

# Solis Institute of Technology: Its Milestones as an Academic Institution

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## **Abstract**

This study employed a qualitative historical research design to explore key milestones of Solis Institute of Technology (SIT). Using purposive sampling, individuals with significant experience and insight, including founders, leaders, administrators, faculty, students, alumni, support staff, and stakeholders, were selected. Historical records further enriched the study. The scope covered SIT's journey from its inception in 1992 to the present. Data were gathered through Focus Group Discussions, with informed consent obtained beforehand. The study focused on SIT's historical development, career and wage benefits for graduates, leadership styles, community engagement, and partnerships.

The analysis revealed five key themes. SIT evolved from its origins as DICS, focusing on computer education, into a multi-program institution offering BSBA, BEED, BSED, and Criminology, attracting a diverse student body. The institution prioritized facility enhancement, creating a conducive learning environment, and fostering strong community partnerships through outreach and civic activities. Graduates benefited from practical training, leading to improved employability and higher starting salaries. Leadership growth was driven by a clear vision, stakeholder collaboration, and innovative practices. Community engagement through service programs, health initiatives, and environmental stewardship solidified SIT's reputation.

The conclusions highlighted SIT's progress in management, program expansion, infrastructure development, and community partnerships. The institution consistently provided graduates with valuable skills for job readiness and employability. Educational leaders played a crucial role in SIT's sustained growth through effective planning and implementation, contributing to its status as a key educational and community development institution.

Several recommendations were made to enhance SIT further. Developing concrete and actionable school improvement plans is essential for sustained growth. Establishing career-tracking platforms can monitor graduates' employment progress and provide insights into their trajectories. Empowering leaders through motivation and support ensures continued institutional success. Strengthening community ties requires implementing effective projects and outreach initiatives. Additionally, a sustainability plan based on Lean principles was proposed to maximize value, minimize waste, and foster collaboration among stakeholders. Key strategies include value stream mapping, cross-functional teams, targeted projects, technology integration, and continuous evaluation through feedback loops. These efforts aim to align SIT's initiatives with its long-term mission, ensuring sustainable growth and meaningful community engagement.

## CHAPTER I

### THE PROBLEM AND ITS SETTING

#### Introduction

Milestones are crucial markers of progress and development within academic institutions, reflecting their growth and adaptation over time. These milestones not only signify key achievements but also help in setting future goals, fostering a sense of continuity and purpose. By analyzing these milestones, one can gain insights into the institutional priorities, the impact of leadership, and the evolution of educational practices.

The milestones of an academic institution represent significant achievements in its journey toward educational excellence and societal impact. From its founding, marked by the establishment of a clear vision and mission, to the development of a robust and evolving curriculum, each milestone reflects the institution's commitment to academic rigor and innovation. Key achievements include the accreditation of programs, the expansion of research capabilities, and the enhancement of faculty expertise. The institution's impact is further evidenced by the success of its alumni, the strength of its industry partnerships, and its active engagement with the community. These milestones collectively underscore the institution's role in shaping knowledgeable, skilled, and socially responsible individuals.

Globally, higher education institutions have long been the bedrock of academic advancements, innovation, and societal development. The evolution of these institutions reflects broader educational trends, responding to changes in technology, pedagogy, and global challenges (Altbach et al., 2019).

The landscape of higher education has undergone significant transformations in recent years. With the rapid advancement of technology and a growing emphasis on digital literacy, academic institutions worldwide are redefining their educational models to adapt to these changes (Fischer et al., 2020). Furthermore, the internationalization of higher education has become a prevalent trend, with institutions expanding their reach beyond national borders, thereby contributing to a more interconnected global educational network (Uzhegova, D., & Baik, C. (2022).

In the ASEAN region, universities have undergone significant transformations to meet the demands of a rapidly integrating economic community. They play a critical role in fostering regional development and cultural exchange, adapting to the unique socioeconomic challenges of Southeast Asia (Welch, 2011).

The Commission on Higher Education (CHED) in the Philippines was established on May 18, 1994, through the passage of Republic Act No. 7722, also known as the "Higher Education Act of 1994." This act created CHED as a separate and independent commission responsible for the formulation and implementation of policies, plans, and programs for the development and efficient operation of the higher education system in the Philippines. CHED's creation marked a significant step in the country's education sector, especially in the regulation and development of higher education institutions.

Within the Philippines, higher education institutions like Solis Institute of Technology are pivotal in addressing national priorities such as technological advancement, workforce development, and social equity. The evolution of these institutions is intertwined with the country's educational policies and economic strategies.

The role of the school is directly concerned with the aims, purposes, and functions of education to society. It is said that the schools exist because of the demands of society. It mirrors the needs and aspirations of its people. Through the schools, individuals are equipped with the necessary skills knowledge, and attitudes to make them productive.

An institution's goals and objectives determine the school's policies regarding the acceptance of the students and the instructional programs it offers. These goals and objectives determine the needs of the clientele that it intends to serve as well as the needs of the communities in which it exists.

At the local level, the Solis Institute of Technology embodies these broader trends while also charting its unique path. The Solis Institute of Technology, reflecting the societal demands and aspirations, was established to provide accessible and quality education, initially focusing on computer skills. In 1992, the municipality of Bulan had no single Computer School. Driven by the desire to help the youth learn the basics of computers, Hon. Jose Solis set up five (5) PCs at his residence. Surprisingly, parents of the new high school graduates requested that the setup be formalized. The school before was named Datamasters Incorporated Computer School (DICS) which offers short-term courses such as the following: Computer Systems, WordStar Version 4, Lotus 123, Quattro Pro, Graphics using New Master, File Management using d' Base III, File Management using d' Base III+, Spreadsheet using symphony and Computer Typing Basic. At that time, the operation of the school was informal; it had an unwritten mission that guided the operation of the institution. This mission was to help the youth especially the high school graduates of the municipality to attain quality and affordable education.

In 1994, the school was granted permission to operate the One-Year Computer Secretarial and Six Months of Computer Programming with Government Permit No. TVEP-29. This was under the supervision of the Department of Education, Culture, and Sports. In 1996, the said programs were given Government Recognition No. 15 series of 1996.

This development was prompted by the demands of the community for a computer school that would cater to the manpower needs of the clientele. Since then, Solis Institute of Technology has inched forward with its mission and vision that was unwritten. It has only focused on what it can do to serve the community. It was in 1998 that the Technical Education and Skills Development Authority approved the permit for additional Computer Courses such as Two-Year Computer Programming, Two-Year Computer Technician, and One-Year Data Encoding. Consequently, the school was converted into a Non-Sectarian and was named Solis Institute of Technology. It has one ultimate objective, which is to provide education that will help individuals attain a fuller realization of their potential.

In 2000, additional four-year courses like Bachelor of Science in Business Administration major in Legal Management, Bachelor of Elementary Education and Bachelor of Secondary Education major in English and Filipino, and Bachelor of Science in Criminology were offered. These courses were opened in response to the needs and demands of the community. It was then that another building was made which has the School Library, Registrar's Office, Multi-Media Room, Dean's Office, and other Laboratory Rooms intended for the College of Criminology.

In 2005, the school offered a Preparatory, it has three rooms which are all fully air-conditioned and situated in the old building. The school's mission and vision include the following: to fit men and women as growing citizens by developing in them effective communication, and satisfactory performance with spiritual and moral values as a foundation for development; it aims for the development of a "just and humane society"; to enhance the scientific and technological skills of the students through achieving integral self-development; to promote understanding that technology is a totality of knowledge and a means for solving the human problem; to provide technology literacy; and to inculcate skills in accessing, retrieving and using new information in technology. The vision of the institution was to provide quality and affordable education and produce men and women not only proficient in language, arts, and sciences skills but also God-fearing and law-abiding professionals.

Like any other educational institution, Solis Institute of Technology is subject to constant change. It was in 2008 that the school offered a High School Department and that another building was built which is still in process at this moment, the ground floor and second floor are already in use with four rooms and have one office of the principal. After finishing, it will have the following rooms: Computer Laboratory, Speech Laboratory, Science Laboratory, High School Library, and School Canteen. Indeed, Solis Institute of Technology is a dynamic institution of learning with a future.

Education is a process of leading people from darkness to light; it is an art or act of leading a person from the dark cave of ignorance into the limelight of knowledge (Belo, 2022). Thus, the Solis Institute of Technology continued its growth and development as the years passed by. It was in 2010 that the said building was finished wherein it has fourteen (14) rooms intended for the high school department only, one room was also designed as the faculty room of the said department, and a canteen was also made adjacent to the building. The enrollment for the High School Department has grown bigger, to cater to the needs of the students enrolled; it was in 2012 that another four (4) rooms were made.

