

Evaluating and Enhancing a Campus Ministry Program Using Appreciative Inquiry

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ABSTRACT

This study evaluates the Campus Ministry Program of Mount Carmel College using Appreciative Inquiry as a framework for program evaluation and realignment. Anchored in qualitative action research, the study examined the program's strengths, core life-giving factors, and areas for improvement based on the perspectives of 56 participants, including students, coordinators, and administrators. The Appreciative Inquiry 4-D Cycle (Discover, Dream, Design, and Destiny) was utilized to identify existing strengths and generate strategies for program enhancement. Findings revealed that the program is generally functional and contributes to students' spiritual growth and personal development, particularly through operational activities such as retreats, practices, and exposure-based opportunities. However, leadership consistency, structured orientation, and member engagement were identified as areas needing improvement. The core life-giving factors valued by the youth include positive influence and community service, highlighting the program's role in values formation and social responsibility. The study further identified actionable strategies such as strengthening leadership, improving orientation programs, enhancing youth-centered activities, and expanding community outreach initiatives. Sustainability of the program was found to depend on strong leadership commitment, active participation, continuous evaluation, and institutional support. The study concludes with the development of an enhanced Campus Ministry Program that is more responsive to contemporary youth needs, promoting holistic formation, community engagement, and values-driven leadership. The findings provide a basis for program improvement and offer insights for similar faith-based educational institutions.

KEYWORDS

Campus Ministry, appreciative inquiry, program valuation, youth development, faith formation, higher education

INTRODUCTION

Youth development remains a global priority, as young people are recognized as essential contributors to social transformation and sustainable development. Numerous institutions—including civic organizations, non-governmental organizations (NGOs), religious bodies, and educational systems—highlight the urgent need to respond to the complex realities faced by today's youth. Recent global reports indicate that adolescents experience multifaceted challenges that extend beyond academic concerns, including mental health issues, identity formation, and social belonging (World Health Organization, 2022; UNESCO, 2021). These realities underscore the necessity for educational

institutions to provide holistic programs that address intellectual, emotional, social, and spiritual dimensions of development.

Within this framework, Campus Ministry programs serve as important avenues for holistic formation, particularly in Catholic educational institutions. Catholic education emphasizes the development of the whole person, integrating faith, values, and reason into the learning process. This perspective aligns with contemporary educational discourse that promotes social-emotional learning and values formation as integral components of education (Organisation for Economic Co-operation and Development, 2021). Campus Ministry thus plays a crucial role in fostering students' spiritual growth, moral development, and sense of purpose within the academic environment.

Mount Carmel College (MCC), established in 1958, has implemented a Campus Ministry program as part of its mission to provide holistic education. However, despite periodic internal evaluations, a comprehensive and systematic assessment has not been conducted in recent years. Given the rapid societal changes brought about by globalization, technological advancement, and shifting youth culture, there is a pressing need to reassess and realign the program to ensure its relevance and effectiveness. Studies show that contemporary youth increasingly prefer experiential, participatory, and meaning-driven engagement rather than traditional institutional approaches (Damon, 2008; Lerner, R. M., Lerner, J. V., & Benson, J. B. 2021).

Higher education institutions are not only centers for academic excellence but also key environments for developing values, identity, and civic responsibility. Research indicates that students' sense of purpose and well-being is strongly associated with opportunities for reflection, community involvement, and meaning-making experiences (Lerner et al., 2021). In this regard, Campus Ministry programs contribute significantly to students' personal and spiritual development by providing spaces for reflection, service, and community engagement.

However, traditional approaches to religious education—often centered on doctrinal instruction—may no longer effectively engage modern youth. Contemporary studies reveal that young people seek authenticity, relational connections, and active participation in programs that resonate with their lived experiences (King et al., 2020). This shift calls for a re-examination of Campus Ministry programs to ensure that they are responsive to the evolving needs and expectations of students.

