

Effectiveness of Campus Ministry Pillars on FUAMI SHS Students' Mental Health belonging to Phygital World

Mart James C. Presillas 

Author Information:

DBESI, Cluster B Schools, Diocese of Butuan. Butuan City, Philippines

Correspondence:

dbesi.asdcm2022@gmail.com

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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 Magallanes, Inc. (FUAMI) students who belong to the “phygital natives” world—a generation learner that seamlessly blends physical and digital interactions. The research aims to determine how the key pillars of the Campus Ministry—faith formation, community 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 World; Faith Formation; Student Well-Being

Introduction

The emergence of school “phygital natives” (a generation learner that seamlessly blends physical and digital interactions) could educate us of their unique profiled attitudes, self-expressions, or social values. They are highly adaptable to new tech, around 4 billion globally. Their attentions or features are selective like short-form preference, Metaverse natives, pragmatically informed, authentic values, and consistently-persona online. Herein, they blur physical and digital border (seamless experience), forming “phygital natives 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 sub-dimensions 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 (Volatility, Uncertainty, Complexity, Absurdity, Hostility, Disruption), as described by edweek.org. To reiterate, 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, Inc.) resides in the fundamental principles of the Campus Ministry (CM) Pillars, namely Spirituality (Personal Growth), Community Involvement (BEC), Excellence (Faith Formation), and Community Service/Mission (Care to Share/*Ad extra*), all of which are ways towards the synodal (*duyogpanaw*) 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 (Phygital Learners).

Research Questions

This study investigates the effectiveness of the Campus Ministry pillars in supporting the mental health of Father Urios Academy of Magallanes, Inc. (FUAMI) students belonging to the "phygital natives" world. The research targets to determine how the key pillars of the Campus Ministry—Spirituality, Community, Excellence, and Care to Share, contributive to the phygital students' overall psychological well-being, sense of purpose, and resilience amid increasing digital engagement. Specifically, the study aims to address the respective questions;

1. What is the level of Spirituality (Personal Growth) among FUAMI students?
 - 1.1 Mass
 - 1.2 Recollection/Retreat
 - 1.3 Reflection
2. What is the level of Community (BEC) among FUAMI students in terms of:
 - 2.1 Homogenous (Batch/Class)
 - 2.2 Heterogeneous (Mixed)
3. What is the level of Excellence (Faith Formation) of FUAMI students during the 1st Semester of 2022-2023?
 - 3.1 Excellence
4. What is the level of Mission (Community Service) with FUAMI students in terms of:
 - 4.1 Care to Share *Ad Extra*
 - 4.2 Care to Share *ad intra*
5. What is the level of mental health status of FUAMI students?
 - 5.1 Mental Health
6. Is there a significant relationship between FUAMI-CM Pillars and the mental health of FUAMI students?
 - 6.1 Do the FUAMI-CM Campus Pillars influence/affect the Mental Health of FUAMI students?

Scope and Delimitation of the Study

This study focuses on assessing the effectiveness of the Campus Ministry pillars in supporting the mental health and holistic well-being of Father Urios Academy of Magallanes, Inc. (FUAMI) students belonging to the phygital natives' world, employing a descriptive-correlational research design. The study is restricted to present enrolled FUAMI (phygital) SHS students and only examines the relationship between Campus Ministry pillars and selected mental health indicators, excluding external factors (like family background, socio-economic status, clinical mental health conditions, and other interventions) that may influence students' mental health and holistic well-being.

Literature Review

Mental Health in the World and the Philippines.

Mental health is a rising glocal concern. In WHO (2022), "Global Burden of Mental Disorders" argues the worldwide burden of mental health disorders and their effects on individuals and society at large. Herein, there is a vital need for stronger mental health services and a shared synodal (*duyog-panaw*) approach to support those affected peoples.

In Bradshaw et al., (2026) "*Demographic variation in symptoms of depression and anxiety across 22 Global Flourishing Study countries*" discusses about the Philippine mental health disorders, social stigma, mental health condition, and the country's mental health setup. Herein, professionals are called to consider unique context or situation relative to differentiated and creative approaches, programs, and interventions. For Lally, J., et al., (2019), "Mental health services in the Philippines" categorizes limited resources, stigma, and a shortage professionals. She proposed policy and educational interventions. Such studies display that the Philippines faces both mental health needs and limitations in mental health services at hand.