Education plays an important role in the lives of students and society. It was in 2013 that the Department of Education implemented the Enhanced Basic Education Curriculum which led to the creation of the Senior High School Program. Since change is constant, the Solis Institute of Technology aims to equip students with essential knowledge and skills that will help them prepare better for their chosen path in higher education, employment, or entrepreneurship. The addition of two more years or two more grade levels, Grades 11 and 12, will better equip the students with the necessary skills, knowledge, and values needed for a successful future in their fields or courses. To adapt to these changes, SIT in the school year 2016-2017 the school offered Senior High, Grade 11 wherein it has a total enrolled students of 101 and has a strand/track of TVL or Technical-Vocational Livelihood and ABM which stands for Accountancy, Business, and Management. TVL invests primarily in skills that can gain students requisite Certificate of Competency and National Certifications which would be essential when looking for better career opportunities in agriculture, electronics, and trade. This strand is also important when applying abroad where the skills one gains would prepare the student to join the workforce. On the other hand, ABM takes students on a direct path to careers in accounting and management.

For the school year 2017-2018, Grade 12 was opened too, wherein it has a total enrollee of 62, HUMSS (Humanities and Social Sciences) focuses on oral communication, media, and information and enhancing reading and skills, and STEM (Science, Technology, Engineering, and Mathematics) are also added to the strands. The following year another strand was added again which is the GAS General Academic Strands which is said to be the most flexible strand among the four strands. The High School Department started with a total of 29 enrollees only for school year 2011-2012 the year the High School Department was established, at present, the department has a total population of 435 from Grade 7 to Grade 12. For the College Department, it was in 2018 that the school opened additional majors for the College of Business Administration, such as Human Resource Management, Business Economics, and Financial Management.

During the pandemic, the school continues to help and support students, teaching and non-teaching staff, and neighboring communities amidst the corona-virus. The school designed innovative approaches in support of education and training continuity. For the High School Department modular modality was used throughout the year, however for the College Department blended approach was used which includes limited face-to-face, online classes, and modular type. These modalities are made for the safety and welfare of the students, faculty, and staff.

However, these changes have underscored the importance of ensuring that the promising future of education and the rapid advancements in teaching methods remain inclusive. The school remains committed to providing high-quality education at affordable tuition fees. The school believes that true education encompasses both intelligence and character. With this, a slogan is created “*Trust Solis Institute of Technology—your school, your home, and your future.*”

Tracking academic milestones can uncover where students are veering off course, allowing institutions to strategize solutions. This concept paper delves into the historical journey of the Solis Institute of Technology (S.I.T.), focusing on its development and milestones as an academic institution. It aims to the goals and aspirations of the founders of S.I.T., how the curriculum evolved; the impact that the Solis Institute of Technology had on its students, and how the graduates have benefited from their education at the institute in terms of knowledge, skills, and career opportunities, the contribution of the school’s educational leaders’ expertise and vision; and how the institute engaged with the local community, industry, and other stakeholders. The rationale lies in highlighting the institute's contribution to higher education and its role in shaping local and regional education landscapes.

### **The Setting of the Study**

The study was set within the Solis Institute of Technology (SIT), a pivotal educational institution located in Bulan, Sorsogon, Philippines, founded in 1992 by Hon. Jose Solis to provide local youth with essential computer skills. Solis Institute of Technology is situated at Loilo Street, Managanaga, Bulan, Sorsogon, where the school is said to be the only towering school in the municipality of Bulan. Managanaga is a barangay in the municipality of Bulan, in the province of Sorsogon. Its population as determined by the 2020 Census was 3,347. This represented 3.18% of the total population of Bulan. Managanaga is situated at approximately 12.6724, 123.8782, on the island of Luzon. Elevation at these coordinates is estimated at 3.3 meters or 10.8 feet above mean sea level.

The focal point of this study is the most towering educational institution in Bulan, renowned for its academic excellence and significant impact on the community. This school stands out not only for its physical prominence but also for its reputation as a leading center of learning and innovation. It offers a comprehensive curriculum that addresses the diverse educational needs of its students, fostering a culture of academic rigor, critical thinking, and social responsibility.

As the premier school in the municipality, it attracts students from various backgrounds and provides them with opportunities for personal and professional growth. The institution's facilities, faculty expertise, and extracurricular programs contribute to its status as a beacon of education in the region. Additionally, the school's engagement with local industries, community outreach initiatives, and collaborative partnerships enhance its role in shaping the future of its students and the broader community.



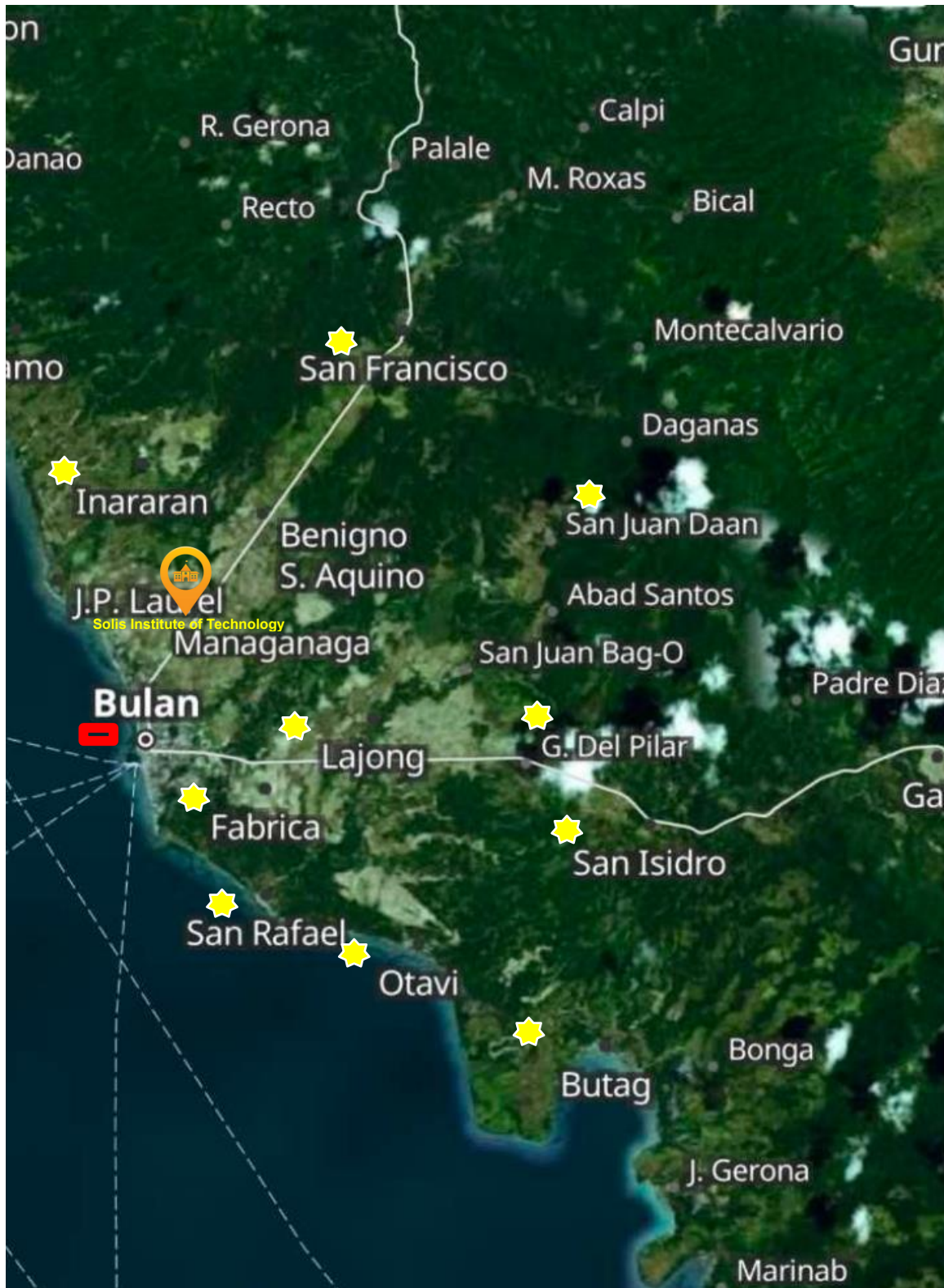


Figure 1. Map of Bulan, Sorsogon

### Statement of the Problem

The study determined the Milestones of Solis Institute of Technology as an Academic Institution. Specifically, it sought to answer the following questions:

1. What is the historical development of Solis Institute of Technology as an educational institution?

2. How did the graduates benefit from their education at the institute in terms of career opportunities?
3. How did the school's educational leaders' expertise and vision contribute to its growth?
4. How has the institution engaged with the local community, industry, and other stakeholders?
5. What collaborative initiatives, partnerships, or outreach programs have been instrumental in establishing the institute's reputation?

### Assumption of the Study

The study has the following assumptions:

1. The primary assumption of this study is the historical development of Solis Institute of Technology as an educational institute.
2. Graduates have benefited from their education at Solis Institute through enhanced knowledge, skills, and career opportunities.
3. The expertise and vision of the institute's educational leaders have been crucial in driving its growth and success.
4. The institute has actively engaged with the local community, industry, and other stakeholders.
5. Collaborative initiatives, partnerships, and outreach programs have played a key role in establishing its reputation.

