
International Forum
Vol. 24, No. 1
June 2021
pp. 102-128

FEATURE

**Developing a Holistic Lifestyle Curriculum Model:
A Case Study in Zimbabwe**

Chipo Gwizo

Abstract. *Lifestyle plays an essential role in ones' wellbeing. The existing studies on lifestyle lack a holistic approach to a healthy lifestyle among university students in Zimbabwe. A qualitative case study was conducted to discover the lifestyle practices of university students and create a lifestyle curriculum model. Concerns-based adoption model guided this study. Data was collected through in-depth interviews, focus group discussions, observations, and document analysis. Saldana's model was used for data analysis. Most of the university support systems promoted a healthy lifestyle. However, some physical facilities needed upgrading to enhance the holistic healthy lifestyle of students. The results of this study showed the need for improving academic programs and practices, improving cafeteria services, offering a variety of physical activities, enhancing social, and enriching spiritual activities. Data obtained from the participants resulted in a holistic lifestyle curriculum model using the innovation configuration map.*

Keywords: lifestyle, holistic, case study, university students, curriculum model, innovation configuration map, Matabeland North, Africa, Zimbabwe

Introduction

University students practice several lifestyles. These lifestyle practices include poor eating habits, lack of physical activities, lack of sleep, and abuse of alcohol and other drugs (El-Kader & Mohammad, 2013). Stress due to increased academic work, among other causes, has been observed as a risk factor of unhealthy lifestyle practices among university students (Jafari, 2017). Jafari (2017) expounds that lack of finance, poor time management, and lack of basic stress management skills also contribute to unhealthy practices among university students.

The school policies, guidelines, programs, and physical facilities can either promote or hinder a healthy lifestyle. According to White (1938), a school should have physical facilities, policies, and guidelines that enable students to reach their full potential in spiritual, social, mental, physical, and vocational development. This study explores how the school support systems contribute to the healthy lifestyle of students. The study resulted in ideas and recommendations for designing a lifestyle curriculum model.

Various studies have been conducted on health for the populace and students in general, but not much has been done regarding the holistic lifestyle of a student (Deliens et al., 2014; King et al., 2015; Stea et al., 2014). Few studies have been conducted that consider lifestyle practices of university students holistically, or qualitatively taking into account the various dimensions of health in Zimbabwean universities (Deliens et al., 2014; Tadyarenhamo, Nyazika, Nhunzi, Chengetanai, & Chibhabha, 2016). McIsaac, Kirk, and Kuhle (2015) confirm that there is limited research that has analyzed the lifestyle practices of university students. This study attempts to address this gap by addressing the knowledge gap suggested by Miles (2017).

Review of the Literature

This section explores the literature review related to the study. The lifestyle practices of university students, support system, and lifestyle curriculum model are the main focus of this study. The related areas are discussed in detail in the subsequent paragraphs.

Lifestyle Practices

Previous studies have shown that poor eating habits are common practices of university students (El-Kader & Mohammad, 2013; Kwan, Cairney, Faulkner, & Pullenayegum, 2012). Many students cannot afford to eat healthy foods due to several reasons. Some students cannot afford wholesome food due to financial constraints and may resort to junk food that may appear cheaper and affordable (Deliens et al., 2014). Other students are too busy to afford the time to prepare a balanced diet (Deliens et al., 2014). Besides, some may lack expertise on how to prepare nutritious meals and may resort to fast foods or even skip some meals (Gan, Mohd, Zalilah, & Hazizi, 2011). Skipping meals, especially breakfast, drains energy and one is likely to snack throughout the day (El-Kader & Mohammad, 2013). Eating between meals may lead to obesity resulting in lifestyle diseases later in life that may affect the cognitive performance of university students (White, 2004). Akindutire and Olanipekun (2017) assert that a good healthy lifestyle leads to robustness and reduced vulnerability to lifestyle diseases.

June 2021, Vol. 24, No. 1

Lifestyle Diseases

Many university students are vulnerable to lifestyle diseases such as cardiovascular challenges, hypertension, cancers, and diabetes mellitus. (Al-Naggar, Bobryshev, Mohd, & Nor, 2013; Rogowska, 2015; Wandile, 2017). Non-communicable diseases are mainly caused by bad lifestyle practices such as poor dietary patterns, alcohol consumption, inactivity, and overworking (Bauer et al., 2014). The advancement of technology has enabled the food industry to increase the production of unhealthier foods that contribute to lifestyle diseases. A sedentary lifestyle with the absence of regular exercise leads to obesity (El-Kader & Mohammad, 2013). Lifestyle diseases are rising, increasing the risk of death from non-communicable diseases (Bauer et al., 2014). Research has revealed that in the 21st century, the main cause of death has shifted from infectious diseases to non-communicable diseases (Bauer et al., 2014). Positive health lifestyle practices are associated with longevity, the absence of lifestyle diseases, and improved general wellbeing of a person (Handysides et al., 2014; WHO, 2016). It is therefore important to practice good health habits to reduce premature deaths and enjoy a disease-free life.

Social Support System

A good social support system plays a vital role in improving lifestyle practices. There is a need for a strong network of people that includes family members, friends, and associates to have a successful lifestyle plan (Robinson & McCormick, 2011). All significant others play an important part in one's lifestyle practices. The unmet needs of one's health affect others in one way or another, and the environment contributes a lot to wellbeing (Handysides et al., 2014). In this case, the university includes the responsible authorities, friends and associates, family members, and students who make up the social support system. Research has revealed that people who have strong connections with others and are willing to help and serve others are happier and healthier (Handysides et al., 2014). It is evident that happiness is medicinal and a good environment that is surrounded by a supportive social support system may be instrumental in achieving a healthy lifestyle.

University curriculum. The university curriculum should include general health and lifestyle courses across all degree programs. The curriculum needs to include lessons on balancing leisure time and work, as suggested by Grund et al. (2014) and Martinez et al. (2013). These scholars also expound that students fail to manage their time due to a lack of time management skills. If time management skills are imparted through the university curriculum, the skills may assist students in being diligent and disciplined. Macheru and Macheru (2017) assert that a university curriculum should include emotional intelligence to provide skills that will ensure a

lifelong balanced life. More so, the university should provide some health and lifestyle conferences to impart knowledge and skills on health to students (Fisher et al., 2015). These provisions will benefit the students, among other things, quality health and improved academic performance.