In the Philippine context, youth face additional challenges such as socio-economic pressures, digital influence, and cultural transitions. National and international reports emphasize the importance of youth-focused programs that promote resilience, well-being, and social engagement (UNICEF, 2021). These realities highlight the need for adaptive and contextually relevant Campus Ministry programs that can effectively respond to the needs of Filipino youth.

At Mount Carmel College, the Campus Ministry program aims to support holistic student development through activities such as liturgical celebrations, retreats, and community outreach. Despite these efforts, there is an observable decline in student engagement, with many students gravitating toward other extracurricular activities perceived as more relevant or engaging. This trend reflects broader global patterns of shifting youth engagement in institutional religious practices (World Health Organization, 2022).

In response to these challenges, this study evaluates the Campus Ministry program of Mount Carmel College using Appreciative Inquiry as a framework. Appreciative Inquiry focuses on identifying strengths and “life-giving forces” within an organization to facilitate

positive change. By building on existing strengths, this approach aims to develop strategies that enhance the relevance, responsiveness, and impact of the program.

Ultimately, this research seeks to contribute to the development of a more dynamic and transformative Campus Ministry program—one that nurtures faith, promotes holistic development, and empowers young people to become responsible and values-driven members of society.

Objective of the study

This study is a program valuation of the Campus Ministry of Mount Carmel College in San Francisco Agusan Del Sur, in Mindanao. It aims to find out the value of Campus Ministry and how the program can be realigned, enriched and enhanced to make it more relevant and attractive to the youth served by the school.

RESEARCH METHODS

Research Design

This study employed a qualitative action research design utilizing the Appreciative Inquiry (AI) framework to evaluate and enhance the Campus Ministry Program of Mount Carmel College. Action research is a systematic inquiry conducted by practitioners to improve practices within a specific context while simultaneously generating knowledge (Stringer, 2021). This design was deemed appropriate because it allows active participation of stakeholders in identifying strengths and collaboratively developing strategies for improvement. The Appreciative Inquiry approach guided the research process by focusing on identifying and building upon the positive aspects or “life-giving forces” of the organization. Unlike traditional problem-solving approaches, AI emphasizes strengths-based development, which has been shown to foster engagement, innovation, and sustainable organizational change (Bushe, 2021). The study followed the four phases of the Appreciative Inquiry 4-D cycle: Discover, Dream, Design, and Destiny, enabling participants to reflect on what works well, envision an ideal future, co-create strategies, and sustain improvements.

Research Setting

The study was conducted at Mount Carmel College (MCC), a private Catholic educational institution located in San Francisco, Agusan del Sur, Philippines. The institution provides both academic and spiritual formation to its students through various programs, including the Campus Ministry. The Campus Ministry program serves as a vital component of the institution’s mission by offering activities such as retreats, recollections, liturgical celebrations, choir participation, and community outreach initiatives. This setting provided an appropriate context for examining how Campus Ministry contributes to the holistic development of students.

Research Participants

The participants of the study were selected using purposive sampling, a technique commonly used in qualitative research to identify individuals who are most knowledgeable and relevant to the research objectives (Creswell & Poth, 2018). A total of 56 participants were involved in the study, including student members of the Campus Ministry (specifically from the Glee Club and Mission Team), the Campus Minister, teacher-coordinators, and selected school administrators. The inclusion criteria required that student participants must have been active members of the Campus Ministry for at least

one year, while coordinators and administrators must have been directly involved in the implementation of the program. All participants were required to be willing and available to participate in the study.

Research Instrument

The primary data collection tool used in this study was a researcher-developed Appreciative Inquiry (AI) protocol questionnaire. This instrument served as a guide for both interviews and focus group discussions and was structured according to the four phases of the Appreciative Inquiry process. The Discovery phase included questions that explored participants' positive experiences and identified the strengths of the program. The Dream phase encouraged participants to envision the ideal future of the Campus Ministry. The Design phase focused on generating actionable strategies to achieve the desired future, while the Destiny phase explored commitments and sustainability mechanisms. The instrument underwent pilot testing to ensure clarity and relevance, and minor revisions were made based on participant feedback.