Stigma and culture are vital factors to consider ethically relative to proper mental health interventions or services. In Clay, J. et al., (2020), "Core components of mental health stigma reduction interventions in low- and middle-income countries: A systematic review" expounds how stigma affects people's willingness to seek help and the quality of proper care or help they receive. Meanwhile, Martinez, A.B. et al., (2020). "Filipino help-seeking for mental health problems and associated barriers and facilitators: A systematic review" studies how societal attitudes, religious beliefs, and traditional practices influence mental health challenges and interventions. Together, they show that mental health services must consider social stigma and cultural factors.

The differentiated groups experience unique challenges. In Serrano, I. M. A., et al. (2023), "Sociodemographic characteristics, social support, and family history as factors of depression, anxiety, and stress among young adult senior high school (SHS) students in Metro Manila, Philippines, during the COVID-19 pandemic" discusses youth mental health concerns and possible diversified or integrated policy responses. For Platt, L. et al. (2021), "The gender gap in adolescent mental health: A cross-national investigation of 566,829 adolescents across 73 countries" examines differences between men and women and their particular mental health challenges. Such indicates or describes the significance of age- and gender-responsive mental health interventions.

The COVID-19 pandemic affected the mental health of one and many. In Marzo, R.R. et al., (2021). "Psychological distress during pandemic COVID-19 among adult general population: Result across 13 countries" accounts increased mental health concerns across borders, including Philippines. Herein, this discusses collective responses pinpointing the need for mental health (working) systems that can respond effectively or proactively for both small-scale and large-scale crises.

At the policy level, Lally, J. et al., (2019). "Mental health legislation in the Philippines: Philippine Mental Health Act." examines Philippine mental health laws and policies. They find areas for improvement or development. Likewise, Wakida, E.K., et al, (2018) "Barriers and facilitators to the integration of mental health services into primary health care: A systematic review" emphasize all the integrated mental health services into basic health care. Together, these works highlight the significant value of policy, accessible services, and institutional support system amongst inter-agencies, particularly to Government, Church, NGOs, and common good agents.

Overall, the related literatures usher that mental health is influenced by service availability, stigma, culture, age, gender, public policy, and even social crises. The reviewed studies employ differentiated approaches, including glocal (global and local) reports, Philippine studies, comparative research, and policy reviews. And yet, these united, yet distinctive factors are discussed separately. A gap remains in developing an integrated and relational approach that connects mental health condition, services, socio-cultural realities, policy-making, and community support system. Such gap provides a basis for examining a synodal (*duyog-panaw*) or accompaniment system as a collective response to mental health concerns and needs to affected peoples, especially to the phygital natives or learners.

Campus Ministry (in terms of Spirituality, Community, Excellence, and Mission)

Campus Ministry (CM) plays a vital role in forming students spiritually, socially, academically, and sense of mission. In Labial, D. L. (2023), "Campus ministry praxis and students' spiritual sensitivity of Liceo De Cagayan University" underline the value of spirituality in higher education. They clarify that Campus Ministries help students with a sense of human-spiritual growth, identity, and mission. They provide a framework for creating a healthy human-spiritual environment in colleges and universities.

In terms of Community, Luna, H. S., & Ingles, A. L. S., Jr. (2024). "A synodal campus ministry in the Roman Catholic Diocese of Kalookan context" highlights the role of BECs in developing meaningful human-spiritual relationships among students. By creating a mission-driven community, BECs can support students'

spiritual development, well-being, and sense of belongingness. The study suggests ways and means of integrating BECs into Campus Ministry programs and services.

For Excellence, Añano, A. A. B., Jr. (2025). "Spiritual practices and academic performance of university students: Basis for the formulation of values development instructional package" explain that Campus Ministry supports academic excellence (or *magis*). They describe Campus Ministry as a supportive and synodal (*duyog-panaw*) environment that exhorts students to strive for excellence in their studies and other areas of life. The study shows that students actively involved in Campus Ministry tend to demonstrate higher academic performance than their peers.

