

Adequacy and Practice of Professional Competence, Social Responsibility, Selfless Service, and Balanced Lifestyle in a Faith-Based University

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ABSTRACT

This descriptive-correlational study aims to assess how effectively a faith-based university has helped students develop key institutional outcomes—professional competence, active faith, social responsibility, selfless service, and a balanced lifestyle (PASSB), the extent to which students practice these outcomes. A validated exit survey questionnaire was distributed to a total of 377 purposively sampled graduating senior college students through a Google Form. Descriptive statistics were used to describe adequacy and practice. A correlation analysis was performed between the extent to which a faith-based university has adequately helped students develop a key institutional outcome in terms of professional competence, active service, social responsibility, and balanced lifestyle and to what extent they practice these institutional outcomes. The descriptive results indicate that students rated the university's efforts to prepare them in these areas as "adequate." Professional competence received the highest rating, while social responsibility was rated the lowest, though still considered adequate. On the practice side, students are often engaged in these institutional outcomes. Balanced lifestyles were often practiced and rated the highest, and social responsibility was rated the lowest but remained within the "often" category. The strength of the relationship is moderate between adequacy and practice, and all are statistically significant. The university plays a significant role in the extent to which the students practice PASSB. These findings highlight the effectiveness of the university's programs in fostering key institutional outcomes while also identifying social responsibility as an area for further emphasis in both curricular and extracurricular activities to better align preparation and practice.

Keywords: Professional competence, active faith, social responsibility, selfless service, and balanced lifestyle

INTRODUCTION

Faith-based universities play a crucial role in promoting the lifelong learning of the students. It has institutional outcomes aligned with the philosophy, mission, and vision of the institution (Ganu, 2013). There are many key factors that may influence Christian educational practices. One significant challenge for religious institutions is determining whether they can thoughtfully engage with the postmodern perspective and its associated culture of postmodernity, especially in dealing with generation Z. This includes embracing unity-in-

diversity, where all viewpoints are valued, while still upholding the core beliefs, structures, and practices that define their faith (Bourne, 2021).

White emphasizes the concept of education that focuses on holistic development, integrating spiritual, intellectual, physical, and moral growth. Christian education must offer a holistic approach to establish, improve, and develop total quality management in Christian educational schools. This will prepare individuals for service to both God and humanity. Further true education, according to White, should foster a closer relationship with God and prepare and cultivate their character and behavior for practical service (Rumbay, 2021).

Studies in some faith-based schools expressed their dissatisfaction and discontent with their experiences, but there is still a strong value for the institution's products and services, such that if they were asked if they were willing to attend the same institution, they would do it all over again. With this, Bourne (2021) in his paper emphasizes that the new concept now in an academic institution should no longer be "student," but customers. This effort is to please the customers, "as this is the gateway to changing the discontent and dissatisfactions that have been expressed by some graduates."

This study aims to assess how adequately a faith-based university has helped students develop its institutional outcomes in four key areas: professional competence, active faith, social responsibility, selfless service, and balanced lifestyle. It also seeks to evaluate the extent to which students apply these outcomes in their daily lives. Furthermore, the study examines the relationship between the adequacy of the university's support and the students' practice of these outcomes to identify which aspects of the institutional outcomes require further attention in the university's strategic plan.

LITERATURE REVIEW

A longitudinal sequential explanatory mixed-methods study conducted by Derrico et al., 2015, on the experiences of 23 students. The study explored the experiences of students who thrive on faith-based campuses. Specifically, it explored the experiences, programs, and psychological processes that influenced increases and decreases in thriving. The following themes have emerged: (a) engaged learning as an outcome of faculty and student commitment; (b) relationships as a context for support, motivation, and a sense of fit; (c) faith as a lens for reframing events; and (d) a sense among students that they are called to make a difference. These results imply that faith-based institutions can contribute to the success of their students through the use of high-impact teaching and learning practices, creating a sense of community on campus, building realistic optimism through classroom approaches and advising, and promoting the exploration and clarification of purpose and calling.