Some scholars stress that the university curriculum is so packed that it does not allow the student time to rest, cook or eat, and time for physical activities (Grund et al., 2014). Typically, classes are conducted during weekends and certain timetable schedules run from 6 a.m. to 9 p.m. The schedules need to consider the student's health at large.

University policies. Recent studies recommend university policies to include the prohibition of drugs and alcohol within the school premises (Schneller et al., 2018). Schneller et al. (2018) expound that the university curriculum should promote healthy ways of managing stress without the use of harmful drugs and alcohol. Hence, university policies should include centers for health counseling. Boitt (2016) suggests that school regulations should not permit the sale of alcohol and drugs near the school premises. Moreover, he recommends that students have to go through a medical examination before enrolment. In addition to the above, the university cafeteria and store should provide affordable, wholesome food.

University structure. A university structure has an important function because it guides all the activities that take place at an institution (Zziwa, 2014). Zziwa (2014) says, "The structure should encourage good communication, teamwork, and overall institutional goal attainment" (p. 160). If a healthy structure exists, both teachers and students can communicate their challenges without fear of being victimized. Teachers are encouraged to be good role models and encourage students to practice a healthy lifestyle. The university structure should include a department with personnel responsible for health and wellness to meet the needs of students.

Curriculum Lifestyle Model

The purpose of this study is to develop a lifestyle curriculum model for university students. This model is designed through the innovation configuration (IC) map. The IC map is one of the three diagnostic dimensions of the concerns-based adoption model (CBAM). According to Hall and Hord (1987), CBAM is a very well-researched model which describes how people develop as they learn about an innovation and the stages of that process" (p. 5).

The IC was created around the mid-1960s with the emergence of various educational centers by the US congress (Hord et al., 2013). CBAM was developed at one of the research centers for teacher education at the University of Texas in Austin. In the 1970s, Hord and colleagues conducted several studies among teachers

and used CBAM to assess the experiences of teachers concerning innovations and implementations (Hall & Hord, 1987). CBAM asserts that “change originates with individuals. Individuals change, and through their changed behaviors, institutions change” (Ornstein & Hunkins, 2018, p. 273). Hall and Hord (1987) underscore that change starts and ends with individuals.

There are three diagnostic dimensions of CBAM: (a) stages of concern (SoC), (b) level of use (LoU), and (c) IC. The SoC is the first dimension that focuses on the “affective side of change feelings, reactions, emotions, or attitudes” of the people involved in the change process (Hord & Roussin, 2013, p. 108). The second dimension is the LoU. It describes the behavior and actions of how individuals interact with new knowledge. The last dimension is the IC; it articulates the adaptations made, provides clear, specific, and shared descriptions of what a new program or practice should look like (Hord et al., 2013).

Innovation Configuration Terminology

This section discusses the basic innovation configuration terms used in the model. These terms include components, variations, and IC Map. According to Hord and Roussin (2013), *components* refer to the major features of innovation such as materials, teacher behavior, and student activities. The term *variations* refer to different ways in which the components can be used. In this study, the variations are *a*, *b*, and *c*. The letter *a* represents ideal; the letter *b*, acceptable; and the letter *c*, unacceptable practices. The IC map is a tool for defining the real picture of the innovation, whether it is ideal, acceptable, or unacceptable (Hall & Hord, 1987). I used the components drawn from the findings to design a lifestyle curriculum model. See Figure 1 for CBAM model.

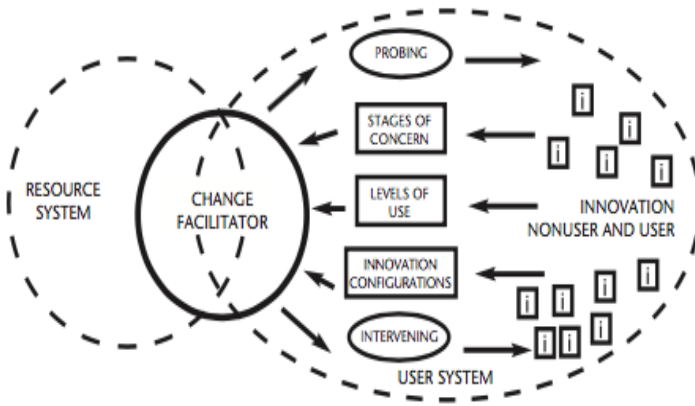


Figure 1. The concerns-based adoption model.

Source: Hord, S., Stiegelbauer, A. M., Hall, G. E., & George, A. A. (2013).

Measuring Implementations in Schools: Innovation Configurations (p. 1). Austin, TX: Southwest Educational Development Laboratory

Innovation Configuration Map

Hall and Hord (1987) assert that a specific IC map must be constructed for each school program intended to be improved. The IC can be used to communicate how the components and variations are to be used for improvement. It is also a tool for assessing the progress of innovations.

This study answers the following research questions:

1. How does the university promote healthy lifestyle practices?
2. What can be done to improve the lifestyle practices of students?
3. How can a curriculum model targeted to improve the lifestyle practices of university students be described?

Methodology

This study takes a qualitative perspective. A single case study was conducted in Zimbabwe to collect ideas and recommendations for a lifestyle curriculum model. The methodological discussion includes research design, setting, participants, data collection, data analysis, reflexivity, and ethical considerations.

Research Design

A single case study was used in this study. A case study gives a clear explanation of how and why things happened, clarifying the multiple perspectives and contested viewpoints of the study (Simons, 2009). Moreover, *why* questions assisted me in obtaining a rich and thick description of the phenomenon under study and generated strong and reliable evidence of the findings. Some scholars allude that binding a case makes the study reasonable in scope (Stake, 1995; & Yin, 2009). The lifestyle practices of university students make up the case. The bounded system consists of students, health and lifestyle experts, curriculum specialists, and physical facilities.