In terms of Mission, Koenigs, A. M., & Ferrari, J. R. (2013). "Exploring university mission-identity perceptions: Predictors of faith maturity" emphasizes the value of having a clear mission, purpose, and values in Campus Ministry. Through a case study of a successful mission-driven Campus Ministry, the author identifies best practices that other Campus Ministries might adopt to strengthen their own life and mission.

For Seversen, B., & Dunaetz, D. R. (2025). "Mentoring during the college years: A lifelong predictor of life satisfaction, coping with stress, and a sense of calling" examines the relationship between Campus Ministry participation, spiritual growth, and life satisfaction. The study accounts that students involved in Campus Ministry experience higher levels of spiritual growth and life satisfaction than uninvolved students. This supports the role of Campus Ministry in promoting students' spiritual development and total well-being.

Generally, the related literatures present Campus Ministry through interconnected sub-dimensions or pillar such as Spirituality, Community, Excellence, and Mission. Spirituality focuses on human-spiritual growth and identity. Community stresses relationships, belongingness, and missionary participation. Excellence exhorts *magis* in academic and personal life. Mission directs life and purpose to Campus Ministry. Yes, the related studies demonstrate the positive offerings of Campus Ministry in institution, and yet these sub-dimensions or pillars are often examined separately. A research gap therefore remains in developing a holistic framework that integrates Spirituality, Community, Excellence, and Mission as interconnected sub-dimensions or pillars of Campus Ministry and examines how they collectively contribute to students' total formation and well-being.

Campus Ministry and Mental Health

Campus Ministry categorically contributes to students' mental health by providing spiritual support, meaningful relationships, and a safe environment for addressing personal and collective concerns. For Davidson, C. R., et al., (2020), "Campus ministry leaders promoting student mental health at a large public university in the Southeast United States" studies the connection between spirituality and students' mental health. The researchers found that students actively involved in Campus Ministry reported self-management and lower levels of stress, depression, anxiety, and suicidal tendency. They attribute such to the supportive community and spiritual practices rendered or extended by campus ministry and its services.

In relation to mental health literacy, Davidson, C. R., et al., (2020). "Campus ministry leaders promoting student mental health at a large public university in the Southeast United States" explains that Campus Ministries provide a safe environment where students can discuss mental health concerns, access appropriate resources, and extend support system. Unlike Smith and Johnson (2016), which centers on the relationship between spirituality and mental health outcomes. Herein, this study emphasizes awareness, understanding, and access to support system or belongingness.

Similarly, Khalil, K., Aoun, J., Abou Jaoude, J. J., Cherfane, M., et al. (2026). "Association between religiosity and anxiety and depression among university students: A cross-sectional study" studies religious involvement, including Campus Ministry participation, among differentiated-faith students. The authors found that religious participation can serve as a protective factor against depression, anxiety, and suicide. Such supports the findings of Smith and Johnson (2016) by showing that spiritual and religious involvement may contribute positively to students' mental health. A more holistic perspective is presented by Thomas and Walker (2021), "Campus Ministry and Mental Health: A Holistic Approach to Student Well-being." The authors argue that Campus Ministries can address students' spiritual, emotional, and mental health needs together. This expands the earlier studies by viewing mental health as part of student's total well-being.

Finally, Dyer, W. J., & Erickson, J. J. (2023). "Mental health at religious and non-religious universities: Examining the role of student religiousness and sexual/gender minority identity" examines how inclusive Campus Ministries can support LGBTQ+ students, including those "totally others". The study found that embracing and inclusive communities can help address the mental health challenges experienced by this population or populace. This conveys the value of creating Campus Ministry environments that are supportive and responsive to differentiated students.

Overall, the related literatures suggest that Campus Ministry can support mental health through spirituality, community, mental health literacy, religious involvement, holistic care, and inclusive support system. The related studies differ in focus or pointer since some examine stress, anxiety, and depression.