### Scope and Delimitation of the Study

The scope of this study encompassed the comprehensive historical journey of Solis Institute of Technology (SIT) from its inception in 1992 to the present day. It also included a detailed examination of the original goals and aspirations of the founders; how the institute curriculum evolved; as well as the benefits of the graduates from their education in terms of knowledge; skills, and career opportunities, the school's educational leaders' expertise and vision that contribute to its growth, the institute's engagement with the local community, industry, and other stakeholders, and the collaborative initiative, partnerships, or outreach programs that have been instrumental in establishing the institute's reputation.

The participants of this study represented four (4) individuals starting from the founders or early leaders: three (3) current and former administrative, three (3) faculty members, three (3) students and alumni, and one (1) support staff and two (2) stakeholders.

The study was confined to SIT's primary location in Bulan, Sorsogon, Philippines. It did not extend to a comparative analysis with other educational institutions. This study did not include schools from the municipality of Bulan and other neighboring communities.

### Significance of the Study

The findings of this study will be useful to the following:

**Commission on Higher Education (CHED).** The study's outputs will be crucial for the Commission on Higher Education (CHED). It will highlight the significant milestones of SIT, especially in terms of the courses it offers under CHED's regulations. This information will provide CHED with the baseline data necessary for granting permits to SIT to offer new courses. Understanding SIT's development and achievements will help CHED in evaluating the institution's capacity to expand its program offerings, thereby contributing to the overall enhancement of higher education quality in the region.

**Policy Makers.** The findings of this study will be invaluable to policymakers, particularly in the formulation of policies regarding private schools. By providing first-hand information about the milestones achieved by Solis Institute of Technology (SIT), the perspectives of key stakeholders, and the challenges and obstacles encountered, policymakers will be better equipped to create informed and

effective educational policies. This data will help in understanding the specific needs and contributions of private educational institutions, ensuring that policies are supportive and conducive to their growth and development. Additionally, insights into the envisioned future of such schools will enable policymakers to anticipate and plan for future educational trends and requirements.

**Local Government Units (LGUs).** Local government units (LGUs) will benefit from the findings of this study as it provides crucial feedback on service areas that need attention. Given that one of the top priorities of the government is the full development of the nation's educational power, this research can highlight existing problems and areas where government intervention is needed. The data can help LGUs provide necessary services and support to educational institutions like SIT, fostering a more conducive learning environment and addressing community-specific educational needs.

**Non-Governmental Organizations (NGOs).** The involvement or participation of non-governmental organizations (NGOs) and the business sector can be solicited through the findings of this study. NGOs can use the insights to form linkages for students' on-the-job training and placement, bridging the gap between academic learning and practical experience. By providing students with venues for real-world application of their knowledge, NGOs can enhance the educational outcomes and employability of graduates.

**Educational Planners.** For educational planners, the facts and information derived from this study can serve as essential baseline data for improving the management of schools. The detailed insights into SIT's development, challenges, and milestones will aid in planning more effective educational strategies and policies. Educational planners can use this information for both evaluation and monitoring purposes, ensuring that educational institutions are meeting their objectives and continuously improving their services.

**Administrators.** School administrators will find the results of this study useful as a basis for developing innovative management programs tailored to the needs and demands of prospective students. The data gathered will help administrators envision the future trajectory of SIT in terms of academic milestones, enabling them to implement strategies that align with the institution's mission and vision.

**Faculty Members.** Faculty members will gain a richer understanding of the academic milestones of SIT through this study. By appreciating the institution's humble beginnings and significant achievements, faculty can be inspired to contribute to its growth. The insights gained will motivate them to work hard toward SIT's future trajectory, fostering a sense of pride and dedication in their roles as educators.

**Solis Institute of Technology (SIT).** For SIT itself, the results of this study will pave the way for future development. By revealing grey areas and milestones, school administrators can focus their attention on areas needing improvement or further development. The study's findings will serve as a roadmap for SIT's strategic planning, ensuring that the institution continues to evolve and meet the educational needs of its community effectively.

**Graduates.** For graduates, the results of this study will provide a comprehensive overview of SIT's journey and achievements. This knowledge can instill a sense of pride and connection to their alma mater, encouraging them to engage with and support the institution's ongoing development. The study can also highlight the value of their education at SIT, reinforcing the importance of their academic and professional journeys.

**Community.** The result of this study highlights the transformative impact of Solis Institute of Technology (SIT) on the local community by showcasing how its programs, initiatives, and partnerships have fostered social and economic development. By reflecting on its milestones, the community can



better appreciate the role of SIT in advancing education, enhancing livelihoods, and strengthening civic engagement. Moreover, the findings can inspire community members to collaborate with SIT in shaping a progressive and inclusive society.

**Future Researchers.** The result of this study will provide a comprehensive account of SIT's evolution, serving as a valuable resource for future researchers who wish to explore institutional growth, leadership, and the influence of education on societal development. It contributes to the literature by offering insights into the strategies and practices that have shaped SIT's milestones, thereby providing a framework for comparative studies or institutional development in similar contexts.

### **Definition of Terms**

This part provides a clearer understanding of the terms and concepts used in this study. These definitions aim to clarify the specific meaning of terms within the context of this research.

**Institution.** An academic institution refers to an established organization dedicated to education, research, and the dissemination of knowledge. This can include primary and secondary schools, colleges, universities, and specialized training centers. Academic institutions play a critical role in society by fostering intellectual growth, developing skills, and preparing individuals for various professional and personal endeavors. They are characterized by structured curricula, qualified faculty, and a commitment to academic excellence and innovation.

**Academic milestones.** Academic milestones are significant achievements that mark the progress and development of an educational institution. These milestones can include program accreditation, infrastructure development, and the introduction of new courses or teaching methods. Blended learning is an educational approach that integrates online digital media with traditional classroom methods, providing a more flexible and personalized learning experience. This model allows institutions to leverage technology to supplement and enrich the educational experience.

**Modular learning.** Modular learning divides the curriculum into smaller, independent modules, allowing students to concentrate on one module at a time. This approach facilitates a focused and in-depth understanding of each subject area before moving on to the next. It can be particularly beneficial for students as it breaks down complex topics into manageable units, promotes self-paced learning, and provides flexibility in scheduling.

**Historical development.** Refers to the chronological progression and evolution of an institution, system, or concept, highlighting key events, milestones, and transformations over time. It encompasses the analysis of how founding ideals, external influences, and internal decisions have contributed to shaping the current state of the institution. In this context, it includes the examination of significant periods of growth, reforms, policy changes, and the impact of leadership that have influenced the institution's trajectory. Historical development provides a comprehensive understanding of the institution's journey, reflecting on its successes, challenges, and contributions to its community and stakeholders.

**Institution.** Is an established organization, particularly in education, that provides structured learning, academic programs, and services to its community. It plays a key role in shaping individuals' knowledge and skills while contributing to societal advancement.

**Vision.** Refers to the long-term aspirations and goals set by an organization. It serves as a guiding principle for strategic planning and decision-making, reflecting the institution's desired future and core values.

**Exploration.** Involves seeking new opportunities, knowledge, or experiences to expand an institution's academic fields, partnerships, or innovative approaches. This could include researching new areas for curriculum development or organizational growth.

**Community outreach program.** Is an initiative led by institutions to engage with the local community. These programs aim to address societal needs, foster collaboration, and provide services or resources that benefit the community.

**Reputation.** Is the public perception of an institution's standing and credibility, influenced by its achievements, academic quality, and impact on society. It reflects the institution's history, contributions to education, and success in shaping its graduates.

## CHAPTER II

### Review of Related Literature and Studies

This chapter provides an examination of existing scholarly works and research findings relevant to the study's focus. This analysis served as a foundation for understanding the broader context and theoretical frameworks that inform the research questions and hypotheses. Moreover, this chapter illuminates key concepts, debates, and gaps in the literature, setting the stage for the empirical investigation that follows.

### Goals and Aspirations

A private school aims to provide a rigorous and comprehensive education that fosters intellectual growth, character development, and social responsibility. The school's goal is to cultivate lifelong learners who are well-prepared for higher education and beyond. The school aspires to create a supportive and inclusive community where each student can reach their full potential, develop critical thinking skills, and contribute positively to society.

Kumar and Parikh (2019) examined the goals of private school founders in India, revealing that they had a dual focus on integrating traditional values with contemporary educational practices. Their research highlighted that these founders strove to equip students with the necessary skills to navigate and succeed in a rapidly evolving world. By combining respect for cultural heritage with innovative pedagogical approaches, the founders aimed to create a balanced education that prepared students for both local and global challenges.

Levin and Belfield (2020) examined the aspirations of private school founders, noting that many sought to create institutions that served as models of educational excellence and innovation. Their goals often included promoting social equity by providing scholarships and other forms of support to underprivileged students.

Orfield and Frankenberg (2019) discussed the aspirations of private school founders to address educational disparities and provide high-quality education to marginalized communities. Their research highlighted the founders' commitment to social justice and educational equity.

