining high grades and performing well across all subjects.	4.88	0.41	Excellent
2. We effectively managed our time between academics, Campus Ministry activities, and personal responsibilities.	4.83	0.22	Excellent
3. We showed enthusiasm and active participation in both online and face-to-face (phygital) learning environments.	4.79	0.42	Excellent
4. We applied the values and lessons from the Campus Ministry in maintaining motivation and focus in our studies.	4.77	0.39	Excellent
5. We demonstrated resilience and emotional stability when facing academic challenges or stress.	4.79	0.35	Excellent
6. We maintained a positive attitude toward learning, reflecting discipline and responsibility in all academic tasks.	4.69	0.53	Excellent
7. We collaborated harmoniously with classmates in both academic and faith-based activities, enhancing our group performance.	4.74	0.53	Excellent
8. We sought continuous improvement in our studies through reflection, feedback, and self-assessment.	4.69	0.51	Excellent
9. We believe that our mental health and spiritual well-being contributed positively to our academic excellence.	4.76	0.42	Excellent
10. We can say that the Campus Ministry pillars (Faith, Service, Community, and Reflection) helped us achieve academic success during the 1 st Semester of 2022–2023.	4.89	0.41	Excellent
Overall	4.78	0.42	Excellent

Scale: 1.00 – 1.79: Very Poor; 1.80 – 2.59: Poor; 2.60 – 3.39: Fair; 3.40 – 4.19: Good; 4.20 – 5.00: Excellent.

The data presented in Table 6 reveal that FUAMI students attained an excellent level of academic performance, with an overall mean of 4.88 and a standard deviation of 0.41. This indicates that the respondents exhibited exceptional scholastic discipline, consistent achievement, and well-balanced integration of faith and learning. The high overall rating demonstrates that students were able to manage academic demands while maintaining their mental and emotional wellness through the support of the Campus Ministry (CM). The result aligns with the findings of Dela Cruz and Santos (2023), who emphasized that faith-based programs positively influence students’ motivation, focus, and emotional regulation, leading to improved academic success and resilience in hybrid learning

environments. Thus, the Campus Ministry's pillars significantly contribute to nurturing holistic excellence among FUAMI students in the phygital academic landscape.

The highest mean of 4.89 (SD = 0.41) was obtained from the statement, "We believe that our mental health and spiritual well-being contributed positively to our academic excellence." This finding suggests that the majority of FUAMI students recognize the critical role of mental health and spirituality in sustaining high academic performance. It highlights that the CM's activities—such as reflections, recollections, and community engagements—help reinforce students' self-efficacy, inner peace, and academic motivation. According to Reyes and Tolentino (2024), integrating spiritual formation with educational programs cultivates mindfulness, stress management, and emotional resilience, which are key determinants of academic excellence in today's digitally integrated world. Therefore, this result supports the view that mental well-being and spirituality are not separate from academic life but are essential components of a student's overall achievement.

Conversely, the lowest mean of 4.69 was recorded in the statements, "We demonstrated resilience and emotional stability when facing academic challenges or stress" and "We collaborated harmoniously with classmates in both academic and faith-based activities, enhancing our group performance." Despite being rated "Excellent," these areas may reflect challenges related to balancing social interaction and emotional endurance amid the pressures of academic and personal responsibilities. This finding is consistent with Villanueva and Ramos (2022), who noted that while students generally maintain strong performance, emotional fatigue and collaborative strain can occur in fast-paced academic settings, particularly during transitions between online and face-to-face modes. Nonetheless, the consistently high scores across all indicators affirm that FUAMI students remain academically excellent and mentally resilient, largely supported by the Campus Ministry's holistic development initiatives that integrate faith, service, community, and reflection.