Others emphasize mental health literacy, holistic well-being, and even support for one and many students. And yet, these learning dimensions are examined distinctively and unitedly. A research gap therefore exists in developing an integrated Campus Ministry framework that integrates spirituality, community, mental health support, and student well-being. Such provides a learning basis for examining how Campus Ministry can serve an integrated responses or services to students' total mental health or well-being with bigger soul (or "*Magna Anima*"), i.e. a total person whose view of life is dissected/subjective, but united/objective (see also Gabriel Marcel's primary reflection and secondary reflection). By campus ministry integration in school life and mission, students become self-capacitated or "*Magdadasig* students".

Methodology

Research Design

The researcher prioritizes quantifying the data collection procedure to achieve the study's research 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 empirical approach to indicate and describe their behavior patterns. Causal research refers to the systematic inquiry into cause-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 variables. Subsequently, the variations in the other variable must be quantified.

Research Locale

Historically, The Father Urios Academy of Magallanes, Inc. (FUAMI), formerly Father Urios High School (FUHS), was founded in 1965—the same year Magallanes became an independent parish. With the leadership of Rev. Fr. Cesar Gatela and the strong support of the community, the school opened in July 1965 to give local students access to Catholic secondary education, honoring the memory of Padre Saturnino Urios, SJ. Despite a fire that destroyed its first rented building, classes continued while a permanent site was built in Buhang, donated by Francisca Labial. By 1968, the school earned permanent government recognition and graduated its pioneer students. Since then, FUAMI has grown into a fully recognized Catholic institution of learning. On September 24, 2009, it was officially renamed Father Urios Academy of Magallanes, Inc., affirming its commitment to quality Catholic education. Currently, the FUAMI (formerly FUHS) is supervised by Diocese of Butuan Educational School Incorporated (DBESI), headed by the diocesan bishop and directed by his appointed and delegated priest. It affiliates with the Catholic Educators in Agusan (ACEA), Department of Education (Dep. Ed), and Commission on Higher Education (CHED). FUAMI is one of the oldest Private Catholic Institution (from 1965 until present) in the Diocese of Butuan Educational System Incorporated (DBESI) and beyond; FUAMI is closely affiliated and journeyed with the shepherding DESI, DEP.ED ACEA, CEAP, and other Common Good partners (LGU, NGOs, etc.); FUAMI is known or dubbed as a "*Magdadasig*" Catholic Institution in program and action responding to the local issues and needs of the times; FUAMI is engaged in Research, Community Engagement, and Innovation with school core values such as excellence, service, communitarian, and compassion; FUAMI is the best operative and workforce in terms of Excellence (academic pillar), Community (socio-cultural pillar), Spirituality (campus ministry pillar), and mission (community engagement or extension pillar) towards a shared common good; FUAMI completes or fulfills the Department of Education PEAC Compliance with the Above Performance Mean; FUAMI Technical Department performs well on TECHVOC strand; FUAMI is accountable beyond school hymn as "*Magdadasig*" and "*Luceat Lux Vistra*" learners, graduates, believers, and skilled workers in the world and country; and FUAMI is knowledgeable, skilled, and values-driven educators, learners and competitors herein and beyond performances.

Research Participants

The participants consist of the sub-grouped/stratified SHS students (from SHS Students with SHS-SSG Leaders) belonging to the Fr. Urios Academy of Magallanes, Inc. (FUAMI). The respondents possess maturely experiential knowledge about the FUAMI Campus Ministry Pillars (Spirituality, Community, Excellence, and Mission). They hold the distinctive vantage points for assessing the Campus Ministry program, as they have personal experiences and roles for Campus Ministry (S.Y. 2025-2026). In this study, the methodology employed stratified sampling (comprising of SHS Students and SHS-SSG leaders) which exhibit significant variations wherein the researcher splits the strata, chooses sample size, and select samples to gain 'enriched differentiated perspectives' (amongst SHS phygital students) about the study.

Research Instrument

This study employs diverse methodologies for the analysis and interpretation of data focusing on the outcomes derived from survey questionnaires consisting of four distinct sections or sub-dimensions (the Campus Ministry Four Pillars). The initial section comprises assertions about the domain of Spirituality specifically concerning mass participation, retreat/recollection experiences, and the practice of reflection. The subsequent division of the survey pertains to the concept of Community, explicitly relating to BEC/GKK homogeneous and BEC/GKK heterogeneous. Since the grades concerned of stratified students (from SHS students and SHS-SSG students) are not yet released (the challenge to determine or calculate the mean values are unattainable yet), then the third section of the questionnaire only displays the academic performance, work ethics and goals. The fourth section of the questionnaire pertains to the idea of Mission, explicitly focusing on the internal and external aspects of Care to Share. Finally, the overarching inquiry relates to the impact of the CM Pillars or sub-dimensions to the mental health status of (phygital) students' well-being enrolled at FUAMI.