The study by Johnson et al. (2023) delved into the entrepreneurial aspirations and institutional goals of founders of private schools. It emphasized that many founders prioritized the creation of innovative educational models that challenged traditional pedagogical approaches. These founders were driven by a desire to introduce new methods that could potentially enhance learning outcomes and better serve the needs of students. The research suggested that this emphasis on innovation reflected a broader commitment among private school founders to push boundaries in education and contribute to the evolution of educational practices within their respective communities.

Smith and Brown (2020) highlighted that private school founders often identified gaps in the educational market and aimed to address these by designing specialized curricula tailored to niche communities. These founders recognized specific educational needs or interests that were underserved by mainstream educational institutions. By offering specialized programs, they sought to provide unique learning experiences that met the distinct requirements of students within these niche communities. This approach not only differentiated their schools in the competitive educational landscape but also ensured that they could effectively cater to the diverse needs and preferences of their targeted student populations.

Lee and Garcia (2021) emphasized that founders of private schools often pursued dual goals of economic sustainability and social impact. This dual focus indicated that these founders were not only concerned with the financial viability and long-term stability of their institutions but also with making a positive contribution to society. By achieving economic sustainability, they ensured the continuity and growth of their schools, allowing them to maintain high standards of education and support for their students. Simultaneously, these founders aimed to create a significant social impact by addressing educational inequalities, promoting community development, or advancing specific social causes through their educational initiatives. This dual commitment underscored their holistic approach to running private schools as vehicles for both educational advancement and societal benefit.

Patel et al. (2019) explored the motivations and strategic objectives of private school founders, highlighting their strong desire to foster academic excellence through personalized learning approaches. The study underscored that these founders were motivated by the belief that personalized education could enhance student engagement, improve learning outcomes, and better meet individual student needs. By implementing personalized learning strategies, the founders aimed to create educational environments where students could thrive academically and develop skills tailored to their unique strengths and interests. This focus on academic excellence through personalized learning reflected a commitment among private school founders to innovate and adapt educational practices to maximize student success and educational attainment.

Jackson and Martinez (2020) discussed how the aspirations of founders of private schools frequently centered around addressing systemic inequalities inherent in traditional education systems. These founders were motivated to challenge existing norms and practices by introducing innovative educational approaches. By doing so, they aimed to create more inclusive and equitable learning environments that catered to the diverse needs of students who were underserved or marginalized in traditional settings. Through their innovative practices, founders sought to bridge educational gaps, promote social justice, and empower students from all backgrounds to achieve academic success. This commitment reflected a broader mission among private school founders to actively contribute to the improvement of educational equity and accessibility within their communities.

Thompson and White (2023) asserted that founders of private schools had a strong focus on cultivating future leaders who possessed the skills and capabilities to navigate complex global challenges. Their study highlighted that these founders were motivated by a vision to develop students into effective leaders who could contribute meaningfully to society on a global scale. This aspiration went beyond traditional academic goals to include the development of leadership qualities such as critical thinking, adaptability, and a global perspective. By instilling these skills through their educational programs and leadership initiatives, the founders aimed to prepare students to succeed in an increasingly interconnected and dynamic world. This emphasis on leadership development underscored the broader

educational mission of private schools to foster well-rounded individuals capable of making positive impacts both locally and globally.

Robinson et al. (2019) suggested that founders of private schools aspired to establish learning environments where student well-being and holistic development were prioritized. Their research highlighted a commitment among these founders to create educational settings that nurtured not only academic achievement but also the physical, emotional, and social well-being of students. This holistic approach aimed to support students in developing into well-rounded individuals who were equipped to navigate various aspects of life beyond academics. By emphasizing student well-being, founders sought to create supportive communities and foster environments conducive to personal growth and fulfillment. This focus reflected a broader educational philosophy that valued the overall development and happiness of students as integral to their educational experience and future success.

Stevens and Carter (2021) argued that many founders of private schools were driven by goals centered on cultural preservation and community empowerment, particularly when establishing schools tailored to specific cultural or religious groups. Their research highlighted that these founders aimed to create educational environments that celebrated and upheld cultural traditions, values, and languages unique to their communities. By doing so, they sought to preserve cultural heritage and promote a sense of identity and belonging among students. Additionally, these schools often served as hubs for community empowerment, providing resources, support networks, and educational opportunities that strengthened the sociocultural fabric of the community. This dual focus on cultural preservation and community empowerment underscored the founders' commitment to fostering inclusive educational spaces that resonated deeply with the cultural and social needs of their student populations.

In conclusion, the founders of the private school aspired to create an institution that would serve as a beacon of educational excellence and innovation in the community. Their primary goals were to provide high-quality, holistic education that fostered intellectual growth, critical thinking, and moral integrity among students. They envisioned a school that nurtured individual talents and prepared students to meet the challenges of a rapidly changing world. Committed to inclusivity and community engagement, the founders aimed to build a supportive and dynamic learning environment that not only equipped students with academic knowledge and practical skills but also instilled a lifelong passion for learning and a strong sense of social responsibility.

### **Impact of the School to the Students**

The impact of the school on its students is profound and multifaceted. Schools shape the intellectual, social, and emotional development of students, providing them with the foundational knowledge and skills needed for future success. Beyond academics, schools foster critical thinking, creativity, and resilience while also promoting values such as responsibility, respect, and empathy. Through a supportive and stimulating environment, schools play a crucial role in preparing students to navigate and contribute positively to society.

Hattie (2019) highlighted the significant impact that schools had on student achievement, emphasizing the critical roles of effective teaching strategies and a supportive learning environment. He asserted that when schools implemented high-quality teaching methods and created an environment that was both positive and engaging, it greatly enhanced students' academic performance.

Moreover, Hattie underscored that a nurturing and stimulating school atmosphere not only improved students' academic outcomes but also contributed to their overall well-being. By fostering such an



environment, schools could significantly boost students' motivation and success, ultimately leading to a more fulfilling educational experience.

Black and Wiliam (2019) discussed the direct impact of school environments and practices on student learning outcomes, emphasizing the importance of formative assessment techniques and timely feedback. They argued that schools that integrated these practices created an environment conducive to academic growth and the development of essential skills among students.

The authors highlight that formative assessment when implemented effectively, allows teachers to continually monitor student progress and adjust instructional strategies accordingly. This ongoing assessment not only helps identify areas where students may need additional support but also encourages active student engagement in their learning process. Furthermore, timely and constructive feedback provided to students enables them to understand their strengths and areas for improvement, fostering a culture of continuous improvement and academic success.

In essence, Black and Wiliam underscored that the adoption of formative assessment practices within school environments was crucial for enhancing student learning outcomes. By embedding these strategies into everyday teaching practices, schools could create an educational atmosphere where students are empowered to thrive academically and develop the necessary skills for lifelong learning.

Berkowitz and Bier (2020) emphasized the crucial role that schools play in shaping students' social and emotional development. They argued that by integrating social-emotional learning (SEL) programs into the curriculum, schools could have a profound impact on students' behavior, academic performance, and interpersonal skills.

The authors highlighted that SEL programs were designed to help students develop essential social and emotional competencies, such as self-awareness, empathy, and effective communication. By incorporating these programs, schools created a supportive environment that not only enhanced students' academic outcomes but also improved their behavior and relationships with others. This holistic approach to education fostered a more well-rounded development, preparing students to navigate both academic and personal challenges effectively.

Kraft and Papageorgiou (2020) highlighted the significant influence of school leadership and teaching practices on student outcomes. They emphasized that the quality of leadership and the effectiveness of teaching practices were crucial factors in determining student success. Schools that prioritized professional development for teachers and provided robust instructional leadership were better equipped to foster environments that supported and enhanced student achievement.

The authors argued that investing in professional development helped educators refine their teaching methods and stay updated with best practices, which directly benefited student learning. Additionally, strong instructional leadership ensured that schools had a clear vision and effective strategies in place to guide teaching and learning. This combination of professional growth and leadership created a supportive and effective learning environment, ultimately leading to improved student performance and success.

Hernandez (2021) underscored the significant impact of the school environment and its resources on student learning and achievement. He highlighted that access to high-quality teaching and learning materials played a crucial role in shaping educational outcomes. Schools that prioritized these resources contributed positively to student performance and overall academic success.

Furthermore, Hernandez emphasized that addressing the availability and quality of educational resources helped create a more equitable learning experience for all students. By ensuring that all students have

access to the necessary tools and materials, schools could reduce disparities and provide a more inclusive educational environment, thereby supporting the success of every student regardless of their background.

Redding (2021) highlighted the strong connection between student outcomes and the quality of the school climate and culture. He argued that schools that cultivated a positive and inclusive environment significantly enhanced students' academic performance and emotional well-being.

The author emphasizes that a supportive school climate helps students feel valued and engaged, which in turn contributes to better learning outcomes and overall mental health. By fostering an environment where inclusivity and positivity are prioritized, schools create a setting that supports both the academic and emotional development of students, leading to improved success and well-being.

Wang and Holahan (2023) emphasized the significant impact that schools have on both the academic and personal development of students. They argued that effective schools are those that create a supportive learning environment and actively promote student engagement. Such environments are crucial for fostering students' growth and achieving overall success.