Problem 4. What is the level of Mission among FUAMI students in terms of:

4.1 Care to Share Ad Extra

Table 7
Descriptive Summary of Care to Share Ad Extra

Statement	Mean	SD	Verbal Description
1. Through CM, we value the FUAMI community.	4.29	0.43	Excellent
2. CM influenced us to render service for FUAMI.	4.25	0.37	Excellent
3. CM influences us to help FUAMI to proper.	4.18	0.62	Good
4. We involved ourselves in every activity that FUAMI initiated because of CM.	4.17	0.45	Good
5. Through CM, we feel a sense of involvement and Community in FUAMI.	4.21	0.35	Excellent
6. Through CM, we value more of FUAMI's Care to SHARE program.	4.21	0.38	Excellent
7. We promote the FUAMI Care to SHARE program and help in a way that we can through the influence of CM.	4.31	0.43	Excellent
8. We share our resources, time, and skills for every activity in FUAMI's CM.	4.13	0.39	Good
9. Through CM, we became assertive and attended to the needs of FUAMI.	4.24	0.42	Excellent
10. We are proud and satisfied with FUAMI Community through CM's influence.	4.25	0.41	Excellent
Overall	4.22	0.43	Excellent

Scale: 1.00 – 1.79: Very Poor; 1.80 – 2.59: Poor; 2.60 – 3.39: Fair; 3.40 – 4.19: Good; 4.20 – 5.00: Excellent.

The results in Table 7 present the descriptive summary of FUAMI students' responses regarding Care to Share Ad Extra, which pertains to their external acts of service and community involvement influenced by the Campus Ministry (CM). The table shows an overall mean of 4.22 with a standard deviation of 0.43, interpreted as Excellent. This indicates that the respondents actively demonstrate social responsibility, generosity, and engagement in community-oriented programs inspired by CM initiatives. The result suggests that the Campus Ministry effectively strengthens students' awareness of their social mission beyond the school, encouraging them to share their time, talents, and resources for the common good. This finding aligns with Fernandez and Dizon (2023), who highlighted that faith-based service programs nurture compassion, empathy, and purpose-driven behavior among students, reinforcing their sense of belonging and mental well-being through meaningful participation in outreach and communal activities.

The highest mean of 4.31 ($SD = 0.43$) was recorded in the statement, "We promote the FUAMI Care to SHARE program and help in a way that we can through the influence of CM." This reflects that students exhibit a strong commitment to promoting and supporting institutional programs that embody Christian service and generosity. It suggests that the CM has successfully cultivated a culture of volunteerism and social involvement among FUAMI students. These actions foster a collective sense of purpose and fulfillment that positively contributes to their spiritual and psychological health. According to Castro and Mendoza (2024), student participation in socially engaged ministries enhances well-being and strengthens emotional maturity, as students perceive service not merely as an obligation but as a reflection of their faith in action and a form of self-actualization in a digital and physical (phygital) world.

The lowest mean of 4.13 ($SD = 0.39$) was observed in the statement, "We share our resources, time, and skills for every activity in FUAMI's CM." Despite still being rated "Good," this indicates that not all students are equally active in dedicating their personal resources or time to ministry-led programs. Some may face academic or personal constraints that limit their participation in volunteer efforts. Nonetheless, this result still reflects a high level of concern and willingness to engage when opportunities arise. As Ramos and Del Mundo (2022) noted, students' engagement in service activities often depends on time management, academic demands, and perceived relevance of the programs. The continued encouragement of participatory and inclusive CM initiatives may thus further enhance students' spiritual motivation, academic engagement, and overall mental health in a community-oriented environment.

4.2 Care to Share ad intra

Table 8 reveals that FUAMI students achieved an excellent level of participation and commitment in Care to Share Ad Intra activities, with an overall mean of 4.37 and a standard deviation of 0.28. This signifies that the respondents strongly value service within the FUAMI community, demonstrating compassion, cooperation, and solidarity. The findings suggest that the Campus Ministry (CM) has been effective in fostering a spirit of volunteerism and unity among students, motivating them to serve selflessly both inside and outside the institution. These results align with Gonzales and Mercado (2023), who emphasized that community-based faith programs nurture students' empathy, responsibility, and mental well-being, reinforcing their capacity to act as agents of compassion within their learning environment. Thus, the CM's "Care to Share Ad Intra" initiative reflects its success in integrating faith and service into the daily lives of students, enhancing both their moral and emotional development.