Data Gathering Procedure

Prior to data collection, permission was obtained from the school administration, and ethical considerations such as informed consent, confidentiality, and voluntary participation were strictly observed. The data gathering process followed the Appreciative Inquiry framework. Initially, an orientation session was conducted to introduce the purpose of the study and to familiarize participants with the Appreciative Inquiry approach. During the Discovery phase, participants shared their experiences and identified the strengths of the Campus Ministry program. In the Dream phase, participants envisioned the ideal future of the program and created possibility statements. The Design phase involved developing concrete strategies and action plans to achieve the envisioned future, while the Destiny phase focused on identifying commitments and mechanisms to sustain the improvements. Data were collected through focus group discussions and guided interviews using the AI protocol.

Data Analysis

The data collected in this study were analyzed using thematic analysis, a qualitative method used to identify, analyze, and interpret patterns within data (Braun & Clarke, 2021). The analysis involved several steps, including data familiarization, coding, theme development, and interpretation. Responses were carefully reviewed and grouped into categories based on recurring ideas and patterns. In addition, percentage analysis was used to determine the frequency of specific responses, particularly in identifying the core life-giving factors of the Campus Ministry program. This combination of qualitative and simple quantitative analysis allowed for a more comprehensive understanding of the data.

Ethical Considerations

The study adhered to ethical standards in research involving human participants. Informed consent was obtained from all participants prior to their involvement in the study. Participants were assured of confidentiality and anonymity, and their responses were used solely for academic purposes. Participation in the study was voluntary, and participants were given the right to withdraw at any point without any consequences.

To ensure the rigor and credibility of the study, established criteria for qualitative research were followed. Credibility was achieved through prolonged engagement with



participants and validation of findings. Dependability was ensured by maintaining consistency in the data collection procedures. Confirmability was established by ensuring that findings were based on participants' responses rather than researcher bias. Transferability was supported through detailed descriptions of the research context and participants, allowing other researchers to determine the applicability of the findings to similar settings (Nowell et al., 2017).

RESULTS AND DISCUSSION

Table 1. Status of the Campus Ministry Program

Component	Indicator	Frequency (n=56)	Percentage (%)
Leadership	Approachability / Positive Influence	9	16.07%
	Service-oriented Leadership	6	10.71%
	Policy Implementation (Consistency)	10	17.86%
Average (Leadership)		9.33	16.66%
Management	Exposure / Opportunities	41	73.21%
	Skill Development	30	53.57%
	Program Organization	25	44.64%
	Community Service	6	10.71%
Average (Management)		25.5	45.53%
Operation	Practices (Choir/Catechism)	31	55.36%
	Meetings	25	44.64%
	Retreats/Recollections	56	100.00%
	Monthly Gathering	9	16.07%
Average (Operation)		20.25	36.14%

Table 2. Membership

Indicator	Frequency (n=56)	Percentage (%)
Growth in Membership	13	23.21%
Commitment of Members	10	17.86%
Participation	9	16.07%
Orientation	7	12.50%
Average (Membership)	9.75	17.41%

Table 1 shows the status of the Campus Ministry Program of Mount Carmel College in terms of structure—specifically leadership, management, and operation—as well as membership. The findings reveal that while certain components of the program are functioning effectively, others require improvement to enhance overall program effectiveness.

In terms of leadership, the overall average percentage of 16.66% indicates that this is the weakest component of the Campus Ministry Program. Among the indicators, policy implementation obtained the highest percentage (17.86%), followed by approachability or positive influence (16.07%) and service-oriented leadership (10.71%). These results suggest that although the Campus Minister is perceived as approachable and capable of influencing students positively, there are concerns regarding consistency in implementing policies and the extent to which leadership promotes service-oriented initiatives. Effective leadership plays a crucial role in shaping organizational culture and participation, and inconsistency in leadership practices may reduce trust and engagement among members.