The authors highlighted that addressing individual needs is a key component of effective schooling. By tailoring support and resources to meet the unique needs of each student, schools can enhance their academic performance and personal development. This comprehensive approach ensures that students are better prepared to succeed academically and thrive in their personal lives.

In conclusion, the school has had a profound impact on its students, fostering their academic, personal, and professional growth. Through its rigorous and comprehensive curriculum, students acquire a solid foundation of knowledge and critical thinking skills that prepare them for higher education and various career paths. The school's emphasis on holistic development cultivates essential life skills, such as leadership, collaboration, and ethical decision-making. Graduates consistently report high levels of satisfaction with their education, noting significant improvements in their confidence, problem-solving abilities, and readiness to face real-world challenges. Many alumni have gone on to achieve notable success in their chosen fields, attributing their accomplishments to the supportive and enriching environment provided by the school. Overall, the institution's commitment to excellence has empowered students to become competent, responsible, and engaged members of society.

### **Educational Leaders' Expertise and Vision**

Educational leaders possess a unique blend of expertise and vision that drives transformative change within schools and educational systems. Their deep understanding of pedagogy, curriculum development, and administrative processes enables them to create environments where both students and teachers can thrive. Visionary in their approach, these leaders anticipate future challenges and opportunities, crafting strategies that ensure the continuous improvement and innovation necessary for academic excellence and student success.

In her 2019 work, Brown emphasized the critical role of strategic vision in educational leadership. She argued that leaders had to develop a clear and compelling vision that aligned with the institution's overarching mission and goals. This vision served as a guiding framework for decision-making and helped ensure that all initiatives and efforts were directed towards achieving the institution's long-term objectives. By maintaining a strong focus on the institution's mission, leaders could effectively navigate challenges and steer their teams toward continuous improvement and excellence.

Furthermore, Brown highlighted the importance of fostering a culture of continuous improvement within educational settings. She suggested that leaders had to not only articulate their vision but also inspire and

motivate their teams to embrace this vision. This involved creating an environment where staff were encouraged to innovate, collaborate, and strive for higher standards. By cultivating such a culture, educational leaders could drive sustained progress and ensure that their institutions remain dynamic and responsive to the evolving needs of their students and communities.

In his 2020 work, Davis underscored the importance of educational leaders having a clear and compelling vision for their institutions. He posited that a well-defined vision was essential for guiding the direction and priorities of the school, providing a roadmap for future growth and development. This vision served as a foundation for decision-making and strategic planning, ensuring that all efforts were aligned with the institution's core goals and objectives.

Davis also emphasized the necessity of effective communication in realizing this vision. He asserted that for a vision to be impactful, it had to be clearly articulated and consistently communicated to all members of the school community, including teachers, students, parents, and administrative staff. When the vision was well-communicated and embraced by the entire community, it fostered a sense of shared purpose and collective effort toward achieving the institution's goals. This collective buy-in was crucial for creating a cohesive and motivated school environment that was committed to excellence and continuous improvement. (Davis, P. (2020). Effective educational leaders possessed a clear and compelling vision for their institutions. This vision had to be communicated effectively and embraced by all members of the school community.

In 2021, Kim highlighted the pivotal role of educational leaders' expertise in curriculum development and instructional strategies. According to Kim, having a clear and compelling vision was just the beginning; translating this vision into practical, tangible outcomes was where true leadership was demonstrated. Leaders needed to be well-versed in curriculum design and effective teaching methodologies to ensure that their vision for the institution positively impacted student learning and achievement.

Kim also emphasized that this expertise allowed leaders to implement strategies that directly enhanced the educational experience. By understanding the intricacies of curriculum development and instructional practices, leaders could make informed decisions that aligned with their vision and goals. This alignment not only drove student success but also fostered an environment of continuous improvement and innovation within the school. Effective leadership in these areas ensured that the vision was not just an abstract idea but a driving force behind concrete, measurable improvements in student outcomes. (Kim, S. (2021). Educational leaders' expertise in curriculum development and instructional strategies was critical for translating their vision into practical outcomes that enhanced student learning and achievement.

In 2021, Miller discussed the necessity of a visionary approach to transformational leadership within the educational sector. Miller asserted that transformational leaders must go beyond routine management tasks and adopt a forward-thinking mindset that envisions long-term goals and improvements. By crafting a compelling vision of educational excellence, these leaders set a clear and ambitious direction for their institutions.

Miller further emphasized that inspiring and motivating both staff and students was crucial for achieving a shared vision. Leaders needed to actively engage with their teams, fostering an environment where everyone felt committed to and invested in the collective goal. This involved not only communicating the vision effectively but also empowering individuals to take initiative and contribute to the institution's success. By doing so, transformational leaders could create a cohesive and motivated community

dedicated to continuous improvement and high standards of educational excellence. (Miller, J. (2021). Transformational leadership in education requires a visionary approach. Leaders had to inspire and motivate staff and students to strive toward a shared vision of educational excellence.

In 2022, Patel highlighted the critical importance of articulating a vision for equity and inclusion in educational leadership. Patel argued that effective leaders had to go beyond general goals and explicitly address the diverse needs of all students within their vision. This involved recognizing and actively working to eliminate barriers that different student groups may face, ensuring that every student had equitable access to educational opportunities and resources.

Patel further emphasized that a vision for equity and inclusion had to be communicated and integrated into all aspects of the school's operations. Leaders needed to foster an environment where diversity was valued, and inclusive practices were the norm. This commitment to equity and inclusion not only supported the success of all students but also cultivated a more supportive and cohesive school community. By prioritizing these principles, educational leaders could create a more just and effective educational environment that benefited every student. (Patel, R. (2022). The ability to articulate a vision for equity and inclusion was a key component of effective educational leadership. Leaders had to ensure that their vision addressed the diverse needs of all students.

In 2022, O'Connor discussed the imperative for educational leaders to develop a vision that incorporated technological advancements to enhance teaching and learning. O'Connor posited that with the rapid pace of technological change, leaders had to be proactive in integrating digital tools and resources into the educational framework. This vision should outline how technology could be leveraged to improve instructional methods, facilitate more engaging learning experiences, and support student achievement.

O'Connor further emphasized that effective implementation of this vision required leaders to be knowledgeable about emerging technologies and their potential applications in education. Leaders also had to provide the necessary support and training for teachers to adopt and effectively use these tools in their classrooms. By fostering a culture of innovation and continuous improvement, educational leaders could ensure that their institutions remained at the forefront of educational excellence in a technology-driven world. (O'Connor, T. (2022). Technological advancements in education demanded that leaders have a vision for integrating digital tools and resources to enhance teaching and learning.

In 2023, Williams highlighted the crucial role of ongoing professional development for educational leaders. Williams argued that continuous learning and skill enhancement were essential for leaders to stay current with evolving trends and best practices in education. By engaging in regular professional development, leaders could refine their expertise, ensuring they remained effective and responsive to the changing needs of their institutions.

Williams also emphasized that this commitment to professional growth allowed leaders to adapt their vision to address emerging challenges within the educational landscape. As new issues and opportunities arose, leaders who were actively developing their skills were better equipped to modify their strategies and approaches. This proactive stance not only helped in navigating current educational demands but also positioned leaders to drive innovation and maintain high standards of excellence within their schools. (Williams, E. (2023). Ongoing professional development was essential for educational leaders to refine their expertise and adapt their vision to meet emerging challenges in the educational landscape.

In 2023, Nguyen emphasized the importance of collaborative leadership in education. Nguyen argued that effective leaders had to foster a collaborative approach by actively involving teachers, staff, and the



community in developing a shared vision for the school. This inclusive process helped ensure that the vision reflected diverse perspectives and addressed the needs and concerns of all stakeholders.

Nguyen further highlighted that such collaboration not only enhanced the relevance and acceptance of the vision but also strengthened the commitment of everyone involved. By engaging a broad range of voices in shaping the vision, leaders could build a strong sense of ownership and support, which was crucial for successful implementation. This collective engagement contributed to a more unified and motivated school community, working together toward common goals and shared success. (Nguyen, L. (2023). Collaborative leadership involves creating a shared vision with input from teachers, staff, and the community. This collaborative approach ensured that the vision was inclusive and widely supported. In 2024, Hernandez emphasized the role of educational leaders as visionary advocates for their schools. According to Hernandez, leaders had to go beyond administrative duties and actively champion policies and practices that enhanced student success and well-being. This involved crafting a clear and compelling vision that prioritized the holistic development of students, ensuring that academic achievement was coupled with emotional and social support.

Hernandez further underscored the importance of advocacy in educational leadership. Leaders had to work tirelessly to implement and promote initiatives that aligned with their vision, fostering an environment where students could thrive. This advocacy required engaging with various stakeholders, including teachers, parents, and the broader community, to build consensus and support for policies that benefited students. By being proactive and dedicated advocates, educational leaders could create a positive and nurturing school climate that supports the overall success and well-being of all students. (Hernandez, F. (2024). Educational leaders had to be visionary advocates for their schools, championing policies and practices that promoted student success and well-being.