Research setting and participants. The study was conducted at a private Christian university in Zimbabwe. This university has four faculties: (a) science and technology, (b) business, (c) theology, and (d) arts and education. Participants of this study were purposefully sampled from the above-mentioned faculties. Purposive sampling was ideal for this study because it allows selecting cases that show the different perspectives of the problem (Creswell, 2013). Patton (2015) adds that purposeful sampling permits the selection of information-rich cases for the study; thus, it was employed. The participants of this study comprised 29 university students, three health and lifestyle experts, and academic experts which included one curriculum specialist, one vice president of academic affairs, and one student services director.

Data collection. Data was collected through in-depth interviews, focus group discussions, document analysis, and observations. An interview protocol with open-ended questions guided the interview sessions. The in-depth interviews were conducted with six university students, two university administrators, a university curriculum specialist, and three health and lifestyle experts. Each interview session lasted less than an hour. All the interview sessions were audio-recorded for transcribing. Hence, two high-resolution audio recorders were used. Memoing was done in addition to the field notes captured during each interview session.

Data was also gathered through four focus group discussions. Parker and Tritter (2006) attest that focus group discussions are more effective than other traditional data collection methods. Cohen and Crabtree (2006) confirm that the strength of interviews increases when focus group discussions are conducted. To strengthen and increase the effectiveness of data, four focus group discussions were conducted with male students, married students, freshmen, and senior students. Each focus group comprised five to six students. The focus group discussions were audio-recorded for transcription. The interview protocol was designed to enhance focus on the scope of the study.

A document analysis protocol was used to collect data from curriculum documents such as school bulletin, course outlines, and philosophy statements. Glaser and Strauss (1967) suggest that documents carry more information unlike what is seen and heard during fieldwork. These documents were sourced from the responsible university authorities. In addition to the above-mentioned procedures, the university schedule/timetable was analyzed to see if it allows time for relaxation and other activities.

Data Analysis

According to Merriam and Tisdell (2016), data analysis is a method of finding themes and categories that respond to the research questions. Specifically, Saldana's inductive model was employed for data analysis (Saldana, 2013). Collected data were transcribed, coded, and member checked to ensure trustworthiness. After coding, the data was then sorted and categorized into themes. Data were then synthesized in the second cycle of coding. A lifestyle curriculum model was generated based on the data and literature review.

Ethical Considerations

This study was approved by the institutional ethics review board. Several ethical guidelines were followed throughout the study. Permission was sought from the gatekeepers and participants to conduct this study. The purpose and significance of the study were explained to the participants. Those who volunteered to participate were given informed consent to sign. Pseudonyms and codes were assigned to data to ensure confidentiality. All participants were treated with respect and dignity; hence, they were allowed to stop participating at any time without any prejudice. Interviews were conducted in a safe environment to ensure that participants remain safe and free from physical, mental, and emotional harm.

Researcher's Reflexivity

I, the researcher, is a Christian educator, with a strong passion for the health message due to my background in food science and nutrition. I believe that education systems should provide a holistic education for students to grow in all dimensions of health. I believe that a holistic lifestyle curriculum model can be instrumental in providing a comprehensive education for learners.

Results

This section presents the findings in response to the three research questions presented in this study. Literature discussions from other studies are also cited for enriching the study. The findings are presented in themes and categories in the subsequent paragraphs.

Lifestyle Practices Support System

Research Question 1 addressed how the university promotes healthy lifestyle practices. A study that was conducted in Mexico among the polytechnic universities revealed that academic programs must be well funded to maintain quality and relevance (Monroy et al., 2017). The findings revealed that the programs, policies and guidelines, and physical facilities are the heartbeats of a healthy lifestyle. Three themes were derived from data findings; these are (a) programs, (b) policies and guidelines, and (c) physical facilities.

Programs. Programs play a major role in health practices. The participants identified some programs that were conducted by the university concerning a healthy lifestyle. Five categories emerged from programs. These categories include: (a) academic programs, (b) integration of faith and learning, (c) religious program, (d) healthy symposiums, and (e) sports day.

Academic programs. All the participants testified that there were general courses that included lifestyle principles in their curriculum. Among the general courses were Healthier Living, Science of Origins, Ethics, and Philosophy of Christian Education. SP Ethan attested that Theology and Food Science and Nutrition degree majors had additional courses on health and lifestyle, such as Community Health Care and Nutrition in the life cycle. All student participants explained that the Healthier Living course was an essential course that transmitted knowledge and skills on health and lifestyle. Below are statements from the university bulletin.

Healthier Living course promotes good health as outlined by the Bible and spirit of prophecy. It is designed to identify and correct unhealthy behaviors. The course educates and motivates students to adopt a healthier lifestyle and extend life more than all the technological wonders of modern medicine. It focuses on disease prevention by helping students to learn how to take care of themselves, family, community, and environment. (Folder 4, DA 4.2, para. 1)

Integration of faith and learning. AP Dr. Todd, AP Dr. Hall, and AP Dr. Dan testified that integration of faith and learning had strongly contributed to the spiritual master plan of the university. The classes began with devotion and ended with prayer

International Forum

as attested by the married women FGD participants. Some student participants stressed that class devotions and prayers had contributed to their spiritual growth. University faculty were encouraged to link subjects or topics for class discussion with the Bible, as AP Dr. Dan and EP Mrs. Amon pointed out. AP Dr. Dan expounded that the classes were viewed as a church extension that should instill Christian values and help students to have a covenant with Jesus. In-depth interviews with the university administrator participants and student participants explained how the university integrated faith and learning.

The new curriculum is stressing on the integration of faith and learning, so every teacher must be able to apply it. Teachers begin and end the lesson with prayer. Teachers must be able to open a spiritual dialogue with students. (AP Dr. Todd, IDI Folder 1, p.2, ls. 23-24)

Religious programs. Religious programs assist students to grow in the knowledge of God and Christian values. Also, they instill social values requisite for mankind to live healthfully. Jafralie and Zaver (2019) assert that religious programs are essential because they help to influence all students to gain the religious conceptual conviction that increases empathy and understanding. All participants of the in-depth and FGD reported that the church conducted several programs that include health expos, health talks, nutrition programs, and student mentorship programs. The married female FGD participants expounded that these programs were conducted under the Health Ministry's department of the church in conjunction with the Nutrition and Health department of the university. All student participants agreed that the church, in collaboration with the university, hired experts during health expos to conduct free health screening and counseling for the students and the community.

