Student Development Programs and Activities in a Higher Education Institution: Awareness, Involvement and Satisfaction of Learners

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Abstract: Student development programs and activities are critical components of higher education, providing chances for leadership, social engagement, and personal growth that supplement the academic curriculum. This study aims to describe students' awareness, involvement and satisfaction on Student development programs and activities of Notre Dame of Marbel University. Specifically, this study determined the extent of students awareness on various student development programs and activities in school; describe students level of involvement in the different student development programs and activities; described students level of satisfaction on their involvement and/or reasons for not being involved in the different programs and activities in school; and recommended enhancement mechanisms based from the results of the study. The instrument used in this study was the available tool developed by the Office of the Student Affairs and Services in gathering feedback from students on their awareness, involvement and satisfaction on the various development programs it provides. Overall, the findings reveal that while NDMU excels in making its programs visible and engaging students, there are several areas for improvement to enhance student satisfaction. The university should consider increasing inclusivity, particularly for leadership programs and religious events, and addressing logistical challenges such as scheduling conflicts to ensure broader and more meaningful participation.

Introduction

Student development programs are critical components of higher education, providing chances for leadership, social engagement, and personal growth that supplement the academic curriculum. These programs promote students' overall development by offering opportunities for them to participate in activities that strengthen their leadership talents, improve their social skills, and deepen their involvement in institutional life (Eich, 2008).

According to the Student Involvement Theory by Astin (1999), the learning and personality of students improve when their experience and involvement in various activities increase. These activities encompass an array of endeavors including absorption in academic work, participation in ECAs, and interaction with faculty and other institutional personnel. This theory values a student's time and energy and considers it as the most important institutional resource that can be affected by different educational policies and practices. Thus, it is important to know how situations related to a student's participation in universities reflect upon their personal and social development to increase the quality of education and life in universities, including their participation in ECAs.

Extra-Curricular Activities

Extracurricular activities (ECAs) are natural and essential parts of one's college life (Civitci, 2015 as cited byBoy, Bondoc, Bonifacio, et. al (2022). Further it was mentioned that extra-curricular Activities may be divided into four categories: physical exercise, which includes gym- and sport- related activities; music-related activities like playing an instrument, being in a choir or a band, or listening to music; reading; and social activities, which encompass political or religious involvement, university club involvement, community service, and volunteering.

Ritchie (2018) mentioned in his paper some studies both in the US and abroad on the positive relationship between participation in extracurricular activities and academic performance. He cited Adeymo, Bergen- Cico& Viscomi (2010) and Marsh &Kleitman (2002) whose studies examined the effects of participation in extracurricular school activities on grade 12 students' academic achievement while in high school, as well as post-secondary outcomes (e.g., grades, coursework selection, homework, occupational aspirations, university applications, etc.). Their findings supported the conclusion that extracurricular activities

foster school identification and commitment, which benefits academic outcomes. Additionally, Ritchie (2018) mentioned a study conducted in South Africa which solicited data from both private and public schools saying that educators felt that participation was beneficial in numerous ways, including promoting academic success.

According to Astin (2016), participation in such extracurricular activities is associated with higher levels of student happiness and academic performance, since it develops a sense of belonging and engagement within the university setting. For many students, these social gatherings are an important aspect of their university experience, as they contribute greatly to their personal growth and wellbeing.

Tinto (2006) observes that student retention and success are intimately related to the quality of their social and academic experiences, as well as their participation in extracurricular activities. As a result, increasing involvement in leadership and development programs is critical for creating a more inclusive and engaged student body.

Developmental Programs and Activities in NDMU

These programs are similar to Notre Dame of Marbel University's (NDMU) educational philosophy, which is based on the Marist tradition. The Marist ideology emphasizes not only academic brilliance, but also the development of moral and spiritual virtues like humility, simplicity, and service to others. The value of student development programs cannot be emphasized. These programs are critical for students' overall development, assisting them in becoming responsible leaders and engaged members of society (NDMU Student Affairs and Services Operational Manual, 2023).