In 2024, Jackson highlighted the growing emphasis on sustainability in education, stressing that educational leaders had to incorporate sustainable practices within their institutions. Jackson argued that integrating environmental stewardship into the school's operations and curriculum was essential for preparing students to address future ecological challenges. This approach involved not only adopting green technologies and reducing the school's carbon footprint but also embedding sustainability principles into the educational content.

Jackson further emphasized that by promoting sustainability, educational leaders could foster a culture of environmental responsibility among students and staff. This leadership required a commitment to continuous improvement and innovation in sustainability practices, encouraging the entire school community to engage in eco-friendly behaviors. By prioritizing sustainability, leaders helped students develop the knowledge and skills needed to contribute to a sustainable future, thereby ensuring that environmental consciousness became an integral part of their education and daily lives. (Jackson, K. (2024). A vision for sustainable education was increasingly important. Leaders had to integrate sustainability into their institutional vision, preparing students to address environmental challenges.

In conclusion, the educational leaders of the institution bring a wealth of expertise and a forward-thinking vision that has been instrumental in its growth and success. Their deep knowledge of educational theory and practice, combined with extensive experience in various academic and administrative roles, has guided the school through periods of significant transformation. These leaders are committed to fostering a culture of excellence and innovation, continually seeking ways to enhance teaching and learning experiences. Their strategic vision includes the integration of advanced technologies, the development of interdisciplinary programs, and the establishment of robust

partnerships with industry and community stakeholders. By prioritizing professional development for faculty and staff, they ensure the institution remains at the forefront of educational best practices. Their dedication to inclusivity, student-centered learning, and global engagement has positioned the school as a leader in the educational landscape, driving its mission to prepare students for a rapidly evolving world.

### **Institution Engagement with the Local Community, Industry, and Other Stakeholders**

Engagement with the local community, industry, and other stakeholders is a cornerstone of a thriving educational institution. By fostering strong, collaborative relationships with these groups, institutions can enhance their relevance and impact, ensuring that they meet the needs of their students and the broader community. Effective engagement involves regular communication, partnerships, and joint initiatives that leverage the strengths and resources of all involved parties. Through such collaborations, educational institutions can provide students with real-world learning experiences, access to cutting-edge industry practices, and a supportive network that extends beyond the classroom. This holistic approach not only enriches the educational experience but also contributes to the economic and social vitality of the community, creating a mutually beneficial dynamic that supports long-term success and innovation.

In 2019, Harris emphasized the importance of educational institutions forming robust partnerships with local businesses and community organizations. He argued that such collaborations were essential for providing students with practical learning opportunities that bridged the gap between academic theory and real-world application. By engaging with these local entities, educational programs could be tailored to meet the specific needs and demands of the local economy, ensuring that students were well-prepared for the workforce upon graduation.

Harris further highlighted that these partnerships not only benefited students but also enhanced the relevance and effectiveness of educational institutions. By aligning their curricula with the requirements of local industries and community needs, schools could ensure that their educational offerings remained current and valuable. This alignment fostered a mutually beneficial relationship where businesses and organizations contributed to the educational process, while institutions produced graduates who were ready to contribute to the local economy. Such synergy strengthened the overall community and supported sustainable economic development. (Harris, J. (2019). Educational institutions had to cultivate strong partnerships with local businesses and community organizations to provide students with practical learning opportunities and to ensure that educational programs were aligned with the needs of the local economy.

In 2019, Nguyen highlighted the significance of community engagement in education, emphasizing that it fostered a sense of shared responsibility and collaboration among all stakeholders. By actively involving local stakeholders, such as parents, community leaders, and organizations, schools could create a more inclusive and supportive educational environment. This collaborative approach ensured that various perspectives and needs were considered, leading to more comprehensive and effective solutions to educational challenges.

Nguyen also pointed out that schools engaging with the community could better address specific challenges unique to their locality. By leveraging local resources, such as expertise, funding, and volunteer support, educational institutions could enhance their programs and initiatives. This active participation from the community not only enriched the educational experience for students but also strengthened the ties between the school and its surrounding environment, promoting a more cohesive and resilient community. (Nguyen, L. (2019). Community engagement in education fostered a sense of

shared responsibility and collaboration. Schools that actively involved local stakeholders could better address community-specific challenges and leverage local resources for educational enhancement.

In 2020, Smith underscored the importance of educational institutions collaborating with industry partners to stay abreast of technological advancements and industry trends. He argued that these partnerships were crucial for keeping educational programs relevant and up-to-date, ensuring that students were learning the latest tools and methodologies. By integrating current industry practices into the curriculum, schools could provide a more dynamic and practical education that prepares students for the demands of the modern workforce.

Smith further highlighted that these collaborations offered significant benefits to students by giving them access to modern tools and real-world applications of their studies. Through partnerships with industries, students could engage in hands-on learning experiences, such as internships, co-op programs, and project-based collaborations, which bridged the gap between academic theory and practical application. This exposure not only enhanced their technical skills but also improved their employability by familiarizing them with the work environments and expectations of their chosen fields. (Smith, R. (2020). Collaboration with industry partners allowed educational institutions to stay current with technological advancements and industry trends. These partnerships provided students with access to modern tools and real-world applications of their studies.

In 2020, Garcia highlighted the value of educational institutions engaging with their local communities to create a supportive environment for students and their families. She argued that by actively participating in community programs, hosting workshops, and organizing local events, schools could foster stronger connections with the community. These activities not only provided additional resources and support for students but also helped build a sense of belonging and mutual support among families, educators, and community members.

Garcia further emphasized that such engagement could significantly enhance the overall educational experience. By integrating community involvement into the school's activities, educational institutions could create a more holistic learning environment that extends beyond the classroom. This approach helped students develop social and emotional skills, encouraged parental involvement, and leveraged local expertise and resources to enrich the curriculum. Ultimately, these efforts contributed to a more cohesive and resilient community, where education was seen as a shared responsibility and a communal asset. (Garcia, M. (2020) said that institutes that engage with their local communities could create a supportive environment for students and families. Community programs, workshops, and local events could build stronger ties and enhance the overall educational experience.

In 2021, Johnson emphasized the crucial role of stakeholder engagement in developing relevant and responsive educational curricula. He argued that active collaboration with industry and community partners allowed educational institutions to gather valuable insights and feedback that could inform their program offerings. This engagement ensured that the curricula were aligned with the latest industry trends and community needs, making the education provided more applicable and beneficial for students. Johnson further highlighted that incorporating feedback from these stakeholders helped institutions anticipate and adapt to future changes and demands. By maintaining an ongoing dialogue with industry and community partners, schools could continuously refine and update their programs to stay ahead of emerging challenges and opportunities. This proactive approach not only enhanced the quality and relevance of education but also prepared students to meet the evolving requirements of the workforce and society, ensuring they were well-equipped for their future careers. (Johnson, P. (2021). Stakeholder

engagement was critical for the development of relevant and responsive educational curricula. By incorporating feedback from industry and community partners, institutions could ensure that their programs meet current and future needs.

In 2021, Lee highlighted the importance of educational leaders prioritizing the building of relationships with local stakeholders to foster an environment of mutual support and shared goals. He argued that strong connections with stakeholders, including parents, local businesses, community organizations, and governmental bodies, were essential for creating a cohesive and supportive educational ecosystem. These relationships enabled educational leaders to align their institution's objectives with the needs and aspirations of the broader community.

Lee further emphasized that effective communication and collaboration with local stakeholders were crucial for the success of educational institutions. By actively engaging and maintaining open lines of communication, leaders could ensure that stakeholders were informed, involved, and invested in the institution's initiatives. This collaborative approach helped to build trust, gather diverse perspectives, and leverage community resources, ultimately enhancing the institution's ability to deliver high-quality education and address the needs of its students and community effectively. (Lee, C. (2021). Educational leaders had to prioritize building relationships with local stakeholders to foster an environment of mutual support and shared goals. Effective communication and collaboration with these groups were essential for institutional success.

In 2022, Martinez emphasized the significant benefits of forming partnerships with local industries for educational institutions. He argued that such collaborations offered students valuable internship and apprenticeship opportunities that were essential for connecting academic learning with real-world professional practice. These experiences provided students with hands-on training and exposure to the working world, helping them apply theoretical knowledge in practical settings. (Martinez, A. (2022). Forming partnerships with local industries offered educational institutions significant benefits, providing students with internship and apprenticeship opportunities that connected academic learning with real-world professional practice.

Martinez further highlighted that these industry partnerships played a critical role in bridging the gap between education and employment. By engaging in internships and apprenticeships, students gained practical skills, industry insights, and professional experience that enhanced their readiness for the workforce. This direct engagement with industry not only enriched their academic experience but also improved their employability and career prospects, making them better prepared to meet the demands of their chosen fields. (Martinez, E. (2022). Partnerships with local industries provided valuable internship and apprenticeship opportunities for students. These experiences were crucial for bridging the gap between academic learning and professional practice.