Health symposiums. All participants of the married women FGD confirmed that they recently had a symposium on life skills, where they were taught healthy ways of food preservation. The married ladies expounded that the church facilitated health and lifestyle programs such as cooking, housekeeping, and many others that included home management. The freshman FGD participants testified that the university conducted a program that targeted smokers and drunkards in the previous semester. Also, the school administrators and the senior male FGD participants reported that awareness of human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome AIDS programs were being run by the church to empower students on such health issues. AP Dr. Dan expounded that recently representatives from World Vision (a non-governmental organization) came to teach and mentor students on the seriousness of STIs. WHO (2016) notes that the mortality rate is increasing primarily due to lifestyle diseases as a result of poor nutrition,

inactivity, use of drugs, and alcoholic beverages. Health symposiums may be instrumental in the healthy practices of university students.

Sports day. All student participants and administrator participants were excited about the sports day. The university set aside one day per semester for different sports activities. According to Dr. Dan, sports day was made a compulsory program to encourage all students to participate in either indoor or outdoor activities. Dr. Dan also mentioned that sports day addressed the physical component and all the dimensions of health that include mental, social, and spiritual aspects. One of the students expressed his satisfaction concerning how sports day was conducted. He said, "It is a good experience spending time together, no exams, no classes, nothing, just playing and socializing" (SP Ethan, IDI Folder 1, p. 4, ls 77-81). All student participants appreciated the sports day program

Policies and guidelines. The university policies and regulations should include healthy ways of managing stress among students. The healthy ways of stress management can be part of the university curriculum (Schneller et al., 2018). According to White (1952), the statutes governing the school should represent the values and belief systems of the school. Several policies and guidelines reflected the values of the university and guided students to practice a healthy lifestyle. The university's policies and guidelines include but are not limited to the following: convocation policy, vegetarian policy, curfew policy, behavior policy/guidelines, drug policy, and dress and adornment guidelines. Participants appreciated the policies and guidelines. However, behavior and social relationship policy and dress and adornment were most appreciated by the student participants. The freshman testified that they were happy with this policy because it made them less vulnerable to STIs. Among other rules, students were prohibited from immoral behaviors such as sex before marriage, use of drugs, smoking, alcohol, and violence, as shared in all the in-depth interview discussions. Research studies have revealed that the use of drugs destroys relationships with family, friends, and neighbors, besides affecting the users (Al-Ghaneem & Al-Nefisah, 2016). Soliman et al. (2017) add that drug abuse increases social and behavior problems such as violence, different forms of abuse, and criminal activities.

Physical facilities. Physical facilities play an essential role in promoting a healthy lifestyle or hindering it. Good quality facilities enhance students' learning, while poor facilities can affect the students' performance negatively (Nepal & Maharjan, 2015). These scholars expound that the quality of university facilities is directly linked to the quality of students' experience. The university had several physical facilities that were put in place to promote healthy lifestyle practices. These physical facilities included but were not limited to the church, designated place for private prayer and meditation (called Garden of Gethsemane), gymnasium, store,

cafeteria, library, classrooms, and sports field. Among these facilities, the church stood out as the most effective facility that promoted spiritual health.

Knight (2016) stresses that the ultimate purpose of Christian education is to help students and others to serve God in this world and hereafter. The church services instill Christian values in students and prepare them to be of better service to God and their fellow human beings. Both students and school administrators reported positively about the church structure. I also observed that the church building was a place of refuge at all times—throughout the day and night and was accessible to students. Students were free to visit the church for personal prayers or as a group, as AP Dr. Hall and Dr. Dan reported. I observed a bunch of students visiting the church before and after writing examinations. During the day, many students visited the church to pray. Some came alone, others as a pair or small group. I further observed couples praying together in the church (Folder 3, OA 3.1.5). SP Emily stated that the church brought family-hood. SP Sharon alluded that the church provided spiritual motivation and Bible-based teachings. Four participants of the in-depth interviews noted that the church had a lot of programs that enhanced their spiritual growth.

Methods of Improvement

Research Question 2 explores the methods for improving lifestyle practices of students. These improvement methods were divided into four categories: intellectual, physical, social, and spiritual aspects. Four themes were derived from the data analysis. These themes were (a) improving academic programs and practices, (b) upgrading physical facilities, (c) improving quality of cafeteria food services, (d) enhancing social activities, and enriching spiritual activities.

Improving academic programs and practices. According to Ornstein and Hunkins (2014), school administrators, teachers, and students are important stakeholders in curriculum designing. This study considers the ideas and perceptions of these stakeholders. University administrators, university curriculum specialists, healthy and lifestyle experts, and students suggested several concepts that would be instrumental in improving the curriculum of the university. The intellectual activities include balancing theory and practice, the use of practical methods of teaching, and modeling and mentorship.

Balancing theory and practice. All student participants suggested the need to balance theory with practice in other courses except Healthier Living. AP Dr. Hall suggested that teachers needed to be trained in active, practical teaching. All senior student participants called for practical teaching methods and exposure, such as conducting symposiums or seminars or workshops with other universities (FGD 2.1; FGD 2.4).

Practical teaching methods. AP Dr. Todd and EP Mrs. Amon concurred that teachers should research and teach practical, relevant issues other than teaching the same information in the same way repeatedly. Moreover, the administrator participants noted the need for staff development seminars and in-service training on teaching strategies among the faculty. Students also reported that some of their teachers needed to find effective ways of transmitting knowledge to the students. Some students shared that they preferred more interactive methods of teaching than lectures (SP Ethan; FGD2.1; FGD 2.4). Sanchez-Martin (2018) confirms that students are bored with the traditional oral methods, while a variety of innovative teaching methods increased students' emotional performance. Kolesnikova (2016) suggests that traditional lecture and active learning are better alternatives than lecture only. The traditional lecture method combined with other active methods can contribute greatly towards student's knowledge acquisition.