This finding supports the argument of Bushe (2021) that leadership effectiveness in organizations depends on consistency, clarity of direction, and the ability to actively engage members. Similarly, King and Boyatzis (2020) emphasized that youth respond positively to leaders who demonstrate authenticity, reliability, and strong interpersonal engagement. The relatively low ratings in leadership therefore indicate a need for improved leadership practices, particularly in policy implementation and program innovation.

In contrast, management was found to be moderately effective, with an overall average of 45.53%. The indicator “exposure and opportunities” received the highest percentage (73.21%), indicating that the Campus Ministry program successfully provides avenues for students to develop their skills and talents. This supports the perspective of Lerner et al. (2021), who highlighted that providing meaningful opportunities for participation is essential in promoting positive youth development. Skill development (53.57%) and program organization (44.64%) also received relatively high ratings, suggesting that the program is structured in a way that supports student engagement and growth. However, community service obtained the lowest percentage (10.71%), indicating that outreach activities are limited and not consistently implemented. This finding is consistent with UNESCO (2021), which emphasized that youth programs must incorporate community engagement to foster social responsibility and holistic development. The low rating in community service suggests that while internal activities are strong, there is a need to expand external outreach initiatives to enhance the program’s relevance and impact.

With regard to operation, the results show an average percentage of 36.14%, indicating that this component is relatively strong compared to leadership but still requires improvement. Retreats and recollections received a perfect score (100%), suggesting that these activities are highly valued and widely participated in by students. This aligns with the findings of OECD (2021), which emphasized that experiential and reflective activities are effective in promoting personal growth and well-being among students. Similarly, practices such as choir and catechism sessions (55.36%) and meetings (44.64%) contribute positively to student engagement. However, monthly gatherings received a low percentage (16.07%), indicating that social and bonding activities are not regularly conducted. According to the World Health Organization (2022), social connectedness and peer interaction are important factors in youth development and mental well-being. The limited frequency of gatherings may therefore hinder the development of camaraderie and a stronger sense of community among members.

In terms of membership, the overall average of 17.41% indicates that this is another area that requires improvement. Growth in membership obtained the highest percentage (23.21%), suggesting some effort in recruitment. However, commitment (17.86%), participation (16.07%), and orientation (12.50%) were relatively low. The low rating in orientation suggests that new members may not be adequately introduced to the goals, expectations, and activities of the Campus Ministry program. This can affect their level of engagement and long-term commitment. Smith, C., & Adamczyk, A. (2021) emphasized that proper orientation and integration are critical in sustaining youth participation and fostering a sense of belonging. Without a strong orientation process, members may lack clarity about their roles and the purpose of the organization, leading to reduced involvement.

Overall, the findings indicate that the Campus Ministry Program demonstrates strengths in management and operational activities, particularly in providing opportunities for participation and organizing meaningful experiences such as retreats and practices. However, weaknesses in leadership and membership development highlight the need for

improvement in policy consistency, program innovation, orientation processes, and engagement strategies. Addressing these gaps can help create a more responsive, inclusive, and effective Campus Ministry Program that better meets the needs of the youth and fulfills its goal of holistic formation.