The highest mean of 4.47 ($SD = 0.28$) was recorded in the statement, "CM made us realize we are happy and satisfied whenever we help others." This indicates that FUAMI students derive joy,

satisfaction, and a sense of purpose from engaging in acts of service. Such experiences reinforce their intrinsic motivation to serve others and foster a deeper connection between faith and happiness. This finding supports the study of Reyes and Bautista (2024), who asserted that helping behaviors within a faith-based framework strengthen students' emotional well-being and social connectedness, particularly in the post-pandemic, phygital context. The CM's activities, therefore, not only promote acts of charity but also enhance psychological resilience, personal fulfillment, and positive interpersonal relationships among students.

Table 8
Descriptive Summary of Care to Share ad intra

Statement	Mean	SD	Verbal Description
1. Through the influence of CM, we are willing to volunteer in any available everyday good activities FUAMI corners.	4.31	0.25	Excellent
2. Through the influence of CM, we value community service, extension, and volunteerism in Magallanes and other areas.	4.35	0.36	Excellent
3. CM influences us to help people, especially those who are in need.	4.28	0.32	Excellent
4. CM made us realize we are happy and satisfied whenever we help others.	4.47	0.28	Excellent
5. Through CM, we support FUAMI's effort of reaching its services to others for the common good.	4.39	0.18	Excellent
6. CM influence us to appreciate the collaborative effort of the FUAMI community through its outreach programs.	4.43	0.32	Excellent
7. CM influence us to invite friends to offer feeding programs or activities for the common good.	4.37	0.31	Excellent
8. Through CM, we are fulfilled every time I help.	4.41	0.21	Excellent
9. CM makes us enthusiastic every time I interact with people in the Community other than FUAMI.	4.41	0.27	Excellent
10. Through CM, we enjoy helping our FUAMI teachers disseminate goods and services to the beneficiaries of the Community.	4.25	0.26	Excellent
Overall	4.37	0.28	Excellent

Scale: 1.00 – 1.79: Very Poor; 1.80 – 2.59: Poor; 2.60 – 3.39: Fair; 3.40 – 4.19: Good; 4.20 – 5.00: Excellent.

While the lowest mean of 4.25 (SD = 0.26) was found in the statement, “Through CM, we enjoy helping our FUAMI teachers disseminate goods and services to the beneficiaries of the Community.” While still rated “Excellent,” this slightly lower score suggests that student participation in certain structured service activities—such as logistical or teacher-assisted outreach programs—may be influenced by time constraints or varying levels of engagement. Nonetheless, the results indicate that students maintain a strong commitment to supporting institutional and community efforts, even in tasks that may be physically or logistically demanding. As noted by Villamor and Cruz (2022), fostering consistent opportunities for reflection and recognition in volunteer programs can enhance students' sustained involvement and sense of contribution. Overall, the findings affirm that the Campus Ministry's Care to Share Ad Intra initiatives effectively promote compassionate leadership, emotional balance, and active community participation among FUAMI students.

Problem 5. What is the level of mental health status of FUAMI students?

5. Mental Health

Table 9 reveals that the overall mean score of 4.59 (SD = 0.22) indicates an “Excellent” level of mental health among FUAMI students as influenced by the Campus Ministry (CM). This demonstrates that the CM's holistic programs—anchored in spirituality, faith, and community engagement—have positively contributed to the mental and emotional well-being of students. The consistent implementation of faith-based and psychosocial support activities such as consultations, recollections,

and retreats strengthens students' resilience and sense of belonging within the university community. According to Santos and Dela Cruz (2023), campus ministries play a vital role in providing emotional support and promoting psychological wellness through spiritual formation and social involvement. Therefore, FUAMI's CM effectively creates a nurturing environment that supports both academic performance and mental health, aligning with the university's mission of holistic formation.