In 2022, O'Connor highlighted the value of community-based learning initiatives in education. He argued that these programs enabled students to apply their academic knowledge in real-world contexts, which significantly enriched their educational experience. By engaging in projects and activities that addressed real community issues, students could connect theoretical concepts with practical applications, deepening their understanding and skills.

O'Connor also emphasized that community-based learning contributed to the development of the local community. As students worked on projects that benefited community organizations or addressed local challenges, they not only gained valuable experience but also made meaningful contributions to their surroundings. This reciprocal relationship enhanced both the students' learning outcomes and the



community's well-being, creating a mutually beneficial dynamic that supported educational and community development goals. (O'Connor, T. (2022). Community-based learning initiatives allow students to apply their knowledge in real-world contexts, enhancing their academic experience and contributing to community development.

In 2023, Patel emphasized the importance of educational institutions engaging with the local community to gain a deeper understanding of the socio-economic factors affecting student learning. Patel argued that by actively participating in and collaborating with the community, schools could better identify and address the unique challenges and needs that students face outside of the classroom. This engagement allowed institutions to tailor their support and resources to more effectively meet the diverse needs of their student population.

Patel further highlighted that this holistic approach not only supported student well-being but also enhanced academic success. By addressing socioeconomic barriers and providing targeted support, educational institutions could create a more inclusive and supportive learning environment. This comprehensive understanding of the broader context in which students lived and learned contributed to improved educational outcomes and fostered a more equitable and effective educational experience. (Patel, R. (2023). Engaging with the local community helped educational institutions to better understand and address the socio-economic factors that impacted student learning. This holistic approach supported student well-being and academic success.

In 2023, Williams emphasized that educational institutions benefited significantly from maintaining strong relationships with stakeholders. By cultivating these connections, institutions were better positioned to advocate effectively for necessary resources and policy changes that enhanced student outcomes. Williams argued that such active engagement with stakeholders—including parents, community leaders, and industry partners—enabled schools to gather support and leverage collective influence to drive positive changes and secure essential funding and resources.

Williams also highlighted that advocacy and engagement were crucial for sustainable educational leadership. By actively involving stakeholders and advocating for their needs, institutions could ensure ongoing support and alignment with community and industry needs. This proactive approach not only helped secure necessary resources but also fostered a collaborative environment where educational leaders could effectively address challenges and implement initiatives that benefited students and the broader educational community. (Williams, E. (2023). Institutions that maintained strong ties with stakeholders could more effectively advocate for resources and policy changes that benefited their students. Active engagement and advocacy were key components of sustainable educational leadership.

In conclusion, the institution actively engages with the local community, industry, and various stakeholders to foster mutually beneficial relationships and drive regional development. Through community outreach programs, the school addresses local needs, promotes social responsibility, and encourages student involvement in civic activities. Collaborations with industry partners provide students with practical experience, internship opportunities, and exposure to real-world challenges, enhancing their employability and professional readiness. The institution also works closely with government agencies, non-profit organizations, and educational networks to develop initiatives that support economic growth and social progress. By maintaining an open dialogue with all stakeholders, the institution ensures that its programs remain relevant and responsive to evolving demands. This robust engagement not only enriches the educational experience but also solidifies the institution's role as a key contributor to the community's well-being and prosperity.

### **Collaborative Initiatives, Partnerships, or Outreach Programs**

Collaborative initiatives, partnerships, and outreach programs are essential elements in the framework of modern educational institutions. These efforts involve forming strategic alliances with a variety of stakeholders, including local businesses, community organizations, governmental agencies, and other educational entities. Such collaborations are designed to enhance educational outcomes by leveraging the strengths and resources of all involved parties. By working together, these partnerships can create enriched learning environments, provide real-world experiences for students, and address community-specific challenges. Outreach programs further extend the institution's impact, fostering a sense of community engagement and social responsibility. Overall, these collaborative efforts not only support the academic and personal growth of students but also contribute to the well-being and development of the broader community.

In 2019, Brown highlighted the significant benefits of educational institutions engaging in collaborative partnerships with local organizations. He argued that such partnerships could greatly enhance the curriculum by integrating real-world experiences and practical applications into academic programs. By collaborating with local businesses, non-profits, and other community groups, educational institutions could offer students hands-on learning opportunities that complement their theoretical studies. This approach helped bridge the gap between classroom education and the demands of the workforce, making education more relevant and impactful.

Brown further emphasized that these partnerships not only enriched the student learning experience but also prepared students more effectively for their future careers. Through internships, project-based learning, and other collaborative initiatives, students gained valuable skills and insights that were directly applicable to their professional lives. This alignment between education and industry needs fostered a more seamless transition from school to work, enhancing students' employability and readiness to contribute to the economy. Overall, Brown underscored the importance of these collaborative efforts in creating a dynamic and responsive educational environment that benefited both students and the broader community. (Brown, A. (2019). Educational institutions that engaged in collaborative partnerships with local organizations could significantly enhance their curriculum and provide students with practical experiences that bridged the gap between education and the workforce.

In 2019, Green emphasized the transformative impact of outreach programs aimed at underrepresented communities. He argued that these initiatives played a crucial role in providing access to education for individuals who might otherwise have faced barriers to academic opportunities. By targeting these communities, outreach programs helped bridge educational gaps and ensured that more people had the chance to pursue higher education. This increased access was essential for promoting equity and inclusion within the educational system.

Green further highlighted that these outreach programs extended beyond simply providing educational access; they also created pathways for greater social mobility and community development. By equipping individuals with the knowledge and skills needed to succeed academically and professionally, these programs empowered participants to improve their socioeconomic status. Additionally, as individuals from underrepresented communities achieved educational and career success, they contributed to the overall development and prosperity of their communities. This ripple effect not only enhanced individual lives but also fostered broader societal progress, making outreach programs a vital component of educational and community advancement. (Green, B. (2019). Outreach programs aimed at

underrepresented communities not only provided access to education but also created pathways for greater social mobility and community development.

In 2020, Lopez stated the importance of partnerships between schools and local health organizations in enhancing student well-being. She argued that such collaborations provided students with essential health services and educational resources that might otherwise have been inaccessible. By integrating health services into the school environment, these partnerships ensured that students received timely medical care, mental health support, and wellness education, which were crucial for their overall well-being and academic success.

Lopez further stated that these partnerships not only improved individual student outcomes but also fostered a healthier school community. Access to comprehensive health services could lead to better attendance, reduced stress, and improved academic performance among students. Additionally, health organizations could provide valuable educational resources and programs that promote healthy lifestyles and preventive care. By addressing the physical and mental health needs of students, schools could create a supportive and nurturing environment that enhances learning and personal development. (Lopez, C. (2020). Partnerships between schools and local health organizations could improve student well-being by providing access to necessary health services and educational resources.

In 2020, White emphasized the significant benefits of collaborative initiatives between universities and local industries. He argued that such partnerships were crucial for fostering innovation and driving economic development. By working together, universities and industries could share resources, knowledge, and expertise, leading to the creation of new technologies, products, and services. These collaborations not only enhanced the research capabilities of universities but also helped local industries stay competitive and at the forefront of technological advancements. (White, J. (2020). Collaborative initiatives between universities and local industries were crucial for fostering innovation and driving economic development.

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stay competitive and at the forefront of technological advancements. (White, J. (2020). Collaborative initiatives between universities and local industries were crucial for fostering innovation and driving economic development.

Jones further emphasized that community feedback was crucial for assessing the effectiveness of outreach initiatives and identifying areas for improvement. Regular input from the community helped program organizers understand what was working well and what needed adjustment, allowing them to make informed decisions and enhance the overall impact of their efforts. This collaborative approach fostered a sense of ownership and partnership between the program organizers and the community, ultimately leading to more sustainable and successful outcomes. (Jones, E. (2021). Effective outreach programs required ongoing engagement and feedback from the community to ensure they met the needs of those they aimed to serve.

In 2021, Adams said that the significant role of educational partnerships with environmental organizations in promoting sustainability and environmental stewardship among students. He argued that these collaborations were crucial for integrating ecological education into the curriculum, helping students understand the importance of sustainability. By working with environmental organizations, schools could offer programs and initiatives that teach students about environmental issues, conservation efforts, and sustainable practices. This educational approach fostered a deeper awareness and appreciation of the environment among students. (Adams, P. (2021). Educational partnerships with environmental organizations played a significant role in promoting sustainability and ecological education among students.

Adams further highlighted that these partnerships encouraged students to become proactive in addressing ecological challenges. By engaging in hands-on projects, fieldwork, and community initiatives, students could apply their knowledge and skills to real-world environmental problems. This active involvement not only enhanced their learning experience but also empowered them to take the initiative in promoting sustainability within their communities. Ultimately, these educational partnerships cultivated a generation of environmentally conscious individuals who were prepared to contribute to the ongoing efforts to protect and preserve the planet. (Adams, F. (2021). Educational partnerships with environmental organizations promoted sustainability and environmental stewardship among students, encouraging them to become proactive in addressing ecological challenges.