NDMU's student development initiatives are designed to coincide with this holistic approach, supporting student growth in ways that mirror the beliefs of St. Marcellin Champagnat, the Marist Brothers' founder. According to Marist educational beliefs, education should be used to build "good Christians and good citizens" by emphasizing character development in addition to intellectual achievements (In the Footsteps of Champagnat, 2023). This vision is key to NDMU's goal, which is to develop students into compassionate leaders and responsible citizens founded on the ideals of faith and service.

Student development programs at NDMU are often divided into three categories: leadership and formation activities, social activities, and institutional programs. Leadership and formation exercises are designed to help students develop leadership abilities, providing them with the tools they need to lead their peers, organizations, and communities. The Marist Leadership Formation Program, capacity-building workshops, and team-building activities all aim to foster skills such as empathy, teamwork, and ethical decision-making. These programs seek to establish in pupils the Marist concept of "leadership as service," which views leadership as a commitment to helping others with humility and accountability rather than an exercise of authority (Marist Leadership Formation Program Module, 2023 ed.)

Social activities such as University Intramurals, Club Festivals, and Colleges Week allow students to engage in leisure and artistic activities. These activities not only allow students to unwind and enjoy their time outside of the classroom, but they also help them form relationships with their peers and generate a strong sense of community at the university.

Institutional programs including the Holy Spirit Mass, Notre Dame Day, and Immaculate Conception Day represent NDMU's Catholic and Marist culture. These activities promote spiritual reflection, social worship, and the reinforcing of shared ideals. Religious and institutional activities foster a sense of shared identity and purpose among students, teachers, and staff, reaffirming the essential principles of the university's Catholic mission (Lapsley, D., & Kelley, K.,2022). Participation in these activities enables students to get a deeper grasp of the Marist ethos and integrate these values into their daily lives, helping to their overall growth.

Despite the variety of programs available, student participation has been inconsistent across all sorts of activities. Many students are aware of the programs but decline to join for a variety of reasons. According to Astin's theory of student involvement, students' overall happiness with the university experience is directly proportional to their level of participation in extracurricular activities. Students who participate in more extracurricular activities perform better academically and personally. However, issues such as lack of interest, busy schedules, or insufficient information about available options frequently influence student development program participation.

At NDMU, engagement in leadership and formation programs is typically lower than in social and institutional activities. While social activities such as University Intramurals and Colleges Week have strong participation rates due to their recreational and inclusive nature, leadership and formation programs frequently struggle to recruit a diverse student population. Many students believe that leadership programs are only open to student leaders or those already participating in governance systems, which can hinder widespread involvement.

The Gap and the Purpose Statement

The difficulty for a Marist institution like NDMU is to ensure that these activities continue to represent the community, service, and personal growth principles that are important to the Marist educational mission. By encouraging greater engagement, NDMU may improve the entire student experience and achieve its purpose of developing individuals in a Marist way. Recognizing the important role of student development programs in fostering leadership, personal growth, and community engagement among students at Notre Dame of Marbel University (NDMU)., there remain challenges in ensuring awareness, involvement, and satisfaction among the student body. To address these concerns and improve the effectiveness of student development initiatives practically the reason why this study was this institutional research was done. This study aims to investigate students' levels of awareness, involvement, and satisfaction with NDMU's student development programs and activities.

The research aims to provide insights into the elements that influence student engagement allowing the university to improve its program offerings. The project focuses on identifying and addressing barriers to participation in leadership and formation programs, as well as exploring strategies to make these programs more accessible and appealing to all students. The purpose is to guarantee that the programs not only suit the different requirements of the student body, but also represent and promote Marist educational values.

Statement of the Problem

This study aims to describe students' awareness, involvement, satisfaction,and reasons for not being involved in the different student development programs and activities of Notre Dame of Marbel University. From the result of the survey, the study recommends enhancement mechanisms for the improvement of learners' participation.