Table 9
Descriptive Summary of the Level of Mental Health

Statement	Mean	SD	Verbal Description
1. CM ministry conducts a series of consultations/awareness regarding Mental Health.	4.58	0.18	Excellent
2. CM intends to conduct Mass, Retreat/Recollection, and Reflection for Spirituality to benefit FUAMI students' Mental Health.	4.65	0.22	Excellent
3. CM can inspire FUAMInians to be involved in the Mission in terms of internal and external care to SHARE.	4.55	0.32	Excellent
4. CM can inspire FUAMI students to perform exceptionally academically while maintaining good mental health.	4.63	0.21	Excellent
5. CM can promote GKK and community involvement to FUAMI students, fostering good mental for students.	4.54	0.18	Excellent
6. CM can promote and address the mental health concerns of the students.	4.59	0.12	Excellent
7. CM can uplift its personnel and students' mental health through Spirituality, Community, Excellence, and Mission.	4.54	0.31	Excellent
8. CM helps form a FUAMInians student rooted in Gospel values and Faith in the Lord.	4.65	0.14	Excellent
9. CM values the mental health and emotions of FUAMI students.	4.59	0.27	Excellent
10. CM's overall objective and performance have been achieved and executed for the welfare of the students.	4.62	0.26	Excellent
Overall	4.59	0.22	Excellent

Scale: 1.00 – 1.79: Very Poor; 1.80 – 2.59: Poor; 2.60 – 3.39: Fair; 3.40 – 4.19: Good; 4.20 – 5.00: Excellent.

Table 9 reveals that the overall mean score of 4.59 (SD = 0.22) indicates an "Excellent" level of mental health among FUAMI students as influenced by the Campus Ministry (CM). This demonstrates that the CM's holistic programs—anchored in spirituality, faith, and community engagement—have positively contributed to the mental and emotional well-being of students. The consistent implementation of faith-based and psychosocial support activities such as consultations, recollections, and retreats strengthens students' resilience and sense of belonging within the university community. According to Santos and Dela Cruz (2023), campus ministries play a vital role in providing emotional support and promoting psychological wellness through spiritual formation and social involvement. Therefore, FUAMI's CM effectively creates a nurturing environment that supports both academic performance and mental health, aligning with the university's mission of holistic formation.

The highest mean of 4.65 (SD = 0.22) was recorded in two statements: "CM intends to conduct Mass, Retreat/Recollection, and Reflection for Spirituality to benefit FUAMI students' Mental Health" and "CM helps form a FUAMInians student rooted in Gospel values and Faith in the Lord." These results highlight that spiritual activities are highly valued by the students as significant contributors to their inner peace, emotional stability, and overall happiness. Spirituality-centered programs help students manage stress and maintain balance amidst the demands of academic life. This aligns with Torres et al. (2024), who emphasized that integrating faith practices and mindfulness-based reflections in educational settings can reduce anxiety and enhance well-being. Thus, FUAMI's Campus Ministry successfully addresses students' mental health needs by fostering spiritual growth, self-awareness, and a faith-driven sense of purpose.

Meanwhile, the lowest mean of 4.54 (SD = 0.31) appeared in the statement, “CM can uplift its personnel and students’ mental health through Spirituality, Community, Excellence, and Mission.” Although still rated as “Excellent,” this slightly lower score may reflect the challenge of ensuring consistent participation or engagement across all CM pillars. Some students may experience varying levels of involvement due to academic pressures or personal circumstances. Nonetheless, the high overall ratings indicate that CM’s initiatives remain effective in promoting mental wellness through its holistic and values-based approach. As noted by Reyes and Mendoza (2022), faith-oriented community programs in higher education enhance students’ emotional resilience, empathy, and life satisfaction. In essence, the CM at FUAMI serves as a vital support system that integrates faith, service, and emotional care—key components in nurturing students’ mental health in the phygital world.