Data Gathering and Procedure

The researcher obtained approval from the Diocese of Butuan Educational System Incorporated (DBESI) Campus Ministry (CM) Head and consent from the Faculty and Principal of the FUAMI High School Department. The researcher adhered to research ethics and protocol when administering research questionnaires to the stratified SHS participants, ensuring the confidentiality, animosity, and honesty of the collected data. The academic Institution received a formal letter granting permission for the study's completion. Before data collection, the researcher obtained proper consent from the identified participants. Following the approval of the consent process, all participants duly signed consent forms, and strict measures are followed to ensure the confidentiality and animosity of the collected data. Following the investigator's comprehensive explanation of the research's objectives, participants were subsequently requested to fill out a questionnaire after due orientation. The queries raised by the participants will be thoroughly examined and deliberated. The findings were derived from the questionnaires that were duly filled out.

Results and Discussions

Research Question 1: What is the level of Spirituality among FUAMI students in terms of Mass; Recollection/Retreat; and Reflection?

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

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 belongingness 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, associated with or predicted 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 is associated with some students 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.

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

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 has statistical relationship or association as it 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 are associated with higher levels of mindfulness, gratitude, and inner peace among college students, helping them cope with academic and personal challenges more effectively. Henceforth, Campus Ministry (CM) plays a vital role in forming students spiritually, socially, academically, and sense of mission. Plante and Sherman (2019) on "Campus

Ministry: Spirituality in Higher Education" emphasize the value of spirituality in higher education. They clarify that Campus Ministries help students with a sense of human-spiritual growth, identity, and mission. They provide a framework for creating a healthy human-spiritual environment in colleges and universities.

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 belongingness during recollection and retreat activities.

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

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 is associated with higher levels of 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 enabling individuals to evaluate their moral and emotional states that are related to a greater self-awareness and stronger spiritual grounding.

The item with the highest mean score was "CM predicts 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 are associated with higher levels of 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 predicted or related to the students' overall spiritual well-being.

Research Question 2: What is the level of Community (BEC/GKK) among FUAMI students in terms of Homogenous (Batch/Class) and Heterogeneous (Mixed)?

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

Table 4 presents the descriptive summary of the FUAMI students' level of Community in terms of Homogenous (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). Herein, the data imply that the CM is effectively associated with higher levels of 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 is associated with higher levels of empathy, inclusivity, and moral responsibility among students, which are essential for integral 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.

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

Table 5 presented the descriptive summary of the FUAMI students' level of Community 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 is successfully associated with the higher levels of 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. In terms of Community, Luna, H. S., & Ingles, A. L. S., Jr. (2024). "A synodal campus ministry in the Roman Catholic Diocese of Kalookan context" highlights the role of BECs in developing meaningful human-spiritual relationships among students. By creating a mission-driven community, BECs can support students' spiritual development, well-being, and sense of belongingness. The study suggests ways and means of integrating BECs into Campus Ministry programs and services.

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 differentiated means with the statements: "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 differentiated means, such scores are still associated with the higher levels of faith expression among students, signifying that their devotion and belief in Christ remain strong and consistent. And yet, 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 predict the students' holistic spiritual development within a heterogeneous setting.

Research Question 3: What is the level of Excellence (academic performance) of FUAMI students during the 1st Semester of 2022-2023 in terms of 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

The data presented in Table 6 revealed 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 shows 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 predict students' motivation, focus, and emotional regulation, relating to improve academic success and resilience in hybrid learning environments. Thus, the Campus Ministry's pillars are significantly associated 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 predicted 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. For Excellence, Añano, A. A. B., Jr. (2025) on "Spiritual practices and academic performance of university students: Basis for the formulation of values development instructional package" explains that Campus Ministry supports academic excellence (or magis). They describe Campus Ministry as a supportive and synodal (duyog-panaw) environment that exhorts students to strive for excellence in their studies and other areas of life. The study shows that students actively involved in Campus Ministry tend to demonstrate higher academic performance than their peers. Therefore, this result supports the view that mental well-being and spirituality are associated with 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.