Methods

This study used a descriptive quantitative research design to describe students' awareness, involvement, and satisfaction on the various student development programs and activities provided by Notre Dame of Marbel University (NDMU). This research study is within Notre Dame of Marbel University only- a catholic school run and owned by the Marist Brothers. The Marist Brothers of the Schools (FMS) is a congregation of men who devote their lives to the apostolate of Catholic education through the training and guidance of the youth, in 76 countries as of January 2002. The congregation was founded in France in 1817 by Saint Marcellin Champagnat who believed that God, the Blessed Virgin, Christian doctrine and morality should be the core of Catholic education (Student Handbook, 2022 ed.).

The survey method in data gathering allowed for the collection of numerical data from respondents. The instrument used in this study was the available tool developed by the Office of the Student Affairs and Services in gathering feedback from students on their awareness, involvement and satisfaction on the various development programs it provides. The tool has four sections: demographic information, awareness of student development programs, amount of involvement, and satisfaction with involvement. Each part elicits specific information that is important to the study's research objectives.

Total enumeration of students was considered as respondents, however, there were only 2,181 students from several colleges of NDMU who responded in this survey. The survey was conducted during the last three weeks of the second semester of the previous school year covering the programs and activities for the last two school years (2022-2023 and 2023-2024). The tool was converted into google form and forwarded to the different group chats of collegiate student councils and student organizations. In terms of data analysis, simple statistical tool such as frequency and percentage was used in this study. The qualitative responses on the reasons for not being involved were clustered according to concepts.

Results and Discussion

I. Students' Awareness, Involvement and Satisfaction on the Different Development Programs/Activities

A. On Students' Formation/Training/Capacity Building Programs

Table 1. Students' assessment on the their level of awareness, involvement, satisfaction and reasons for not being involved in the Formation/Trainings/Capacity Building Programs

Activities/Programs	Awareness		Involvement		Satisfaction on their involvement				Common Reasons for Not Being Involved
	Yes	No	Yes	No	1	2	3	4	
Marist Leadership Formation Program	77.4	22.6	38.3	61.7	2.8	4.7	53.6	38.9	Not interested Busy schedule Lack of awareness Not a student leader
Strategic Planning, Enrichment Session and Team building for SSG and Collegiate Council Officers	71	29	37.4	62.6	2.4	7	52.7	37.8	Not interested Busy schedule Lack of awareness Not a student leader Not informed
Team building and Enrichment sessions conducted by Collegiate Council and Clubs and Organizations	75.7	24.3	49.3	50.7	2.4	5.4	52.3	39.9	Not interested Busy schedule Lack of awareness Not a student leader Not available that time
Enrichment Session conducted by different clubs and organizations	78.8	21.2	58.6	41.4	1.9	4.5	52.3	41.3	Not interested Busy schedule Lack of awareness Not a student leader Not informed
Leadership Training for NSTP Student Officers	73.8	26.2	40.3	59.7	1.8	5	51.3	41.9	Not interested Busy schedule Lack of awareness Not a student leader Don't have NSTP
Capacity Building/ Seminars/ Training conducted by OSAD, Collegiate Council, SSG or Clubs and Organizations	71	29	46.4	53.6	1.9	5.9	50.9	41.3	Not interested Busy schedule Lack of awareness Not a student leader
School's initiative to send students/ student leaders to conferences/conventions outside the university in various levels (local, regional, national, international)	79.7	20.3	42.5	57.5	2	4.9	49.4	43.6	Not interested Busy schedule Lack of awareness Not a student leader Only for chosen students
TOTAL	75.34	24.66	44.69	55.31	2.17	5.34	51.79	40.67	

The data on student awareness, involvement, and satisfaction in leadership and capacity-building programs at Notre Dame of Marbel University (NDMU) shows varying levels of engagement. On average, 75.34% of students reported being aware of these programs, with a significant minority (24.66%) remaining unaware. The Marist Leadership Formation Program had a particularly high awareness rate at 77.4%, suggesting its familiarity with students in the university, though it had lower involvement rates of 38.3% of students participating. The reasons for non-involvement included a lack of interest (the most common), busy schedules, and a perception that the program was only for student leaders.