Table 3. Core Life-Giving Factors and Program Possibilities

Category	Indicator	Frequency (n=56)	Percentage (%)
Core Life-Giving Factors	Positive Influence	37	65.18%
	Community Service	37	65.18%
	Spiritual Growth	30	53.57%
	Skill Development	28	50.00%
	Gatherings	9	16.07%
	Camaraderie	9	16.07%
Possibilities for the Program	Unity and Cooperation	40	71.43%
	Strong Faith Community	38	67.86%
	Improved Leadership	35	62.50%
	More Engaging Activities	34	60.71%
	Increased Community Service	32	57.14%
	Stronger Camaraderie	25	44.64%

Table 3 shows the core life-giving factors valued by the youth members and the possibilities they envision for the Campus Ministry Program. The data reveal that *positive influence* and *community service* garnered the highest percentage (65.18%), indicating that students place great importance on experiences that contribute to their personal development and allow them to serve others. This suggests that the Campus Ministry Program significantly influences students' values formation, self-confidence, and sense of responsibility. Participation in such activities enables students to develop a deeper understanding of themselves and their role in society. This finding is supported by Lerner et al. (2021), who emphasized that positive youth development is achieved when young people are given opportunities for both personal growth and meaningful contribution. Similarly, King and Boyatzis (2020) highlighted that spiritual and moral development among youth is strengthened through reflective experiences combined with acts of service.

Spiritual growth (53.57%) and skill development (50.00%) were also identified as important life-giving factors. These results indicate that students appreciate programs that nurture both their faith and their personal competencies. Campus Ministry activities such as retreats, recollections, and ministry involvement provide opportunities for reflection, self-discovery, and the development of talents. According to OECD (2021), educational programs that integrate social-emotional learning and reflective practices significantly contribute to students' overall well-being and holistic development. These findings affirm that the Campus Ministry Program is effective in fostering both spiritual enrichment and personal growth among its members.

However, *gatherings* and *camaraderie* received the lowest percentages (16.07%), suggesting that opportunities for social interaction and relationship-building among members are limited. This may be attributed to the infrequent conduct of social or bonding activities due to financial or logistical constraints. Despite their low ratings, these factors remain important, as social connectedness plays a crucial role in youth engagement and well-being. The World Health Organization (2022) emphasized that strong peer relationships and a sense of belonging are essential for adolescent development and mental

health. The findings therefore indicate a need to strengthen programs that promote camaraderie and interpersonal relationships among members.

With regard to the possibilities for the program, *unity and cooperation* obtained the highest percentage (71.43%), followed by *strong faith community* (67.86%). These results reflect the students' desire for a more inclusive and collaborative environment where members feel connected and supported. This aligns with the findings of Smith and Snell (2020), who noted that a strong sense of belonging and shared identity is a key factor in sustaining youth participation in faith-based organizations. The emphasis on unity suggests that students value relationships and collective participation as essential components of the Campus Ministry experience.

The respondents also identified *improved leadership* (62.50%) and *more engaging activities* (60.71%) as important possibilities. These findings reinforce the results in SOP 1, where leadership was identified as a weaker component of the program. Students are seeking leadership that is more consistent, proactive, and responsive to their needs. Additionally, the desire for more engaging activities indicates a preference for interactive, relevant, and youth-centered programs. Contemporary research suggests that young people are more likely to participate in programs that are experiential and aligned with their interests (Lerner et al., 2021).

Furthermore, *increased community service* (57.14%) highlights the students' willingness to engage in outreach activities and social responsibility initiatives. This supports UNESCO (2021), which emphasized that youth programs should promote active citizenship and community involvement as part of holistic development. Meanwhile, *stronger camaraderie* (44.64%), although lower than other indicators, still reflects the need to improve interpersonal relationships and group cohesion within the program.

Overall, the findings indicate that students value programs that promote personal growth, spiritual development, and meaningful engagement with others. At the same time, they envision a Campus Ministry Program that is more unified, dynamic, and responsive to their needs. Strengthening leadership, enhancing social interaction, and expanding community service initiatives are essential in achieving these desired improvements and ensuring the program's continued relevance and effectiveness.