Professional Competence

Universities used various competency-based approaches to enhance professional competence among students so that in the future, they will be equipped with employability

skills (Kessen & Turner, 2016). They play a significant role in developing students' professional competence (Iqbal & Shaukat, 2021). Faith-based universities and other universities play a crucial role in molding and cultivating the professional competencies of the students. This can be done using various approaches through a combination of careful planning, curriculum design, practical and actual experiences, and intrinsic and extrinsic motivational factors.

To develop professional competence in students is a key aspect of higher education's endeavor. In collaboration with the dedicated teachers, they play a vital role in enhancing students' professional skills and competencies. Studies found that some students struggle to fully master professional competencies (Urgessa et al., 2020). Several variables, such as the quality of supervision, the learning environment, and the integration of theoretical knowledge with practical skills, were identified as significant factors of competency development (Thorkildsen & Råholm, 2010). In another study, self-assessment and feedback from supervisors are important tools for evaluating competence levels (Güneş et al., 2023). These studies signify that students' practical experiences contributed significantly to the professional competence development of the students, and this can be a basis for curriculum alignment with work requirements.

Active Faith

Adventists nurture their active faith through Bible study, fellowship, praying and personal devotion. Students may have challenges on these religious practices. Faculty members play a crucial role as spiritual mentors and advisers to students, significantly impacting students' active faith. Alleman et al. (2016) conducted a qualitative study among 21 first-time, full-time students by exploring how students who already feel they do not fit for religious reasons work at constructing a sense of fit at a Christian university. The university staff often played a key role in this process by helping them to be better individuals and future university graduates with personal and professional benefits. The participants of this study sought to establish an acceptable level of alignment, or "fit threshold," by balancing social, academic, and religious fit, frequently compensating in one area when others fell short. As a faith-based university with students coming from diverse religious backgrounds and diverse cultural orientations, dealing with them is crucial.

Selfless Service

The Seventh-day Adventist (SDA) Church places a strong emphasis on selfless service as a fundamental value, deeply tied to its religious beliefs and practices. SDA members tend to engage in giving and volunteering more frequently than other Christian groups. In a study by Nagy et al. (2017) using canonical correlation, the findings revealed a significant relationship between adolescents' commitment to religious values and their involvement in service. Specifically, adolescents attending Seventh-day Adventist schools who showed a stronger commitment to SDA beliefs were more actively engaged in serving others. Selfless service is

helping or serving others without any expectation, reward, or recognition in return (Nagy, 2014).

Selfless service can be integrated into the curriculum and can be integrated in the co-curricular activities of the university (Camilloni, 2020). This activity can improve students' social awareness, problem-solving skills, and future work engagement, and for them to be productive citizens of their country (Perić, 2012; Tijmsma et al., 2020).

Social Responsibility

“Social responsibility is a moral principle of an entity that can be an organization or individual working to improve the lives of others in society” (Bowes et al., 2001; Nagy, 2017). In the academic setting, universities play a crucial role in fostering the social responsibility of students (Chong Li, 2020; Guihua Liu & Yu Feng, 2021).

Zhang (2021, p. 5) emphasizes “that strong sense of social responsibility is the fundamental driving force of innovation and entrepreneurship of college students, the concentrated embodiment of college students’ personality health, and the important symbol of college students’ adulthood and success.” Fostering a sense of social responsibility in college students is not only a societal and national expectation for future talent but also a key requirement for their personal growth and development (Wang, 2021).

Balanced Lifestyle

Promoting a healthy and balanced lifestyle is crucial among college students. They faced several challenges, such as academic stress, time and money constraints, and exposure to diverse peer unbecoming behavior (Åsberg et al., 2022). The students in this study were found to engage in unhealthy behavior particularly poor sleep quality, little physical activity, and a poor dietary pattern poor nutrition, and lack of physical activity (Hanawi et al., 2020). Furthermore, the majority were non-vegetarians, and fast-food consumption was much higher.