In terms of satisfaction with these programs, students provided relatively positive feedback. The average satisfaction rating was 51.79%, with the highest level of satisfaction reported for the Marist Leadership Formation Program (53.6%). Students generally appreciated the opportunity to develop leadership skills but cited that the overall satisfaction rate was tempered by scheduling conflicts, lack of awareness, and the perception that the programs were exclusive to certain groups, such as existing student leaders.

In contrast, programs like strategic planning enrichment sessions for student councils had lower involvement (37.4%) and a satisfaction rating of 52.7%. One possible reason for this is the perception that these activities are not open to the general student body, but rather cater to a select group of officers. This aligns with the frequent response of non-involvement due to not being a student leader.

Leadership training for NSTP student officers also showed a relatively low involvement rate of 40.3%, but satisfaction was still strong at 51.3%. However, non-involvement remained high, and the common reasons included a lack of interest and awareness, pointing to a need for more promotional efforts to engage non-NSTP students.

Finally, one of the most significant challenges for the capacity-building programs was ensuring awareness and broad participation. While the programs are well-designed and receive positive feedback from those who attend, a sizable portion of the student population remains disengaged, often due to lack of awareness or a feeling of exclusion from the leadership-oriented nature of these programs.

B. Social Activities/Program

Table 2: Students' assessment on the their level of awareness, involvement, satisfaction and reasons for not being involved in Social Activities/Programs

Activities/Programs	Awareness		Involvement		Satisfaction on their involvement				Common Reasons for Not Being Involved
	Yes	No	Yes	No	1	2	3	4	
University Intramurals	97.6	2.4	89.7	10.3	2.3	6.6	47.8	43.3	Not interested Busy schedule Not Sporty Focused in schoolwork Working Student
Colleges Week	97.8	2.2	90.4	9.6	2.9	7.7	46.8	42.6	Not interested Busy schedule Working Student Transferee
Academic Week	98.5	1.5	86.2	13.8	2.6	9.3	46.2	42	Not interested Busy schedule Limited slots for involvement
Clubs' Festival/Fair	92.9	7.1	82.1	17.9	1.6	4.8	48.7	44.9	Not interested Busy schedule Lack of awareness
Clubs and Organizations' Days	88.2	11.8	78.7	21.3	1.7	4.6	47.3	46.5	Not interested Busy schedule Lack of awareness Have not read any announcement
Acquaintance Party (Dayun-Welcoming Program)	92.8	7.2	82.3	17.7	1.8	5.4	48.4	44.4	Not interested Busy schedule Lack of awareness
Acquaintance Party by College	94.6	5.4	85.4	14.6	2.5	7.5	45.1	44.9	Not interested Busy schedule Lack of awareness

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Activities/Programs									On duty Conflict with the seminary schedule Not satisfied from my experience
Acquaintance Party by Club and Organization	89	11	80.7	19.3	2	4.1	46.4	47.5	Not interested Busy schedule Lack of awareness Conflict with the seminary schedule Priority is only academics
Organizational meetings/assemblies	89.9	10.1	81	19	1.4	5	52.5	41.1	Not interested Busy schedule No time Lack of awareness
Elections of Officers (SSG, Council and Clubs)	95.9	4.1	82.8	17.2	2.3	6.1	51.3	40.3	Not interested Busy schedule Lack of awareness
TOTAL	93.72	6.28	83.93	16.07	2.11	6.11	48.05	43.75	

In terms of social activities, student awareness and involvement were significantly higher compared to leadership and training programs. The average awareness rate was 93.72%, with the University Intramurals having the highest awareness rate of 97.6%. Involvement in these activities was also strong, with 83.93% of students participating. However, satisfaction ratings varied, with the University Intramurals receiving a satisfaction score of 47.8%, indicating room for improvement despite high involvement.