Table 4. Preferred Doable Actions to Strengthen and Enrich the Campus Ministry Program

Proposed Actions	Frequency (n=56)	Percentage (%)
Leadership Training and Development	38	67.86%
Improved Orientation Program	35	62.50%
More Engaging and Youth-Centered Activities	34	60.71%
Expanded Community Outreach Programs	32	57.14%
Strengthened Communication and Coordination	30	53.57%
Increased Student Participation in Planning	28	50.00%

Table 4 presents the preferred doable actions identified by the respondents to strengthen and enrich the Campus Ministry Program. The findings reveal that students and stakeholders have clear and practical suggestions aimed at improving leadership, engagement, and overall program effectiveness.

Among the proposed actions, *leadership training and development* obtained the highest percentage (67.86%), indicating that respondents recognize the need to strengthen leadership capacity within the Campus Ministry. This finding reinforces the results of SOP 1, where leadership was identified as the weakest component of the program. Effective leadership is essential in ensuring consistency, direction, and motivation among members.

According to Bushe (2021), leadership development plays a critical role in fostering organizational change and enhancing member engagement. Strengthening leadership skills among Campus Ministry coordinators and student leaders can therefore contribute to more effective program implementation and increased participation.

The second highest response, *improved orientation program* (62.50%), highlights the importance of properly introducing members to the goals, structure, and expectations of the Campus Ministry. Orientation serves as a foundation for member engagement and commitment. When students clearly understand their roles and the purpose of the organization, they are more likely to participate actively. This finding is supported by Smith and Snell (2020), who emphasized that effective onboarding and integration processes are essential in sustaining youth involvement and fostering a sense of belonging.

Similarly, *more engaging and youth-centered activities* (60.71%) were identified as a key action. This reflects the students' preference for programs that are interactive, relevant, and aligned with their interests. Contemporary youth are more inclined to participate in activities that are experiential and meaningful rather than purely traditional or passive in nature. Lerner et al. (2021) emphasized that youth engagement increases when programs provide opportunities for active participation, creativity, and personal expression. This suggests that the Campus Ministry Program needs to continuously innovate its activities to remain appealing and relevant to students.

The respondents also highlighted the need for *expanded community outreach programs* (57.14%), indicating a strong desire among students to engage in service-oriented activities. This aligns with the findings in SOP 2, where community service was identified as a core life-giving factor. Providing more outreach opportunities allows students to apply their values in real-life contexts and develop a sense of social responsibility. UNESCO (2021) emphasized that community engagement is a critical component of holistic education, as it fosters active citizenship and social awareness among young people.

Strengthened communication and coordination (53.57%) was another important action identified by the respondents. Effective communication ensures that members are informed, involved, and connected to the organization. Poor communication may lead to misunderstandings, low participation, and lack of coordination in activities. According to OECD (2021), clear communication structures are essential in promoting collaboration and engagement within educational programs. Improving communication channels within the Campus Ministry can therefore enhance coordination and strengthen relationships among members.

Lastly, *increased student participation in planning* (50.00%) highlights the importance of involving members in decision-making processes. When students are given the opportunity to contribute ideas and participate in planning activities, they develop a sense of ownership and responsibility toward the program. This participatory approach is consistent with the principles of Appreciative Inquiry, which emphasize collaboration and shared vision in organizational development. Lerner et al. (2021) noted that youth participation in planning and decision-making enhances engagement, leadership skills, and commitment to the organization.

Overall, the findings indicate that the respondents are not only aware of the challenges faced by the Campus Ministry Program but are also capable of identifying practical and achievable solutions. The suggested actions focus on strengthening leadership, improving member integration, enhancing engagement, expanding outreach, and promoting collaboration. Implementing these strategies can significantly improve the effectiveness, relevance, and sustainability of the Campus Ministry Program, making it more responsive to the needs and aspirations of the youth.

Table 5. Needs to Sustain the Campus Ministry Program

Sustainability Factors	Frequency (n=56)	Percentage (%)
Strong Leadership Commitment	39	69.64%
Active Member Participation	36	64.29%
Continuous Program Evaluation	34	60.71%
Adequate Resources and Support	32	57.14%
Clear Organizational Structure	30	53.57%
Strengthened Collaboration with Stakeholders	28	50.00%

Table 5 presents the identified needs to sustain the Campus Ministry Program of Mount Carmel College. The findings indicate that sustainability depends on both organizational and individual commitment, as well as the presence of effective structures and continuous improvement mechanisms.