Universities may encourage and create environments that foster healthy lifestyles. Trainings, educational health-related programs, and providing health facilities and mental health facilities may be integrated into the curriculum. Furthermore, teach and encourage students to be responsible enough to for their health and make lifestyle change (Åsberg et al., 2022; Osipov et al., 2018

This study is anchored on David Kolb’s Experiential Learning Theory (ELT). is a four-stage, holistic learning process emphasizing the role of experience in knowledge creation and development (Kolb, 2000). This framework is explaining how students develop and practice institutional outcomes like professional competence, active faith, social responsibility, selfless service, and balanced lifestyle. It further explains how the institution helps in developing these outcomes. ELT are rooted from the three theorists, Dewey, Piaget, Lewin. They created the fundamental principles of the Experiential Learning Theory (Kolb, 1984). According to these principles, learning is a process, it is not based on outcomes, learning is a cyclical process

founded in experience, the learning process relies on coordination between dialectically opposed learning styles, the process of learning is a holistic adaptation to the world, learning requires intrapersonal interaction, and learning is the process of creating knowledge.

METHODS

This study employed a correlational research design, utilizing a validated exit survey questionnaire specifically developed for graduating seniors. The questionnaire was distributed to graduating students during the academic year 2023-2024 through Google Forms, facilitated by the college deans. Of the 609 graduating seniors, 377 participated in the survey.

Administered annually at the end of the school year, the survey is mandatory for all graduating seniors. It assesses institutional outcomes across four key dimensions: professional competency, social responsibility, selfless service, and balanced lifestyle. These dimensions were evaluated in two ways: adequacy and practice. Adequacy refers to the extent to which the faith-based university has helped students develop the specified institutional outcomes, including professional competence, active faith, social responsibility, and a balanced lifestyle. Practice measures the degree to which senior students demonstrate these outcomes in their own behaviors and actions.

The data was analyzed using SPSS version 29 and SMART PLS version 3. Descriptive statistics (mean, standard deviation) and Pearson's correlation, correlation analysis between the extent to which a faith-based university has helped students develop a set of institutional outcomes in terms of professional competence, active service, social responsibility, and balanced lifestyle, and to what extent they practice these institutional outcomes. Anonymity of the respondents and confidentiality of the data were ensured throughout the study.

RESULTS AND DISCUSSION

Table 1 presents how adequately a faith-based university has helped students develop its institutional outcomes in four key areas: professional competence, active faith, social responsibility, selfless service, and balanced lifestyle (PASSB).

Table 1
Extent on how Adequately a Faith-based University has helped students develop the Institutional Outcomes

Institutional Outcomes	Mean	Std. Deviation	Interpretation
Adequacy-Professional Competence	4.36	.73	Adequate
Adequacy -Active Faith	4.16	.96	Adequate
Adequacy-Selfless service	4.22	.99	Adequate
Adequacy-Social Responsibility	4.13	.96	Adequate
Adequacy-Balance Lifestyle	4.20	.85	Adequate
Overall Mean	4.23	.872	Adequate

Adequacy: Very inadequate (1) Inadequate (2) Somewhat adequate (3) Adequate(4) Very adequate(5)

As presented in Table 1, the extent to which a faith-based university has effectively helped students develop key institutional outcomes. The faith-based university’s institutional outcomes assess five dimensions: professional competence, active faith, social responsibility, selfless service, and balanced lifestyle. These dimensions garnered high ratings from the graduating college students, with a mean ranging from 4.13 to 4.36. This implies that the graduating students perceive the university's efforts to give quality service and education in these areas are deemed "adequate." The overall mean score of 4.227 (SD =.872) further supports these results, and therefore students believe that the university meets its institutional outcomes effectively.

The faith-based university adequately has helped students develop professional competence, which generated the highest mean (4.36, SD =.73). This result is confirmed with the national board exam results of the graduates of this university in nursing, medical laboratory science, and among many other colleges in the university (Rodriguez, 2024; Adap-Ong, 2024). The passing rate of these licensure examinations is above the national passing rate in the whole country.

The second highest institutional outcome for which the faith-based university has adequately helped students is selfless service (4.22, SD =.99). The Seventh-day Adventist (SDA) Church emphasizes selfless service as a core value, rooted in their religious beliefs and practices. According to Grönlund (2013), selfless service is volunteering (giving one’s time freely and without financial reward to help other people or a cause) in an organized manner.

The lowest but still fall on “adequate” is social responsibility. Social responsibility is a moral principle of an organization or individual engaging in activities in order to improve the lives of others in society (Păceșilă, 2018). This dimension should be given more emphasis in the institutional plan, and that should be integrated into the activities of the students.