Colleges Week was another standout with an impressive 97.8% awareness and 90.4% involvement of students. The satisfaction score for this event was 46.8%, reflecting a mixed reception from participants. The reasons cited for non-involvement in social activities were primarily busy schedules and conflicts with other commitments, such as schoolwork and external jobs. This trend highlights the balancing act many students must perform between academic responsibilities and extracurricular engagement.

Interestingly, the Acquaintance Party, both at the university and club level, had strong awareness and involvement figures, but satisfaction levels differed. For instance, the University-level Acquaintance Party had an 82.3% involvement rate but a satisfaction rating of only 48.4%. Meanwhile, the club-based Acquaintance Party had slightly lower involvement at 80.7%, but students were more satisfied (46.4%).

The elections of student council and club officers demonstrated high engagement, with 95.9% awareness and 82.8% involvement. However, satisfaction was tempered by logistical challenges, such as busy schedules and a lack of awareness about the process for non-participating students.

Finally, while social activities garnered strong awareness and involvement rates, satisfaction ratings suggest that students may desire more diverse programming or better organization. The common reasons for dissatisfaction included a lack of awareness and scheduling conflicts, with many students expressing frustration over missing events due to academic commitments or work.

C. Institutional/Colleges Activities/Program
Table 3: Students' assessment on the their level of awareness, involvement, satisfaction and reasons for not being involved in Institutional/Colleges Activities/Program

Activities/Programs	Awareness		Involvement		Satisfaction on their involvement				Common Reasons for Not Being Involved
	Yes	No	Yes	No	1	2	3	4	

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Mass of the Holy spirit (Program- Beginning of the class)	93.3	6.7	85.4	14.6	1.9	3.1	46	48.9	Not interested Non catholic Busy schedule
Assumption Day (Aug. 15)	85	15	76.6	23.4	1.3	3.1	50.1	45.4	Not interested Non catholic Lack of awareness
Notre Dame Day (Sept. 8)	95.3	4.7	88.7	11.3	1.3	2.7	48.2	47.7	Not interested Lack of awareness Busy schedule
Immaculate Conception Day	92.5	7.5	81.8	18.2	1.5	2.2	48.9	47.5	Not interested Non catholic
Personnels' Day Activity (Every January)	95.5	4.5	84.1	15.9	1.4	2.7	48	47.9	Not interested Busy schedule
NDMU Foundation Day	96.8	3.2	90.6	9.4	1.4	3.1	47.2	48.4	Not interested Busy schedule Don't want to join
Orientation Program for Students	94.2	5.8	87.3	12.7	1.2	3.5	48.8	46.5	Not interested Busy schedule Lack of awareness
TOTAL	93.23	6.77	84.93	15.07	1.43	2.91	48.17	47.47	

The data on student awareness, involvement, and satisfaction for institutional and college-level activities and programs at Notre Dame of Marbel University shows a high level of awareness across all activities, with an average awareness of 93.23%. Notably, activities such as NDMU Foundation Day had the highest awareness rate (96.8%), while Assumption Day had the lowest awareness rate (85%). This indicates a generally well-informed student body, though certain programs may need additional visibility to match the higher rates achieved by more prominent events.

In terms of involvement, 84.93% of students participated in at least one activity, with NDMU Foundation Day again leading in involvement at 90.6%. The Mass of the Holy Spirit had a similarly high involvement rate of 85.4%, reflecting its significance as a spiritual kickoff for the academic year. Assumption Day, though having a relatively lower awareness, also saw a fair degree of participation, with 76.6% of students involved. This highlights that even with slightly lower awareness, programs can still achieve meaningful engagement when aligned with student interests or when perceived as integral to the university experience. However, the satisfaction rates reveal room for improvement. The average satisfaction rating for these programs was 48.17%, which shows a moderate level of contentment among participants. Despite the high involvement in the Mass of the Holy Spirit and Foundation Day, satisfaction levels were mixed, with scores hovering around 47-48%. Some dissatisfaction stemmed from logistical issues or lack of inclusivity, as seen in the comments regarding the non-Catholic students' participation in religious activities.