Among the sustainability factors, *strong leadership commitment* obtained the highest percentage (69.64%), indicating that leadership plays a crucial role in maintaining the continuity and effectiveness of the program. This finding is consistent with earlier results in SOP 1 and SOP 3, where leadership was identified as both a weakness and a priority area for improvement. Sustained leadership commitment ensures direction, consistency, and motivation within the organization. According to Bushe (2021), leadership is a key driver of organizational sustainability, particularly when leaders actively engage members and promote a shared vision. Without strong leadership, programs may struggle to maintain momentum and achieve long-term goals.

The second highest factor, *active member participation* (64.29%), highlights the importance of student involvement in sustaining the program. A Campus Ministry program cannot function effectively without the active engagement of its members. When students are involved in activities and decision-making processes, they develop a sense of ownership and responsibility toward the organization. Lerner et al. (2021) emphasized that youth participation is essential in sustaining programs, as it enhances commitment, leadership development, and long-term engagement.

Continuous program evaluation (60.71%) was also identified as a key factor in sustainability. Regular assessment allows the organization to identify strengths, address weaknesses, and adapt to changing needs. This aligns with the principles of action research and Appreciative Inquiry, which emphasize ongoing reflection and improvement. OECD (2021) noted that continuous evaluation is necessary to ensure that educational programs remain relevant and effective in achieving their objectives. By consistently evaluating its activities and strategies, the Campus Ministry can make informed decisions that support its growth and sustainability.

The need for *adequate resources and support* (57.14%) further underscores the importance of institutional backing in sustaining the program. Resources such as funding, facilities, and personnel are essential in implementing activities and maintaining program quality. Without sufficient support, even well-designed programs may fail to achieve their intended outcomes. UNESCO (2021) emphasized that sustainable educational programs require adequate resources and institutional commitment to ensure their long-term success.

Additionally, *clear organizational structure* (53.57%) was identified as an important factor. A well-defined structure provides clarity in roles, responsibilities, and processes, which enhances coordination and efficiency within the organization. When members understand their roles and how the program operates, it reduces confusion and improves overall performance. This is supported by Smith and Snell (2020), who noted that clear

structures and expectations contribute to stronger organizational commitment and participation among youth.

Lastly, *strengthened collaboration with stakeholders* (50.00%) highlights the importance of partnerships in sustaining the Campus Ministry Program. Collaboration with school administrators, faculty, and the wider community can provide additional support, resources, and opportunities for program expansion. According to the World Health Organization (2022), collaborative approaches are essential in youth development programs, as they create supportive environments that enhance participation and well-being.

Overall, the findings suggest that sustaining the Campus Ministry Program requires a combination of strong leadership, active participation, continuous evaluation, adequate resources, clear structures, and collaborative partnerships. These factors work together to ensure that the program remains relevant, effective, and responsive to the needs of the youth. By strengthening these areas, the Campus Ministry Program can achieve long-term sustainability and continue to fulfill its mission of holistic formation.

CONCLUSION

Based on the findings of the study, the following conclusions are drawn: The Campus Ministry Program of Mount Carmel College is generally functional and beneficial to students, particularly in terms of its operational activities and management practices. The program effectively provides opportunities for spiritual growth, skill development, and participation through activities such as retreats, practices, and religious gatherings. However, the study revealed that leadership remains the weakest component, characterized by inconsistencies in policy implementation and limited program innovation. Membership is also an area that requires improvement, particularly in terms of orientation, participation, and sustained engagement of members.