Modeling and mentorship. According to McWilliams (2017), "Mentoring is building a purposeful and personal relationship in which a more experienced person (mentor) provides guidance, feedback, and wisdom to facilitate the growth and development of a less experienced person (mentee)" (p. 70). According to Taylor (2001), teachers must be exemplary, modeling a good way of life that students can copy. All the participants concurred that modeling and mentoring would contribute a lot toward the betterment of the university curriculum. AP Dr. Todd stressed the need for a deliberate mentoring program where each student would be given a mentor, who is separate from the academic advisor, to ensure that students have a holistic enhancement in terms of lifestyle. EP Dr. Grace asserted that she always instructed students to join a support group for encouragement and mentorship because a university is a stressful environment where students need someone to open up to and pull them up. The university health and lifestyle expert elaborated that mentorship may assist the student in confiding in staff members who could offer appropriate guidance and help students to live a healthy lifestyle.

Upgrading physical facilities. Both student participants and school administrator participants reported the need to have a variety of physical activities that may accommodate some students. Twenty student participants explained that the university did not have various physical activities; thus, some were not physically involved. AP Dr. Hall suggested that the university needed to include a healthy lifestyle as part of the university's strategic planning to improve the curriculum holistically. All student participants proposed that a furnished gymnasium would be a welcome change. SP Emily and participants of the male FGD suggested that the university grounds should be maintained, improved, and made suitable for recreational purposes.

Improving quality of cafeteria food services. Students, administrators, and the health and lifestyle expert participants of the university agreed that some things needed to fall in place in the university cafeteria. Improvements in terms of food variety and preparation need to be considered. They concurred that the cafeteria should prepare a delicious and well-balanced variety of vegetarian foods.

Enhancing social activities. Education cannot be complete without the social aspect (White, 1952). The school must enhance interpersonal relationships by offering a variety of social activities among students. Both university and student-initiated social activities should enhance the well-being of the people involved. AP Dr. Hall shared that the university curriculum needed to be balanced. He expounded that there were more spiritual activities than social activities. AP Dr. Hall's suggestion concurred with some student participants that the university needed to enrich the social activities (SP Emma; FGD2.1; FGD 2.3). The university health and lifestyle expert also underscored that social activities may be helpful to bridge the gap between students and professors (SP Tim; FGD 2.1; FGD2.4, SP Emily; SP Ethan; FGD2.1; FGD 2.4). Also, SP Emily and SP Tim suggested that the faculty and school administrators should consider feedback from students since they were the recipients of the curriculum. The feedback from students needs to be used accordingly to improve the curriculum. Furthermore, student participants suggested a discussion platform that would allow students and school administrators to discuss their challenges.

Enriching spiritual activities. The administrators were happy with the spiritual activities that the university conducted. However, AP Dr. Hall and theology student participants stressed the need for the Theology Department to engage in outreach programs for their practicums (SP Ethan; SP Tim; SP Noah; FGD 2.4). All theologian student participants shared their desire for the practical and personal growth of sharing Christ with the community around the university. Both students and administrators agreed that the inclusion of outreach programs may improve the curriculum and provide an avenue for the application of theoretical concepts.

Lifestyle Curriculum Model

Research Question 3 states, how can a curriculum model targeted to improve lifestyle practices of university students be described? Holistic education is the theme that was derived from the analysis of Research Question 3 with three categories on education: (a) head, (b) hand, and (c) heart. Findings from the three research questions together with literature review were used to design the lifestyle curriculum model (see appendix).

Holistic Education

According to White (1977), true education is all-around (i.e., holistic development). White (1900) stresses that true education is the preparation of the physical, mental, and moral powers for the performance of every duty; it is the training of body, mind, and soul for divine service. This is the education that will endure unto eternal life. (p. 330)

Knight (2016) also attests that the true purpose of education is redemption. Thus, the curriculum should prepare students for this life and the life to come, hence holistic education. Wangaard et al. (2014) observe that 21st-century learners need a comprehensive approach to education that requires education of the head, hand, and heart to meet the demands of success in a student's civic life, college, and career. A study conducted in Indonesia on holistic education revealed that balanced education led to a positive transformation of character among university students (Sutarman et al., 2017).

All participants in this study agreed that a balanced education is required to obtain the ideal university. EP Dr. Grace explained that students should make sure that they balance all dimensions of health to enjoy a healthy lifestyle. She expounded that students need to have an adequate sleep, exercise, balanced nutrition, balanced social life, and balanced spiritual life. It is evident from the findings of this study that holistic education can be instrumental to improve the university curriculum hence a road map to an ideal university.

Education of the head. Some students and administrators pointed out that education of the head should be transmitted in such a way that students are exposed to critical thinking and innovation through sponsored research (AP Dr. Dan, FGD 2.1, FGD 2.2, FGD 2.3 & FGD 2.4). AP Dr. Dan stressed that the courses were to be crafted so that the goals and objectives foster critical thinking and balance both theory and practice. AP Dr. Todd underscored that workshops must be conducted with sister universities to staff develop professors and expose students to critical thinking. According to AP Dr. Dan, a variety of seminars or conferences must be conducted on health to bring awareness and empowerment to university students. Most student participants agreed with the faculty regarding seminars and workshops. Most student participants emphasized the need for subjective methods of assessment as they foster critical thinking, making it possible to minimize objective methods of assessment (SP Ethan, SP Tim, SP Noah, FGD 2.1, FGD 2.2, FGD 2.3, & FGD 2.4).

According to White (1952), true education must train students to be thinkers and not be mere reflectors of other people's thoughts. Wangaard et al. (2014) confirm that meaningful education involves cognitive mastery (the head). Bates (2015) concurs with White (1952) that proper education includes critical thinking,

innovations, and assessment of the needs of the learners. Education of the head should be relevant to the needs of the learners and expose them to critical thinking.

Education of the hand. The male student participants explained that it was more fulfilling and rewarding to work at the university farm than to clean classrooms or the café as part of their manual labor or work education requirement (SP Tim & FGD2.4). AP Dr. Hall also confirmed that the work education program needed to be modified to focus more on manual labor than sedentary. SP Tim and the FGD male student participants explained that working on the farm could help them to be physically fit and also increase the farm produce that would enhance food variety at the cafeteria. According to White (1952), “the youth need to be taught that life means earnest work, responsibility, care-taking. They need training that will make them practical—men and women who can cope with emergencies to aid all-round development” (p. 215). White (1977) also notes that schools should provide facilities for industrial training and physical development. Industrial training involves manual labor and vocational training.