The most commonly cited reasons for non-involvement included busy schedules, lack of interest, and in some cases, non-Catholic students not feeling as connected to religiously themed events. These insights suggest that while the university's programming is generally well-received, efforts could be made to enhance inclusivity and cater to the diverse backgrounds and time commitments of the student body.

D. Socio-Cultural Programs

Table 4: Students' assessment on the their level of awareness, involvement, satisfaction and reasons for not being involved in Socio-Cultural Programs

Activities/Programs	Awareness		Involvement		Satisfaction on their involvement				Common Reasons for Not Being Involved
	Yes	No	Yes	No	1	2	3	4	
Presentations/Performance of the various cultural groups	93	7	57.1	42.9	1.6	2.8	45.1	50.6	Not interested Lack of

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(Kariktan, Tambuli, Marist Street, Marist Symphonic Band, Dance Sports Varsity)									awareness Busy schedule Do not align with my interest Prefers to observe
Cultural Shows and performances during University Week, Buwan ng Wika, Colleges Week, Academic Week, etc.	96.1	3.9	74.2	25.8	1.6	2.8	46.1	49.4	Not interested Busy schedule Lack of awareness Lack of time
Participation/involvement as sports athletes competed in the various levels of competition (Marist Meet, NDEA and PRISAA)	91.6	8.4	49.5	50.5	1.7	3.4	43.8	51.1	Not interested Not an athlete Busy schedule
TOTAL	93.57	6.43	60.27	39.73	1.63	3.00	45.00	50.37	

Students have a relatively high level of awareness when it comes to the socio-cultural programs and activities in school (93.1) where Cultural Shows and performances during University Week, Buwan ng Wika, Colleges Week, Academic Week, etc. obtain the highest percentage of 96. 1%. This item has also obtained the highest percentage when it comes to the level of involvement considering that these identified events are provided for all the students unlike the socio-cultural groups performances which are only intended for the performing arts members of the university. This is the same with the last item on participation and involvement in the cultural competitions where participants are only selected. It is notable that more than 50% of the total respondents who were involved were satisfied, of which 50.37% are very satisfied.

E. Sports Program

Table 5: Students' assessment on the their level of awareness, involvement, satisfaction and reasons for not being involved in Sports Programs

Activities/Programs	Awareness		Involvement		Satisfaction on their involvement				Common Reasons for Not Being Involved
	Yes	No	Yes	No	1	2	3	4	
Involvement in the Sports Program of the school	86.7	13.3	48.6	51.4	2.1	4.3	46.9	46.7	Not interested Not an athlete Busy schedule Don't have time Lack of awareness Not my interest
Participation in sports events during intramurals	89.3	10.7	56.4	43.6	2.2	4.7	45.9	47.2	Not interested Not into sports
Utilization of sports equipment and facilities	90	10	67.9	32.1	2.4	4.5	47.3	45.8	Not interested Lack of awareness Don't have time
Involvement/participation to sports training for athletes	82.3	17.7	45.8	54.2	2.5	3.7	47.4	46.3	Not interested Not an athlete Focused on academics

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| Participation/involvement as sports athletes competed in the various levels of competition (Marist Meet, NDEA and PRISAA) | 85.8 | 14.2 | 42.4 | 57.6 | 2.4 | 4.3 | 45.2 | 48.1 | Not interested Not an athlete Busy schedule Not into sports |
| TOTAL | 86.82 | 13.18 | 52.22 | 47.78 | 2.32 | 4.30 | 46.54 | 46.82 | |

The students' awareness of available sports programs is notably high, ranging from 82.3% to 90%. This indicates that most students are informed about the school's sports programs offerings. However, this high level of awareness contrasts with strong participation in these programs. Involvement in the main sports program is only 48.6%, while participation in intramurals is slightly better at 56.4%. Meanwhile, the utilization of sports facilities shows a higher involvement rate of 67.9%, suggesting that students may prefer access to resources over formal participation in the school's structured sports activities. Satisfaction levels among participants average around 46.82%, indicating that while some students find value in their involvement, many do not feel fully satisfied with their experiences. Common reasons for non-participation include a lack of interest, self-identification as non-athletes, and busy schedules.