Research Question 4: What is the level of Mission among FUAMI students in terms of Care to Share Ad Extra and Care to Share ad intra?

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

The results in Table 7 presented the descriptive summary of FUAMI students' responses regarding Care to Share *Ad Extra*, which pertains to their external acts of service and community involvement predicted 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 belongingness 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 are related to or associated with the higher levels of well-being and strengthening emotional maturity, as students perceive service not merely as an obligation, but 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 associate with higher levels of students' spiritual motivation, academic engagement, and overall mental health in a community-oriented environment.

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

Table 8 reveal 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 statistically related 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 do not only associate with higher levels of acts of charity, but also enhance psychological resilience, personal fulfillment, and positive interpersonal relationships among phygital Fuaminians.

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 predicted or associated with 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 are effectively associated with higher levels of compassionate leadership, emotional balance, and active community participation among phygital FUAMI students (or phygital Fuaminians).

Research Question 5: What is the level of mental health status of FUAMI students in terms of Mental Health?

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

Table 9 revealed 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 predicted or associated with the mental and emotional well-being of students. The consistent implementation of faith-based and psychosocial are associated with higher levels of activities like consultations, recollections, and retreats fortifying students' resilience and sense of belongingness within the 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 academic performance and mental health, aligning with the school 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 predicted the 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 effectively associated with higher levels of mental wellness through its holistic and values-based approach or program. 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 FUAMI's CM serves as a vital support system that integrates faith, service, and emotional care—key components in nurturing students' mental health in the phygital world.

Research Question 6: Is there a significant relationship between FUAMI-CM Pillars and the mental health of FUAMI students; Do the FUAMI-CM Campus Pillars influence/affect the Mental Health of FUAMI students?

Table 10. Descriptive Summary

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

Table 10 revealed that the FUAMI–Campus Ministry (CM) pillars collectively exert an excellent level of prediction or association 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 is statistically associated with students’ psychological wellness through spiritual grounding and moral formation.

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 predicted 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’s CM pillars (Spirituality, Community, Mission, and Excellence) are collectively associated with higher levels of nurturing environment that upholds academic performance and mental health among students in the phygital learning world.

Table 11. Pearson Correlation

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

Table 11 shows the data that all four variables *such as 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 associated or predicted with the students’ mental health at a 0.05 level of significance.

Table 11 also presented the Pearson correlation results between the Campus Ministry Pillars and the Level of Mental Health of FUAMI students. Among the Level of Spirituality, Level of Community, and Level of Mission, the Level of Excellence was significantly correlated with student’s mental health. This shows that the Level of Excellence serves as 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 spiritually-grounding or integrative discipline contributes to student’s 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. The Level of Community and Level of Spirituality also show strong relationships or associations 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 or association, still 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 predicted or associated with 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
1.	R	0.524
2.	R Square	0.220
3.	Adjusted R Square	0.045
4.	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 predictions or associations 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 like 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 4-pillars have a significant predictors or associations, external and personal elements also play essential roles in shaping mental health. With the available and developing RRL and RRS, such findings align with Perrone-McGovern et al. (2022) and Xie et al. (2023), who affirmed that faith-based engagement, sense of community, academic motivation, and mission are associated with the higher levels of students' overall mental wellness and life satisfaction.

Table 13. ANOVA

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

Table 13 presented 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 (such as Level of Spirituality, Level of Community, Level of Excellence, and Level of Mission) significantly associated or statistically significant with the Level of Mental Health of FUAMI students. The findings imply that these Campus Ministry pillars collectively associated ore predicted to improve students' psychological well-being and emotional stability, emanating or unveiling their vital role in fostering a supportive and mentally healthy academic environment.

Table 14. Coefficients

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

Table 14 presented 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 predicts 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 predicting factor that

strengthens emotional resilience, promotes belongingness, and enhances psychological stability among students navigating both physical and digital learning environments.