Table 2 presents the extent to which students practice the institutional outcomes in terms of professional competence, active faith, social responsibility, selfless service, and balanced lifestyle (PASSB).

Table 2
Extent to Which Students Practice the Institutional Outcomes

Institutional Outcomes	Mean	Std. Deviation	Interpretation
Practice -Professional Competence	4.25	.87	Often
Practice-Active Faith	4.17	.96	Often
Practice-selfless service	4.18	.96	Often
Practice-Social Responsibility	4.10	1.02	Often
Practice-Balanced Lifestyle	4.33	.77	Often
Overall Mean	4.30	.822	Often

Extent of Practice: Never (1) Rarely (2) Sometime (3) Often (3) Always (5)

The results in Table 2 reflect the extent to which students at a faith-based university practice various institutional outcome. The five categories include professional competence, active faith, social responsibility, selfless service, and balanced lifestyle, or the PASSB. The mean scores for all categories range from 4.10 to 4.33, indicating that students often engage in these practices. The overall mean of 4.30 further suggests that, on average, students "often" practice the institutional outcomes. Overall, the results demonstrate that students often practice the values and outcomes promoted by the university.

Interestingly, among these institutional outcomes, balanced lifestyle (mean=4.33, SD=.77) ranks 1, followed by professional competence (mean=4.25, SD=.87), selfless service (mean=4.18, SD=.96), active faith (mean=4.17, SD=.96), and lastly, social responsibility (mean=4.10, SD=1.02).

College students often struggle to maintain a balanced lifestyle, facing challenges in diet, exercise, sleep, and stress management (Suchitra, 2023); however, the result of the exit survey revealed that the students often practice a balanced lifestyle, which contradicts the results of Suchitra.

Social responsibility was rated the lowest but still under the scaled response "often." In the earlier results on adequacy, social responsibility was also rated the lowest.

Table 3
Correlation Analysis Between Adequacy and Practice of Institutional Outcomes

Correlation Analysis Between Adequacy and Practice	Correlation Coefficient (r)	Coefficient of Determination (r ²)	p-value	Interpretation
*Professional Competence	.516**	.266	<.000	Significant
*Active Faith	.559**	.312	<.001	Significant
*Social Responsibility	.478**	.228	<.001	Significant
*Selfless Service	.339**	.115	<.001	Significant
*Balanced Lifestyle	.435**	.189	<.001	Significant
*Overall PASSB	.698**	.487	<.001	Significant

The table presents a **correlation analysis** between the perceived adequacy of institutional outcomes provided by a faith-based university and the extent to which students practice these outcomes. It measures the relationship between various institutional outcomes such as *professional competence, active service, social responsibility, selfless service, balanced lifestyle PASSB*), and the overall outcome *PASSB*.

Table 3 presents the correlation coefficient, coefficient of determination, p-values, and interpretation.

Professional Competence. The correlation between the adequacy of preparing students for professional competence and their extent of practice is moderate ($r=.516$, $p<.000$), and is statistically significant. The coefficient of determination ($r^2 = .266$) means that about 26.6% of the variation in how students practice professional competence is explained by how well they believe the university has prepared them.

The key goal of higher education institution is how to develop student's professional competence. It cannot be denied that some students have difficulty in mastering these competencies (Urgessa et al., 2020). Feedback and self-assessment are important tools to monitor student's professional competence (Güneş et al., 2023). Based on the results of this study only 26.6% is attributed by how the faith-based university prepared students for professional competence. Other variables may be attributed to students' professional competence as mentioned in the study of Thorkildsen & Råholm (2010).

Active Faith. Active faith has a correlation coefficient of .559, indicating a moderately strong relationship between perceived adequacy and practice. The coefficient of determination ($r^2 = .312$) shows that 31.2% of the variance in practicing active faith is explained by how well students feel they have been prepared. The highest contribution compared to the other pair of institutional outcomes. The significant p-value ($p < .001$) supports a meaningful connection between adequacy and practice in this area.

Selfless Service: Selfless service shows the weakest correlation ($r = .339$), with coefficient of determination of $r^2 = .312$, compared to other outcomes, with only 11.5% of the variance in practice explained by adequacy ($r^2 = .115$). However, the p-value is still significant ($p < .001$), indicating that while the relationship is weaker, it remains statistically relevant. Adequacy of preparation has a smaller, but still important, influence on the practice of selfless service.