F. Advocacy/Socio-Civic/Community Extension programs
Table 6: Students' assessment on the their level of awareness, involvement, satisfaction and reasons for not being involved in Advocacy/Socio-Civic/Community Extension programs

Activities/Programs	Awareness		Involvement		Satisfaction on their involvement				Common Reasons for Not Being Involved
	Yes	No	Yes	No	1	2	3	4	
Involvement in the community extension activities	84	16	59.2	40.8	1.8	4.2	48	46	Not interested Lack of awareness Busy schedule
Involvement in the advocacy programs of the SSG, Collegiate Council and Clubs and Organizations.	83.7	16.3	55.2	44.8	2.4	4.2	49	44.4	Not interested Lack of awareness Busy schedule
Participation to the activities/programs initiated by the LGUs or other organizations outside as sanctioned by the school.	74.4	25.6	50	50	2.2	4.7	47.4	45.7	Not interested Lack of awareness Busy schedule
TOTAL	80.70	19.30	54.80	45.20	2.13	4.37	48.13	45.37	

G. Delivery of NSTP Program
Table 7: Students' assessment on the their level of awareness, involvement, satisfaction and reasons for not being involved in Delivery of NSTP Program

Activities/Programs	Awareness		Involvement		Satisfaction on their involvement				Common Reasons for Not Being Involved
	Yes	No	Yes	No	1	2	3	4	
Involvement as CWTS, LTS, ROTC student	85.9	14.1	65.6	34.4	2.2	4.5	46.3	47	Not interested Busy schedule Varsity/Socio

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									cultural member
Different lectures / session provided during NSTP 1	70.7	29.3	70.7	29.3	1.6	3.6	48.8	46	Not interested Varsity/Socio cultural member
Community organizing activities during NSTP 2	84.9	15.1	69.1	30.9	1.8	3.3	48.1	46.8	Not interested Varsity/Socio cultural member
Learning and experiences gained during the entire NSTP Course	86.3	13.7	77.1	22.9	2	2.8	45.9	49.3	Not interested Busy schedule
TOTAL	81.95	18.05	70.63	29.38	1.90	3.55	47.28	47.28	

Data shows that the majority of the respondents are aware of the delivery of the NSTP Programs of the university with a total percentage of 81.95%. The 18.05% of the respondents who were not aware though quite not a significant percentage but still needed to look into considering that NSTP is a mandatory course to be taken by all first year students or in the other levels for other courses like the Nursing program. Presumably, these students are transferees and may have taken the subjects already in other schools prior to their entry to the school. The percentage of students' involvement is also high. Combining 'High Level' and 'Very High Level' ratings on their satisfaction for NSTP program obtains a good percentage of students on their satisfaction for their participation in the delivery of the program (47.28% High; 47.28% Very High).

H. Prefecting
Table 7: Students' assessment on the their level of awareness, involvement, satisfaction and reasons for not being involved in Delivery of NSTP Program

Activities/Programs	Awareness		Involvement		Satisfaction on their involvement				Common Reasons for Not Being Involved
	Yes	No	Yes	No	1	2	3	4	
Orientation/Awareness on the non- academic policies of the school	88.6	11.4	74.5	25.5	1.7	3.5	48.7	46	Not interested Lack of awareness
Implementation of the schools' non-academic policies	87.8	12.2	73.4	26.6	1.7	4.2	49.4	44.7	Not interested Lack of awareness Busy schedule
Conferences called by the prefects' office	74.1	25.9	52.6	47.4	2.4	5.3	46.9	45.4	Not interested Lack of awareness Does not have a case
Management of students' behavioral concerns in the prefect's office	81.8	18.2	55.6	44.4	2.3	4	46.5	47.2	Not interested Lack of awareness
TOTAL	83.08	16.93	64.03	35.98	2.03	4.25	47.88	45.83	