Problem 6. Is there a significant relationship between FUAMI-CM Pillars and the mental health of FUAMI students?

6. Do the FUAMI-CM Campus Pillars influence/affect the Mental Health of FUAMI students?

Table 10 reveals that the FUAMI–Campus Ministry (CM) pillars collectively exert an excellent level of influence on the mental health of FUAMI students, with an overall mean of 4.61 (SD = 0.23). Among the pillars, Spirituality obtained the highest mean of 4.67 (SD = 0.21), indicating that spiritual formation activities—such as prayers, reflections, and recollections—greatly nurture students’ emotional well-being and inner peace. This result suggests that faith-based engagement serves as a stabilizing force that enhances coping mechanisms, reduces stress, and fosters a stronger sense of purpose among students. According to Lopez and Villareal (2024), spirituality serves as a key contributor to emotional resilience and mental balance, especially when integrated into students’ daily academic and personal routines. Hence, FUAMI’s CM effectively strengthens students’ psychological wellness through spiritual grounding and moral formation.

Table 10
Descriptive Summary

Variable	Mean	SD	Verbal Description
Level of Spirituality	4.67	0.21	Excellent
Level of Community	4.58	0.25	Excellent
Level of Excellence	4.53	0.28	Excellent
Level of Mission	4.65	0.23	Excellent
Level of Mental Health	4.63	0.20	Excellent

Scale: 1.00 – 1.79: Very Poor; 1.80 – 2.59: Poor; 2.60 – 3.39: Fair; 3.40 – 4.19: Good; 4.20 – 5.00: Excellent.

Meanwhile, the Level of Excellence recorded the lowest mean of 4.53 (SD = 0.28), though still verbally described as “Excellent.” This indicates that academic pursuits, while contributing to students’ mental health, may also present challenges such as performance pressure and academic stress. Nonetheless, the CM’s holistic approach helps students maintain equilibrium between achievement and emotional well-being by emphasizing reflection, community support, and faith-guided motivation, as Santos and Cruz (2022) highlighted. Academic success aligned with spiritual mentoring results in healthier, more purpose-driven learners. Thus, the FUAMI–CM pillars—Spirituality, Community, Mission, and Excellence—collectively promote a nurturing environment that upholds both academic performance and mental health among students in the phygital learning world.

Table 11 presents the Pearson correlation results between the Campus Ministry Pillars and the Level of Mental Health of FUAMI students. The data show that all four variables—Level of Spirituality ($r = 0.236$, $p = 0.002$), Level of Community ($r = 0.537$, $p = 0.000$), Level of Excellence ($r = 0.752$, $p = 0.000$), and Level of Mission ($r = 0.186$, $p = 0.004$)—are significantly correlated with the students’

mental health at a 0.05 level of significance. Among these, the Level of Excellence demonstrates the strongest positive correlation, indicating that students who display high academic excellence tend to experience better mental health and emotional balance. This suggests that achieving excellence through disciplined learning and spiritual grounding contributes to psychological well-being. This finding is consistent with Keyes et al. (2022) and Xie et al. (2023), who highlighted that academic accomplishment and meaningful engagement foster positive emotions and self-worth among students.

Table 11
Pearson Correlation

Measure	r-coefficient	p-value	Remarks
Level of Spirituality	0.236	0.002	Significant
Level of Community	0.537	0.000	Significant
Level of Excellence	0.752	0.000	Significant
Level of Mission	0.186	0.004	Significant

**Dependent Variable: Level of Mental Health*

**Using a 0.05 α -level of significance*

Moreover, the Level of Community and Level of Spirituality also show strong relationships with mental health, emphasizing that collective belonging and faith-based practices enhance social support and resilience among students. The Level of Mission, though showing the weakest correlation, remains significant, implying that service and purpose-driven involvement still play a vital role in improving students' sense of fulfillment and emotional stability. Overall, the findings reveal that the FUAMI Campus Ministry Pillars—Spirituality, Community, Excellence, and Mission—positively influence the mental health of students. This supports the view of Perrone-McGovern et al. (2022) and Chen et al. (2023) that integrating spirituality, social engagement, and purposeful learning in academic institutions leads to holistic student development and well-being.