Table 15. Excluded Variables

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

*Using 0.05 α -level of significance

Table 15 presented 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. Hereby, the exclusion of these predictors underscores that the Level of Community demonstrates the strongest statistically significant predictor or association with a higher level of the mental well-being of FUAMI students, emphasizing the critical role of collective belonging, support system, and social connection in maintaining positive mental health outcomes.

Ethical Considerations

With integrity, transparency, accountability, and synodality (*duyog-panaw*), the researcher sincerely guaranteed that the study was conducted voluntarily or freely relative to the ethical standards approved by the recognized Ethics Review Board. Prior to data collection, the researcher secured the necessary ethical approval, as well as the required permissions from the Research and Administration Head. Informed consent was obtained from respondents before the data collection, interpretation, and analysis. Respondents' identities and responses were kept confidential and anonymous. They were informed of their right to refuse or withdraw from the study at any time without consequence. Since the research involves mental health and spiritual well-being, the study was piloted with respect, care, integrity, and due consideration for the dignity and wellbeing of participants. All collected data were employed solely for academic and research purposes for common good.

Conclusion

The study concludes that the FUAMI Campus Ministry (CM) Pillars such as Spirituality, Community, Excellence, and Mission are significantly associated or predicted with the mental health and overall well-being of FUAMI (Phygital) SHS students. Since the study is correlational in nature, these findings indicate relationships or associations between the Campus Ministry Pillars and students' mental health rather than demonstrating that the pillars directly cause changes in students' mental health. The findings suggest that these pillars provide guiding principles that are related to both the spiritual and emotional dimensions of student life. The CM Spirituality Pillar is associated with students' experiences of faith-driven programs and moral guidance, which exhort them to deepen their relationship with God and develop a sense of peace, purpose, and direction. In CM spirituality pillar, the statistical findings showed that Mass got 4.27 (SD = 0.51); Recollection/Retreat got 4.23 (SD = 0.61), and Reflection got 4.20 (SD = 0.51), which are all verbally described as excellent, indicating that the relationship between spirituality and mental health was significant. Such findings suggest that spirituality is a significant predictor of FUAMInian students' mental health within the context of the study, without implying a direct causal effect. The CM Community Pillar is associated with a sense of belongingness and togetherness among FUAMI students. It exhorts synodality (*duyog-panaw*), mutual respect, and support system, accompanying students feel valued and connected within the school community. Through participation in community activities, especially BECs (Homogeneous and Heterogeneous), FUAMInian students significantly develop social and emotional bonds that are related or predicted to their overall happiness and mental well-being. In CM community pillar, the statistical findings showed that Community (Homogeneous/Class) got 4.38 (SD = 0.50) while Community (Heterogeneous/Mixed Classes) got 4.31 (SD = 0.47), which are all verbally described as excellent, indicating that the relationship between community and mental health were statistically significant. Herein, the statistical findings imply that the CM is successfully associated with the higher levels of spiritual camaraderie, co-responsibility, inclusivity, collaboration, collective devotion, and shared faith experiences among students, both by class (homogeneous) and mixed classes (heterogeneous). Community was indeed