A good percentage of the respondents said that they are awarded the perfecting in the university which includes the orientation, implementation of school's non-academic policies and the processes and procedures on managing student's behavioral concerns. It is also notable that a good number of respondents are involved in the orientation and awareness program (74.5%) since this is a requirement for them to attend to this activity. The orientation is usually done during the beginning of the school year for new students, during departmental assembly and followed up during the NSTP opening session. While it is true that most of the respondents are aware and involved, a number of students still claim that they lack awareness. There are other factors or reasons which may be figured out for these students not being aware and not interested in the policy.

II. Recommendations for Enhancement

Based on the findings, the following are the recommended mechanisms or strategies in order to intensify further students' awareness, involvement and satisfaction on various development programs and activities of the Student Affairs and Services of the university.

1. Intensify the online and social media visibility and engagement of student council, clubs and organizations and the office of the student affairs in promoting the different programs and activities.
2. Conduct departmental orientation on non-academic policies and programs to increase students' awareness and involvement.
3. Revisit the conduct of the different programs and activities by the student council and student affairs and review the implementation scheme. Look into the areas to be improved in order to cater more students and increase their interest to participate.
4. Develop a mechanism to increase students' involvement in sports programs, be it as an athlete or varsity. The mechanism may be considered to attract more students to get involved in the sports program of the university.
5. Require each campus organization to engage and participate in any form of socio-civic or advocacy-based programs and projects in order to involve more students.
6. Provide more programs and initiatives for students in the university to be highly engaged in the socio-cultural events in order to deepen their sense of culture and appreciate cultural and artistic experiences.

Conclusions

This study aimed to assess the awareness, involvement, and satisfaction of Notre Dame of Marbel University (NDMU) students along the identified key areas- leadership and capacity-building programs, social activities, and institutional/college-level events, sports program, socio-cultural, socio-civic/extension programs, delivery of the NSTP and Prefecting. The findings from the three tables provide a comprehensive view of student engagement in these programs, highlighting both strengths and areas for improvement.

In terms of awareness, the results indicate that NDMU students are generally well-informed about the various activities offered by the university. Across leadership programs, social activities, and institutional events, awareness rates ranged from 75% to over 90%, with institutional events like Foundation Day and social activities such as University Intramurals receiving the highest visibility. However, some programs, particularly leadership-oriented initiatives, have obtained relatively lower levels of awareness, suggesting a need for more strategic promotion to reach all segments of the student population.

Involvement levels varied across the different types of programs. Leadership and capacity-building activities had moderate involvement rates, with many students perceiving these programs as exclusive to student leaders. In contrast, social activities and major institutional events saw higher participation, with over 80% of students engaged in events like University Intramurals and Foundation Day. The data shows that while students are generally enthusiastic about participating in social and institutional events, leadership programs need to focus on inclusivity and accessibility to encourage broader participation.

Satisfaction ratings, however, were moderate across all categories, with an average satisfaction rate hovering around 48%. Despite high awareness and involvement in several events, students expressed concerns about scheduling conflicts, lack of inclusivity (particularly for non-Catholic students in religious events), and a desire for more diverse programming. Leadership programs, while appreciated by those who attended, faced criticism for being perceived as catering only to student leaders, while social and institutional events were well-attended but did not always meet student expectations.

Overall, the findings reveal that while NDMU excels in making its programs visible and engaging students, there are several areas for improvement to enhance student satisfaction. The university should consider increasing inclusivity, particularly for leadership programs and religious events, and addressing logistical challenges such as scheduling conflicts to ensure broader and more meaningful participation. By implementing these changes, NDMU can continue to foster a vibrant campus culture that caters to the diverse needs of its student body, ensuring that all students feel involved and satisfied with the opportunities provided.

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