Education of the heart. According to White (1952), education is not complete without character development. Knight (2016) underscores that the main purpose of education is character education. All students suggested that they want the church to have a variety of inspirational programs. However, the participants of the male FGD emphasized starting every day with devotion at around 5 a.m. and round up the day with a group prayer session. AP Dr. Dan proposed that only denominational teachers should be employed so that they can integrate faith and learning in their teaching.

Conclusion

Results of this study revealed that some academic programs, policies, and guidelines supported a healthy lifestyle for students in the selected university. However, the integration of faith and learning could best be employed by faculty who share the same faith with students. Faculty who hold a different belief system may hinder positive modeling and mentoring students according to the philosophy and values of the institution. Physical facilities, which seem inadequate due to the institution’s financial challenges, did not help enhance healthy lifestyle practices. Some facilities need to be upgraded to create a healthy environment for students. Thus, offering a variety of physical activities, improving cafeteria services, enhancing social activities, upgrading physical facilities, and enriching spiritual activities would ultimately improve the curriculum and improve the lifestyle practices of university students. Holistic education has been identified as the best practice to comprise the curriculum model. Holistic education is comprehensive because it educates the whole person: *the head*—intellectual development, *the hand*

(manual labor and vocational education)—physical development, and *the heart*—spiritual development. These lifestyle practices affect the holistic development of the individual. The health dimensions are interconnected such that if one is not met it affects another.

Recommendations

Findings from this case study generated some recommendations. These recommendations are directed to the university and for further studies. Thus, the university is recommended to include healthy lifestyle practices in strategic planning, improve academic programs, spiritual activities, social activities, physical structures, and physical activities. Also, the university is recommended to conduct in-service training for teachers, employ only faculty of the same faith. Further studies can be done on holistic curriculum development and planning.

References

- Al-Ghaneem, S. G., & Al-Nefisah, O. S. (2016). The prevalence of smoking among male students of Majmaah University, KSA. *Journal of Taibah University Medical Sciences*, 11(2), 175–178. doi:10.1016/j.jtumed.2016.01.006
- Al-Naggar, R. A., Bobryshev, Y. V., Mohd, N., & Nor, A. B. (2013). Lifestyle practice among Malaysian university students. *Asian Pacific Journal of Cancer Prevention*, 14(3), 1895–1903. doi:10.7314/APJCP.2013.14.3.1895
- Akindutire, I. O., & Olanipekun, J. A. (2017). Sedentary lifestyle as Inhibition to good quality of life and longevity. *Journal of Education and Practice*, 8(13), 39-43.
- Bates, A. (2015). *Teaching in a digital age: Guidelines for designing teaching and learning*. British Columbia, Canada: Tony Bates. Retrieved from <https://opentextbc.ca/teachinginadigitalage>
- Bauer, U. E., Briss, P. A., Goodman, R. A., & Bowman, B. A. (2014). Prevention of chronic disease in the 21st century: Elimination of the leading preventable causes of premature death and disability in the USA. *The Lancet*, 384(9937), 45–52. doi:10.1016/S0140-6736(14)60648-6
- Boitt, R. K. (2016). The prevalence of alcohol abuse among Egerton university students in Njoro-Kenya. *Journal of Education and Practice*, 7(28), 60–66. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1118566.pdf>
- Cohen, D., & Crabtree, B. (2006). *Qualitative research guidelines project*. Retrieved from <https://www.sswm.info/planning-and-programming/.../semi-structured-interviews>
- Creswell, J. W. (2013). *Qualitative inquiry research design: Choosing among five approaches* (3rd ed.). Los Angeles, CA: Sage.
- Deliens, T., Clarys, P., De Bourdeaudhuij, I., & Deforche, B. (2014). Determinants of eating behaviour in university students: A qualitative study using focus group discussions. *BMC public health*, 14(1), 53. doi:10.1186/1471-2458-14-53
- El-Kader, M. O. A., & Mohammad, F. A. (2013). The relationship between lifestyle, general health & academic scores of nursing students. *Public Health Research*, 3(3), 54-70. doi:10.5923/j.phr.20130303.05
- Fisher, C. M., Price, J. H., Telljohann, S. K., & Dake, J. A. (2015). A national assessment of colleges and university school health education methods courses. *Journal of School Health*, 85(4), 223–230. doi:10.1111/josh.12241
- June 2021, Vol. 24, No. 1

- Gan, W. Y., Mohd, M. T., Zalilah, M. S., & Hazizi, A. S. (2011). Differences in eating behaviors, dietary intake and body weight status between male and female Malaysian University students. *Malaysian Journal of Nutrition*, 17(2), 213–228. Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/22303575>
- Glaser, B. G., & Strauss, A. L. (1967). The discovery of grounded theory: Strategies for qualitative research. *Observations* (Vol. 1). doi:10.2307/2575405
- Grund, A., Brassler, N. K., & Fries, S. (2014). Torn between study and leisure: How motivational conflicts relate to students' academic and social adaptation. *Journal of Educational Psychology*, 106(1), 242.
- Hall, G. E., & Hord, S. M. (1987). *Change in schools: Facilitating the process*. Albany, NY: SUNY Press.
- Handysides, A., Kuntaraf, K., & Proctor, S. (2014). *Fill your life with CELEBRATIONS*. Hagerstown, MD: Health Connection.
- Hord, S. M., & Roussin, J. L. (2013). *Implementing change through learning: Concerns-based concepts, tools, and strategies for guiding change*. Thousand Oaks, CA: Corwin Press.
- Hord, S. M., Rutherford, W. L., Huling-Austin, L., & Hall, G. E. (1987). *Taking charge of change*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Hord, S., Stiegelbauer, A. M., Hall, G. E., & George, A. A. (2013). *Measuring implementation in schools: Innovation configurations*. Austin, TX: Southwest Educational Development.
- Jafari, M. (2017). Life101 enhances healthy lifestyle choices in pre-health undergraduate students. *Journal of University Teaching and Learning Practice*, 14(3), 1–17. Retrieved from <http://ro.uow.edu.au/jutlp/vol14/iss3/4>
- Jafralie, S. N., & Zaver, A. (2019). Teaching religious education: The ethics and religious culture program as case study. *Forum for International Research in Education*, 5(1), 89–106. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1207617.pdf>
- King, K., Meader, N., Wright, K., Graham, H., Power, C., Petticrew, M., White, M., & Sowden, A. J. (2015). Characteristics of interventions targeting multiple lifestyle risk behaviors in adult population: A systematic scoping review. *PLoS ONE*, 10(1), e0117015. doi:10.1371/journal.pone.0117015
- Kolesnikova, I. V. (2016). Combined teaching method: An experimental study. *World Journal of Education*, 6(6), 51–59. doi:10.5430/wje.v6n6p51