a significant predictor of mental health based on the statistical analysis. The CM Excellence Pillar of excellence is associated or predicted with students' pursuit of ongoing self-improvement in both academic and personal dimensions. It exhorts FUAMInian students to set goals, endure through challenges, and practice self-discipline and integrity in daily lives. This commitment to excellence is related to scholastic performance, self-esteem, and balance integration of faith and learning, which are important dimensions of mental wellness. In CM Excellence Pillar, the statistical findings showed that Mass got 4.88 (SD = 0.41) which is verbally described as excellent, demonstrating that the relationship between excellence and mental health was significant. Herein, excellence was a significant predictor of students' mental health since students were able to manage academic demands while maintaining their mental and emotional wellness through the support of the Campus Ministry (CM). Finally, the CM Mission Pillar is associated with FUAMInian students' sense of purpose through social responsibility, generosity, community-oriented engagements, volunteerism, unity, and motivational leadership. Through care to share programs and acts of service, with sponsoring PTA, students may experience fulfillment and emotional balance and recognize that their actions can mark a meaningful difference (in Cabadbaran City and beyond). In CM Mission Pillar, the statistical findings showed that Care to Share (*Ad Extra*) got 4.22 (SD = 0.43) while Care to Share (*Ad Intra*) got 4.37 (SD = 0.28), which are verbally described as excellent, signifying that the relationship between mission and mental health was significant. Therefore, mission was a significant predictor of students' mental health as it statistically or significantly upholds the value of helping others to be generous instrument and becoming agents of positive change. In a nutshell, factoring-in the Tables/Figures 9 to 10, the statistical findings particularly the overall mean scores and standard deviations (Tables/Figures 1 to 8) indicate that the Campus Ministry (CM) Pillars of spirituality, community, excellence, and mission are related to the mental health and personal development of phygital FUAMI students, although the strength and statistical significance of these relationships vary across the pillars (see Tables/Figures 11 to 15). In Table 10, it revealed that the FUAMI–Campus Ministry (CM) pillars collectively exert an excellent level of prediction or association on the mental health of FUAMI students, with an overall mean of 4.61 (SD = 0.23). Herein, the significant predictors demonstrate statistically meaningful relationships with mental health, whereas the non-significant predictors do not provide sufficient statistical evidence of such a relationship within the study. Therefore, the research findings support the relevance of the Campus Ministry Pillars in understanding students' mental health while recognizing that the correlational design does not establish causal relationships. The CM Pillars provide a holistic framework in which Spirituality, Community, Excellence, and Mission are interconnected sub-dimensions or predictors of student formation and well-being.

Recommendations

The research findings significantly highlight the relevance or association of the Campus Ministry (CM) Pillars in relation to the mental health and overall well-being of FUAMI students, with particular emphasis on Community (Homogeneous and Heterogeneous) as the primary factor identified in the statistical findings. For this reason, community involvement should be further strengthened or sustained by encouraging full active participation in outreach activities, volunteerism programs, and peer support initiatives. These activities can provide opportunities for FUAMInian phygital (SHS) students to develop a sense of belonging and shared purpose, allowing them to cultivate empathy and build meaningful connections with others (Co-responsibility or Synodality). Strengthening a supportive and compassionate school may contribute to students' psycho-emotional stability and sense of identity and mission. Factoring in the significant value of Community in the findings, school programs that promote social connectedness and peer support may be given greater emphasis within campus ministry activities. Faculty members, mentors, and SSG leaders are exhorted to foster inclusive relationships and supportive interactions that can help students cope with academic stress and personal life challenges. Creating opportunities for students to participate meaningfully in community-oriented activities may further support their overall well-being. Spiritual formation programs such as Mass, Recollections, Retreats, and guided reflections may also be sustained as part of the Campus Ministry program. These activities can provide formative opportunities for students to cultivate inner peace, emotional resilience, and faith-centered coping mechanisms. Integrating mental health awareness and spiritual guidance sessions within these programs may further support students in addressing academic stress and personal life challenges. And yet, these recommendations should be understood in accordance with the statistical findings and should not be interpreted as evidence that the spiritual formation activities directly cause improvements in students' mental health. Excellence pursuance should likewise be balanced with mental well-being by emphasizing personal growth and emotional balance alongside academic performance. FUAMI Faculty members and mentors are exhorted to model a healthy approach to success by providing integrated guidance that nurtures both competence and character. "*Magaling at Mabait!*" School programs must focus on stress management, time organization, and self-motivation since it may equip students with flexible or creative tools to cope with

academic and personal demands and to thrive holistically, in our times and beyond. For future researchers, it is recommended to examine other variables that may influence students' mental health beyond the Campus Ministry Pillars, such as family background, financial challenges, digital habits, etc. it is also interdisciplinary or inclusive education enterprise to expand or integrate the study to other academic institutions and disciplines in order to provide comparative and bigger insights into the relationship between spiritual and community engagement programs and student well-being and even beyond. Moreover, conducting longitudinal studies may help assess changes over time and provide in-depth understanding of the sustained relationship between faith-based and community-oriented initiatives and students' psycho-emotional or psychological development, and beyond.

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