The study further concludes that the core life-giving factors most valued by the youth are positive influence and community service. These factors demonstrate that students are deeply impacted by experiences that promote personal growth, values formation, and opportunities to serve others. The Campus Ministry Program plays a significant role in shaping students' attitudes, strengthening their faith, and enhancing their sense of responsibility. However, the limited opportunities for social interaction and bonding activities indicate a gap in fostering camaraderie and a stronger sense of belonging among members.

In terms of future direction, the respondents envision a Campus Ministry Program that promotes unity, cooperation, and a strong faith community. They expressed the need for more engaging and relevant activities, improved leadership, and increased opportunities for community service. These desired possibilities reflect the students' need for a program that is more inclusive, dynamic, and responsive to their interests and realities.

The study also concludes that several doable actions can strengthen and enrich the program. These include leadership training, improved orientation for members, the development of more engaging and youth-centered activities, expansion of community outreach programs, and enhanced communication within the organization. These actions indicate that both structural and programmatic improvements are necessary to increase student participation and overall program effectiveness.

Finally, the sustainability of the Campus Ministry Program depends on strong leadership commitment, active member participation, continuous program evaluation, adequate resources, and collaboration among stakeholders. The study highlights that sustainability is a shared responsibility between leaders and members. Without consistent

leadership, clear structures, and ongoing support, the program may struggle to maintain its effectiveness and relevance over time.

Overall, the study concludes that while the Campus Ministry Program of Mount Carmel College has strong foundations and positive impacts on students, there is a need for strategic improvements in leadership, engagement, and sustainability mechanisms to make the program more responsive, relevant, and effective in addressing the holistic needs of the youth.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are proposed to enhance and sustain the Campus Ministry Program of Mount Carmel College:

The school administration should prioritize the strengthening of leadership within the Campus Ministry Program by providing leadership training, seminars, and capacity-building opportunities for the Campus Minister, coordinators, and student leaders. Emphasis should be placed on developing consistency in policy implementation, improving decision-making skills, and fostering servant leadership. Strengthening leadership will ensure more effective program management and increased student engagement.

It is recommended that the Campus Ministry Office develop and implement a comprehensive and structured orientation program for all members, particularly new students. This orientation should clearly present the vision, mission, goals, activities, and expectations of the program. A well-designed orientation can help improve members' understanding, commitment, and participation in Campus Ministry activities.

The Campus Ministry Program should introduce more engaging, relevant, and youth-centered activities that align with the interests and needs of contemporary students. Activities should incorporate interactive, experiential, and creative approaches to increase student participation and sustain their interest. Integrating music, arts, leadership development, and peer-led initiatives can further enhance engagement.

There is a need to expand and institutionalize community outreach programs by conducting regular and diverse service activities throughout the academic year. These may include outreach to marginalized groups, environmental programs, and social action initiatives. Strengthening community service will not only respond to students' interests but also promote social responsibility and active citizenship.

To address the low level of camaraderie among members, the Campus Ministry should organize regular social and bonding activities such as team-building events, fellowship gatherings, and peer interaction sessions. These activities will help foster stronger relationships, improve group cohesion, and create a sense of belonging among members.

The program should also enhance its communication and coordination mechanisms by utilizing both traditional and digital platforms. Clear and consistent communication regarding schedules, activities, and responsibilities will help improve participation and minimize misunderstandings among members.

It is further recommended that the Campus Ministry adopt a system of continuous program evaluation and feedback, using tools such as surveys, focus group discussions, and reflection sessions. Regular evaluation will allow the program to identify strengths, address weaknesses, and adapt to the changing needs of the youth.

The school administration should provide adequate resources and institutional support, including budget allocation, facilities, and personnel, to ensure the effective implementation of Campus Ministry activities. Sustained support is essential for maintaining program quality and achieving long-term goals.



Lastly, the Campus Ministry should promote collaboration with stakeholders, including faculty, parents, parish organizations, and community partners. Strengthening partnerships can provide additional resources, support, and opportunities for program expansion, thereby enhancing its overall impact

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