Selfless service is a core value of the Seventh-day Adventist (SDA) Church linked to its religious practices (Nagy et al. (2017). In these results only 11.5% is attributed by the extent of adequacy a faith-based university has help students improve their practice of selfless service. This means there are other factors the influenced their practice of selfless service.

Social Responsibility: The correlation between perceived adequacy in social responsibility and its practice is moderate, with a correlation coefficient (r) of .478 and coefficient of determination r^2 of .228. Approximately 22.8% of the variation in practicing social responsibility is explained by adequacy. This relationship is statistically significant ($p < .001$), suggesting that the more students feel prepared, the more they engage in socially responsible behaviors.

Balanced Lifestyle: Balanced lifestyle has a moderate correlation coefficient ($r = .435$), and $r^2 = .189$, which means that 18.9% of the variance in practicing a balanced lifestyle is explained by perceived adequacy. The relationship is statistically significant ($p < .001$), indicating that students who feel that their institution adequately prepared them for a balanced lifestyle are more likely to often practiced it.

It is important to promote a healthy lifestyle among college students, although there are challenges that may prevent them to do so, such as academic stress, time and money

constraints, and peer influence (Åsberg et al., 2022). In this study, only 18.9% of the variance in the practice of balanced lifestyle is due to adequacy. There may be other factors that may contribute, such as poor sleep, lack of exercise, and poor diet (Hanawi et al., 2020).

The overall PASSB outcome, which aggregates all institutional outcomes, shows the strongest correlation ($r = .698$) with adequacy. About 48.7% of the variance in practicing these institutional outcomes is explained by how well students feel the university has prepared them. This significant correlation ($p < .001$) highlights the substantial influence that perceived adequacy has on the overall practice of these outcomes.

CONCLUSION, IMPLICATION, SUGGESTION, AND LIMITATIONS

The faith-based university has adequately helped students develop professional competence, active faith, social responsibility, selfless service, and balanced lifestyle. Of these outcomes, professional competence has the highest rating from the graduating students and social responsibility received the lowest rating, but still considered adequate, suggesting the need for greater emphasis on this area in the university's future initiatives and activities.

Furthermore, the graduating students often practice the institutional outcomes of professional competence, active faith, social responsibility, selfless service, and balanced lifestyle. It can be noted that balanced lifestyle was rated the highest while social responsibility was rated the lowest, but still falls within the "often" category. These findings demonstrate that students regularly apply the values and outcomes emphasized by the faith-based university.

There is a significant and moderate degree of relationships between the perceived adequacy of institutional outcomes provided by a faith-based university and the extent to which students practice these outcomes in terms of professional competence, active service, social responsibility, selfless service, and balanced lifestyle. The strength of relationship is moderate, and all are statistically significant. This result means that the university plays a significant role in the extent to which the students practice PASSB. In the result, adequacy and practice of active faith has the strongest relationship, and selfless service has the weakest degree. These findings implies that students perceived that their faith-based university adequately prepared students in influencing their practice of professional competence, active faith, selfless service, social responsibility, and balanced lifestyle.

Based on these results, several recommendations were made:

Enhancing Curriculum Focus on Selfless Service: Since selfless service exhibited the weakest correlation, the faith-based university should consider integrating in their curricula to place greater emphasis on instilling and promoting selfless service behaviors among students. Activities related to selfless service can be incorporated in the Community extension services programs, outreach program of the church and other related extra-curricular activities of the faith-based university.

Strengthen and/or Maintain Professional Competence: There is a need to maintain and even strengthen the professional competence of the student for a sustainable program through the collaborative effort of the employees and students of the faith-based university.

Regular Education and Training for PASSB: There should be a continuous education and training in these areas to maintain and increase students practice of professional competence, active faith, selfless service, social responsibility, and balanced lifestyle.

Regular Feedback: Regular student feedback through exit survey and the like to help identify gaps in perceived adequacy and foster more effective student practice of the key outcomes of the university.

Some limitations were identified in this study. First, the study relies of self-report from students of adequacy and practice, that could introduce biases. Second, the findings may not be generalizable to all faith-based institutions or students as the results depends on the specific context and programs of the university

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