- Knight, G. R. (2016). *Educating for eternity. A Seventh-day Adventist philosophy of education*. Berrien Springs, MI: Andrews University Press.
- Kwan, M. Y., Cairney, J., Faulkner, G. E., & Pullenayegum, E. E. (2012). Physical activity and other health-risk behaviors during the transition into early adulthood: A longitudinal cohort study. *American Journal of Preventive medicine*, 42(1), 14–20. doi:10.1016/j.amepre.2011.08.026.
- Martinez, E., Ordu, C., Della Sala, M. R., & McFarlane, A. (2013). Striving to obtain a school-work-life balance: The full-time doctoral student. *International Journal of Doctoral Studies*, 8, 39–59.
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.
- McIsaac, J. L., Kirk, S. F., & Kuhle, S. (2015). The association between health behaviors and academic performance in Canadian elementary school students: A cross-sectional study. *International Journal of Environmental Research and Public Health*, 12(11), 14857–14871. doi:10.3390/ijerph121114857
- McWilliams, A. (2017). Wake Forest University: Building a campus-wide mentoring culture. *Metropolitan Universities*, 28(3), 67-79. doi:10.18060/21449
- Miles, D. A. (2017). ARTICLE/RESEARCH: A Taxonomy of research gaps: Identifying and defining the seven research gaps. *Journal of Research Methods and Strategies*, 1(1), 1–15.
- Monroy, P. S., Acros-Vega, J. L., & Garcia, J.J. S. (2017). Analysis public fund and its impact on the quality of academic program in the higher education in the subsystem of the polytechnic university of Mexico. *Higher Education Studies*, 7(2), 51–60. doi:10.5539/hes.v7n2p51
- Nepal, B., & Maharjan, R. (2015). Effect of school’s physical facilities on learning and outcomes of students in Nepal. *Journal for Studies in Management and Planning*, 1(6), 266–279. Retrieved from <https://pdfs.semanticscholar.org/bee9/1869be230efc62ef7ddc73c3818583398348.pdf>
- Ornstein, A.C., & Hunkins, F. P. (2014). *Curriculum foundations principles, and Issues* (6th ed.). Boston, MA: Allyn and Bacon.
- Ornstein, A.C., & Hunkins, F. P. (2018). *Curriculum foundations principles, and Issues* (7th ed.). Boston, MA: Allyn and Bacon.
- Parker, A., Tritter, J. (2006). Focus group method and methodology: Current practice and recent debate. *International Journal of Research & Method in Education*, 29(1), 23–37. doi: 10.1080/01406720500537304

- Patton M. Q. (2015). *Qualitative research & evaluation methods: Integrating theory and practice* (4th ed.). Thousand Oaks, CA: Sage.
- Robinson, J., & McCormick, D. J. (2011). *Concept in health and wellness*. Clifton Park, NY: Delmar Cengage Learning.
- Rogowska, A. M. (2015). *The pattern of direct and instrumental motivation for illicit substance use*. A paper presented at the 6th World Conference on Psychology Counseling and Guidance, Poland, May 14 –16, 2015. doi:10.1016/j.sbspro.2015.09.074
- Saldaña, J. (2013). *The coding manual for qualitative researchers*. Los Angeles, CA: Sage.
- Schneller, P. L., Kennedy, J., Kennedy, J., & Metz, Z. (2018). The road to recovery from alcoholism and addiction: retribution or restoration? *Bulgarian Comparative Education Society*, 16, 52–58. Retrieved from <https://files.eric.ed.gov/fulltext/ED586154.pdf>
- Sanchez-Martin, J. (2018). Emotional responses to innovative science teaching methods: Acquiring emotional data in a general science teacher education Class. *Journal of Technology and Science Education*, 8(4), 346–359. doi.org/10.3926/jotse.408
- Simons, H. (2009). *Case study research in practice*. Thousand Oaks, CA: Sage.
- Soliman, Y. M., Selim, S., Ismail, A., & Kamel, M. (2017). Final year medical students' knowledge about smoking in Cairo University. *Egyptian Journal of Chest Diseases and Tuberculosis*, 66(1), 93–95. doi:10.1016/j.ejcdt.2016.04.008
- Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.
- Sutarman, S., Tjahjono, H. K., & Hamami, T. (2017). The implementation of holistic education in Muhammadiyah's Madrasah Indonesia. *Dinamika Ilmu: Jurnal Pendidikan*, 17(2), 191–203.
- Tadyarenhamo, C. Nyazika, B. Nhunzi, C. Chengetanai, S., & Chibhabha, F. (2016). Physical activity practices of final year medical students in a population with a high burden of non-communicable diseases-survey of the University of Zimbabwe students. *International Journal of Scientific and Research Publication*, 6(10), 351–356.
- Taylor, J. W. (2001). Instructional strategies for the integration of faith and learning. *Journal of Adventist Education*, 63(5), 5–14.