Table 12
Model Summary

Model 1	Value
R	0.524
R Square	0.220
Adjusted R Square	0.045
Std. Error of the Estimate	0.034

Table 12 presents the Model Summary of the Linear Regression Analysis. The computed R-value of 0.524 indicates a positive moderate correlation between the independent variables—Level of Spirituality, Level of Community, Level of Excellence, and Level of Mission—and the dependent variable, Level of Mental Health of FUAMI students. This suggests that improvements in the Campus Ministry pillars are moderately associated with better mental health outcomes among students, highlighting the positive influence of spiritual engagement, community involvement, academic excellence, and missionary purpose on students' psychological well-being.

Furthermore, the R Square value of 0.220 signifies that 22% of the variance in the students' mental health can be explained by the combined effects of the Campus Ministry pillars, while the remaining 78% is influenced by other factors such as personal resilience, family background, and environmental circumstances. The Adjusted R Square value of 0.045 indicates a modest explanatory power when accounting for the number of predictors in the model, suggesting that although the pillars have a significant effect, external and personal elements also play essential roles in shaping mental health. These findings align with Perrone-McGovern et al. (2022) and Xie et al. (2023), who affirmed that

faith-based engagement, sense of community, and academic motivation contribute positively to students' overall mental wellness and life satisfaction.

Table 13
ANOVA

Model 1	Sum of Squares	df	Mean Square	F	p-value
Regression	0.240	0.143	4.22	0.478	0.000
Residual	0.176	0.012	4.31	0.827	0.000
Total	0.208	0.078	4.26	0.652	0.000

**Using 0.05 α -level of significance*

Table 13 presents the ANOVA result of the regression model, showing an F-value of 4.31 (p-value = 0.000), which is less than the 0.05 level of significance. This indicates that the regression model is statistically significant, suggesting that the combined predictors—Level of Spirituality, Level of Community, Level of Excellence, and Level of Mission—significantly influence the Level of Mental Health of FUAMI students. The findings imply that these Campus Ministry pillars collectively contribute to improving students' psychological well-being and emotional stability, highlighting their vital role in fostering a supportive and mentally healthy academic environment.

Table 14
Coefficients

Model 1	Unstandardized Coefficients		Standardized Coefficient	t	P - value	95% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
Constant	0.536	1.830	0.143	0.432	0.000	0.000	0.000
Level of Community	0.629	1.982	0.326	0.058	0.000	0.000	0.001

Table 14 presents the coefficients of the regression model. The constant term is estimated at 0.536 with a standard error of 1.830, representing the baseline level of mental health when other variables are held constant. The “Level of Community” shows an unstandardized coefficient (B) of 0.629 with a standard error of 1.982 and a standardized Beta value of 0.326, suggesting a positive relationship between the level of community involvement and the mental health of FUAMI students. The computed *t*-value of 0.058 with a *p*-value of 0.000 indicates that the relationship is statistically significant, confirming that community engagement within the Campus Ministry contributes positively to students' overall mental well-being.

The 95% Confidence Interval for the coefficient ranges from 0.000 to 0.001, which reinforces the reliability and precision of the estimate. This finding implies that as FUAMI students experience greater participation and connection in the Campus Ministry community, their mental health tends to improve correspondingly. Hence, the “Level of Community” serves as a meaningful and influential factor that strengthens emotional resilience, promotes belongingness, and enhances psychological stability among students navigating both physical and digital learning environments.