- Wandile, P (2017). Treatment of chronic allergic rhinitis and sinusitis with homeopathy. *Homœopathic Links*, 30(02), 123-128. doi:10.1055/s-0037-1602783
- Wangaard, D., Elias, M. J., & Fink, K. (2014). Educating the head, heart, and hand for the 21st century. *SEEN: Southeast Education Network*, 16(2), 16–19. Retrieved from <https://www.seenmagazine.us/Articles/Article-Detail/ArticleId/4140/EDUCATING-THE-HEAD-HEART-AND-HAND-FOR-THE-21ST-CENTURY>
- White, E. G. (1900). *Christ's object lessons*. Mountain View, CA: Pacific Press.
- White, E. G. (1938). *Counsels on diet and foods*. Washington, DC: Review & Herald.
- White, E. G. (1952). *Education*. Mountain View, CA: Pacific Press.
- White, E. G. (1977). *Mind, character, and personality*. Vol. 2. Washington, DC: Review & Herald.
- World Health Organization. (2016). *Global database on lifestyle and disease*. Retrieved from <http://www.who.int/mediacentre/factsheets/fs311/en/>
- Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). Thousand Oaks, CA: Sage.
- Zziwa, G. (2014). Does the organizational structure affect the management of universities in Uganda? An empirical analysis. *International Journal of Educational Administration and Policy Studies*, 6(8), 159–169. doi:10.5897/IJEAPS 2014.034

APPENDIX

Table 1

Innovation Configuration Map for Lifestyle Curriculum Practices

Component	Ideal	Acceptable	Unacceptable
Spiritual			
1. Worship services	a. Worship services conducted every day, including morning and evening prayer sessions.	a. At least two outreach programs per semester.	a. No worship services conducted
2. Outreach programs	a. At least 3 outreach programs per semester.	a. At least two outreach programs per semester.	a. No outreach programs conducted
3. Integration of faith and learning.	a. Evidence that classes start and end with devotion. b. Integration of faith and learning into the curriculum.	a. Classes start with devotion and end with prayer. b. Integration of faith and learning in all classes.	a. Start and end classes without prayer or devotion. b. No integration of faith and learning in all classes.
4. Spiritual Enrichment	a. Evidence of a variety of spiritual activities	a. Lifestyle principles integrated into the course.	b. Lack of variety in spiritual activities.
Mental			
1. Integration of Lifestyle Principles in the Curriculum	a. All lifestyle principles integrated into the course. b. Adapts CELEBRATIONS or NEWSTART.	a. Lifestyle principles integrated into the course.	a. No integration of any lifestyle principles in a course

(table continues)

Table 1 (continued)

<i>Innovation Configuration Map for Lifestyle Curriculum Practices</i>			
2. Teaching Methods	a. Teaching methods that foster critical thinking and other variety of research-based teaching methods such as seminars, debates, and hands-on experience.	a. Two-three different methods of teaching that foster critical thinking.	a. Use of lecture only. No use of methods that expose students to critical thinking.
	b. Use of planned inclusion strategies and Gardner's multiple intelligences to cater to different learning needs and styles of students.	b. Use of some inclusion strategies and often implements multiple intelligences to accommodate different learning needs and styles of students.	b. No inclusion strategies or multiple intelligences for different learning needs and styles of students.
	c. Balance of theory and practice.		c. Theory only and no practice.
3. Academic Advisors and mentors	a. Allocation of academic advisors and mentors to mentor students on lifestyle-related matters during the first term of joining university life.	a. Allocation of academic advisors and mentors during the first semester.	a. No allocation of academic advisors and mentors done.
	b. Adventists teachers model students and offer guidance according to the denominational Philosophy of Education		b. Non- teachers modeling and mentoring Adventists Students.
4. Blended Learning	a. Face to face classes, interaction before and after school through an online platform.	a. Face to face classes and students have access to class material through online platforms.	a. Face to face classes without access to class material online.
	b. Students can access class material before or after classes.		

5. Class Schedule	a. The class schedule accommodates breakfast, lunch, and supper time.	a. Class schedule to accommodate time for breakfast, lunch, and supper.	a. The class schedule excludes breakfast.
	b. A flexible schedule that allows research and library visits in between classes.	b. Flexible class schedule that allows research and library visits in between classes.	b. No breaks offered during class time.
	c. Breaks offered after every hour, for students to stretch and drink water.	c. At least one break for every class.	c. Exam time table released two days before exams start.
	d. Exam timetable released at least a month before exams start and any changes must be well communicated.	d. Exam time table released at least 2 weeks before exams start and any changes must be well communicated within five days before the exam date.	c. Exam time table released two days before exams start. Changes communicated a night before the exam is written.
Social			
1. Guidance and Counseling	a. Individual and group counseling conducted at least three times a semester and as per need, addressing students on matters relating to drug abuse, STI and dating, and other relevant subjects.	a. Guidance and counseling conducted three times a semester addressing students on drug abuse, STIs, non-communicable diseases, and dating.	a. No guidance and counseling done.
	b. Counselors exercise confidentiality and assist students accordingly.		b. Lack of privacy and confidentiality.
2. Enrichment of Social Activities	a. At least 3 social programs conducted per semester	a. At least two social activities conducted per semester	a. One social activity per semester

Physical	
<p>1. Physical Activities</p>	<p>a. At least five physical activities and recreation activities. b. University coach available to train and guide students at least three times a week. c. Regular physical activity or program that includes exercising for at least 30 minutes every day.</p> <p>a. At least three physical activities and recreation activities. b. Availability of a university coach to train and guide students. c. Regular physical activity or program that includes exercising for at least 30 minutes three or four times per week.</p> <p>a. Two physical activities. b. No coach to train and guide students. c. Lack of physical activities</p>
<p>2. Educating the hand</p>	<p>a. Manual work offered as work education for all students.</p> <p>a. Students choose areas they want to work on to meet work- education requirements.</p> <p>b. Absence of manual labor as work education. c. Sedentary work offered as work education.</p>
<p>3. Cafeteria Food</p>	<p>a. A variety of well-balanced vegetarian foods. b. Different methods of cooking used to improve the quality and variety of cafeteria food. c. Nutritious breakfast served before 8 a.m., well-balanced lunch, and a light supper served before 6 p.m. d. Food fee included in the tuition.</p> <p>a. A variety of well-balanced vegetarian food served for breakfast, lunch, and supper. b. The food fee is included in the tuition. c. Breakfast served before classes begin.</p> <p>a. Breakfast is not served. b. Food fees excluded from tuition. c. Non-vegetarian foods served. d. Breakfast served after 8 a.m. during class time.</p>

*Chipo Gwizo, PhD, C&I
Adventist International Institute of Advanced Studies
Silang, Cavite, Philippines
gwizoc@aiias.edu*