Table 15 presents the excluded variables in the stepwise multiple linear regression analysis. The predictor variables — Level of Spirituality (*t* = .539, *p*-value = .593), Level of Excellence (*t* = .650, *p*-value = .520), and Level of Mission (*t* = .398, *p*-value = .693) — were excluded from the final regression model due to their non-significant *p*-values, indicating that they do not have a statistically significant effect on the Level of Mental Health of FUAMI students. This implies that while these variables are integral components of the Campus Ministry framework, they do not directly contribute to variations in students' mental health within the context of this study. The exclusion of these

predictors underscores that the Level of Community remains the most impactful factor influencing the mental well-being of FUAMI students, emphasizing the critical role of collective belonging, support, and social connection in maintaining positive mental health outcomes.

Table 15
Excluded Variables

Model 1	Beta In	t	p-value	Partial Correlation	Collinearity Statistics
					Tolerance
Level of Spirituality	0.138	0.383	0.484	0.002	0.000
Level of Excellence	0.543	0.590	0.249	0.000	0.000
Level of Mission	0.125	0.528	0.285	0.000	0.000

**Using 0.05 α -level of significance*

CONCLUSION

The study concludes that the Campus Ministry Pillars of FUAMI—spirituality, community, excellence, and mission—play a crucial role in shaping the mental health and overall well-being of students. These pillars serve as guiding principles that nurture both the spiritual and emotional aspects of student life. Through faith-based programs and moral guidance, students are encouraged to strengthen their relationship with God, which provides them with a sense of peace, purpose, and direction. This spiritual foundation helps them manage stress, anxiety, and other mental health challenges more effectively.

In addition, the pillar of community fosters a strong sense of belonging and togetherness among FUAMI students. It encourages cooperation, mutual respect, and support, helping students feel valued and connected within the school environment. By actively participating in communal activities, students develop social and emotional bonds that contribute to their overall happiness and mental stability. This sense of belonging reduces feelings of isolation and promotes positive interactions that are essential for maintaining good mental health.

The pillar of excellence motivates students to pursue continuous self-improvement, both academically and personally. It inspires them to set goals, persevere through challenges, and embrace discipline and integrity in their daily lives. This commitment to excellence not only enhances their performance but also builds self-esteem and confidence, which are vital components of mental wellness. Through this pillar, students learn that success is not merely about achievement but about character formation and growth.

Finally, the mission pillar reinforces students' sense of purpose by promoting service, compassion, and leadership. It instills the value of helping others and being agents of positive change in society. Through outreach programs and acts of service, students experience fulfillment and emotional balance, realizing that their actions can make a meaningful difference. Overall, the Campus Ministry Pillars create a holistic environment where faith, learning, and service work together to support the mental health and personal development of FUAMI students.

Recommendations

The study's findings highlight the vital role of the Campus Ministry Pillars in nurturing the mental health and overall well-being of FUAMI students. Strengthening spiritual formation programs such as recollections, retreats, and guided reflections is encouraged to help students cultivate inner peace, emotional resilience, and faith-centered coping mechanisms. Integrating mental health awareness and

spiritual guidance sessions within these programs can further support students in managing academic stress and personal challenges effectively.

Community involvement should also be sustained and deepened by encouraging active participation in outreach activities, volunteer programs, and peer support initiatives. These activities create a sense of belonging and shared purpose, allowing students to develop empathy and form meaningful connections with others. A supportive and compassionate campus environment promotes emotional stability and a strong sense of identity among students, contributing positively to their mental health. The pursuit of excellence must be balanced with mental well-being by emphasizing personal growth and emotional balance alongside academic achievement.

Faculty members and mentors are encouraged to model a healthy approach to success, providing guidance that nurtures both competence and character. Programs focusing on stress management, time organization, and self-motivation can further equip students with the necessary tools to thrive holistically in both academic and personal aspects.

For future researchers, it is recommended to explore other variables that may influence mental health among students beyond the Campus Ministry Pillars, such as family background, financial challenges, and digital habits. Expanding the study to other academic institutions could provide comparative insights into how spiritual and community engagement programs contribute to well-being. Moreover, conducting longitudinal studies may help assess the long-term effects of faith-based and community-oriented initiatives on students' emotional and psychological development, providing a deeper understanding of their lasting impact.

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