In 2022, Hughes highlighted the vital role of collaborations between educational institutions and local government in enhancing educational programs. He argued that such partnerships were instrumental in providing the necessary funding, resources, and policy support that educational institutions needed to thrive. By working closely with local government, schools could secure financial assistance and access to materials that were often beyond their immediate reach. These resources enabled schools to implement more comprehensive and effective educational programs that catered to the diverse needs of their students. (Hughes, T. (2022). Collaborations between educational institutions and local government played a vital role in enhancing educational programs by providing necessary resources and policy support.

Hughes further emphasized that these collaborations helped align educational initiatives with community needs and priorities. Local governments had a deep understanding of the socioeconomic and cultural contexts of their communities, which could inform and shape educational policies and programs. By integrating this local knowledge, educational institutions could design curricula and initiatives that were more relevant and beneficial to their students. This alignment ensured that the education provided was

not only academically rigorous but also socially and economically responsive, ultimately leading to better educational outcomes and community development. (Hughes, G. (2022). Collaborations with local government enhanced educational programs by providing funding, resources, and policy support that aligned with community needs and priorities.

In 2022, Morris emphasized the benefits of interdisciplinary partnerships within educational institutions. He argued that collaborating across different academic departments and disciplines could lead to innovative approaches to teaching and learning. By integrating diverse perspectives and expertise, educational institutions could create more dynamic and comprehensive educational experiences. This approach encouraged creative problem-solving and the development of new teaching methodologies that enhanced the learning process for students.

Morris further highlighted that these interdisciplinary collaborations not only benefited students but also offered significant advantages for educators. Teachers and faculty members could engage in collaborative research and share best practices, leading to professional growth and the refinement of instructional strategies. This synergy fostered a more integrated and holistic approach to education, where complex problems were addressed from multiple angles, ultimately improving the quality of education and preparing students for a diverse and interconnected world. (Morris, H. (2022). Interdisciplinary partnerships within educational institutions themselves led to innovative approaches to teaching and learning, benefiting both educators and students.

In conclusion, collaborative initiatives, strategic partnerships, and impactful outreach programs have been pivotal in establishing the institute's esteemed reputation. The school has forged alliances with leading academic institutions, enabling student and faculty exchange programs that enhance educational quality and global exposure. Partnerships with prominent industries have resulted in innovative research projects, internships, and job placements, directly benefiting students and showcasing the institute's commitment to practical, career-oriented education. Outreach programs focused on community development, such as educational workshops, health campaigns, and environmental projects, have strengthened the school's ties with the local community and highlighted its dedication to social responsibility. These collaborative efforts have not only enriched the learning experience but also positioned the institute as a leader in education and community engagement, recognized for its excellence, innovation, and positive societal impact.

### **Synthesis of the State-of-the-Art**

The study of the Solis Institute of Technology (SIT) as an academic institution reveals a strong emphasis on fostering intellectual growth, character development, and social responsibility among students. Scholars such as Kumar and Parikh, Levin and Belfield, and Orfield and Frankenberg highlighted the founders' vision of integrating traditional values with modern education, prioritizing innovation, personalized learning, and social equity through scholarships and inclusive programs. Beyond academic excellence, these institutions aim to cultivate leadership, cultural preservation, and community empowerment.

Effective teaching strategies, supportive environments, and formative assessments play a crucial role in influencing both academic achievement and personal development, as noted by Hattie Black and Wiliam. The importance of social-emotional learning and equitable access to resources, emphasized by Berkowitz and Bier and others, underscored the need for holistic approaches that promote student success and well-being.



Educational leaders, including Brown, Davis, and Kim, stressed the importance of aligning institutional goals with a clear vision, fostering equity, integrating technology, and promoting sustainability. Their collaborative leadership and expertise drive continuous improvement while ensuring that schools remain responsive to evolving challenges.

Moreover, engagement with local communities and industries is critical, as highlighted by Harris, Nguyen, and Smith, fostering partnerships that enrich student experiences and align curricula with workforce demands. Overall, collaborative initiatives and outreach programs significantly enhance educational experiences, bridging gaps and promoting access, while benefiting both educators and students.

### **Gap Bridged by the Study**

The existing literature and studies extensively cover various aspects of the Solis Institute of Technology (SIT), including the institution's goals and aspirations, its impact on students, the expertise and vision of educational leaders, engagement with the local community, and collaborative initiatives and partnerships. However, a significant gap remains in understanding the specific perceptions and experiences of stakeholders regarding the milestones of SIT as an academic institution. This study addressed this gap by exploring these perceptions and experiences, thereby providing deeper insights into the institution's evolution and its influence on the academic and personal development of its constituents.

The present study addresses the gap in understanding the specific perceptions and experiences of stakeholders regarding the milestones of the Solis Institute of Technology (SIT) as an academic institution. It aims to explore how these milestones have shaped the educational landscape, focusing on the aspirations of founders, the impact on student outcomes, and the engagement of educational leaders and the community. By examining these elements, this research seeks to provide deeper insights into the unique experiences of stakeholders at SIT and the effectiveness of initiatives that have contributed to its development as a reputable academic institution. This is the gap that this research would like to bridge.

### **Theoretical Framework**

The following theories are considered highly relevant and can provide valuable support for the execution of this study.

**Institutional Theory** explains how organizations adopt structures and practices in response to external pressures, such as societal norms, cultural expectations, and regulatory demands. It also emphasizes the role of legitimacy in institutional survival and growth.

**Historical Institutionalism** focuses on how institutions evolve and are shaped by historical processes and events. It emphasizes the idea of *path dependence*, which means that decisions made in the past can have lasting effects on the structure and behavior of institutions, even in the face of changing environments.

**Stakeholder Theory** argues that institutions must consider the interests of all stakeholders who can affect or are affected by their actions, including students, faculty, alumni, the community, and industry partners. It is a theory of organizational management and ethics that argues organizations should consider the interests of all stakeholders, not just shareholders, in their decision-making processes.

**Transformational Leadership Theory** focuses on how leaders inspire and motivate followers to achieve extraordinary outcomes and, in the process, help transform the institution. It emphasizes the importance of inspiring change and growth at both the individual and organizational levels. These leaders foster a sense of belonging, empowerment, and engagement, which leads to increased morale, productivity, and the achievement of higher-order goals. The theory is widely applied in various fields,

including business, education, and healthcare, as it helps create environments where people feel valued and motivated to contribute to collective success.

**Resource Dependency Theory** suggests that institutions must manage their relationships with external entities to obtain necessary resources. It highlights how organizations must continuously adapt to external pressures and environmental changes to ensure they have the resources necessary to achieve their goals while maintaining organizational independence.

**Organizational Learning Theory** focuses on how institutions learn and adapt based on experiences, feedback, and environmental changes. It is a framework that explains how organizations develop, acquire, and apply knowledge to improve their performance and adapt to changing environments. It focuses on the continuous process of learning from experiences, feedback, and external influences, enabling organizations to modify their strategies, structures, and practices for long-term success.



Figure 2 - Theoretical Paradigm

### Conceptual Framework

The conceptual framework used in the study provides a structured approach to evaluating a school's milestones, focusing on key dimensions that reflect the institution's effectiveness in achieving its academic goals. The framework of this study utilized the input-process-output-outcome (IPOO) model. The input includes the historical development of SIT as an educational institution, the benefits of the graduates from their education in the institute, educational leaders' expertise and vision, institute

engagement with the local community, industry, and other stakeholders, and collaborative initiatives, partnerships, or outreach programs. The process was the Focus Group Discussions (FGD), Interviews, Case Studies, and Documentary Analysis. The input is a comprehensive report featuring a detailed timeline of SIT's milestones and growth, graduate employment success, profiles of key leaders and their contributions, collaborations with the community and industry, and a catalog of partnerships and outreach programs driving institutional and societal progress. The outcome is a Sustainability Action Plan.



Figure 3: Conceptual Paradigm

### CHAPTER III METHOD AND PROCEDURES

This chapter detailed the methodology employed to investigate the milestones of Solis Institute of Technology (SIT) as an academic institution. It outlined the research design, data collection and procedures, and ethical considerations.

#### Appropriateness of Design

This study adopted a qualitative research design, specifically historical research, to thoroughly explore the historical milestones of Solis Institute of Technology (SIT). The selection of a case study method is particularly appropriate for this type of historical research due to several reasons.

First, the case study approach allowed for a comprehensive examination of SIT's development over time

(Hancock et al., 2021). This method facilitates a thorough understanding of how the institution has evolved, identifying key milestones and their significance within the broader context of educational trends and societal needs. Hence, the study can delve deeply into the particulars of the institution's growth and achievements. Second, historical research requires capturing the intricate details and nuanced context in which events and developments occur (Argyres et al., 2020). A case study allows for the use of multiple data sources, including interviews, archival records, documents, and observations (Schoch, 2020). This utilization of data sources enhances the credibility and richness of the findings, providing a well-rounded perspective on SIT's milestones from various angles. The ability to incorporate diverse types of evidence is essential for constructing a detailed historical narrative. Understanding the historical milestones of an institution like SIT involves gathering insights from diverse stakeholders, including students, faculty, alumni, and administrators. The case study approach facilitates the inclusion of these varied perspectives (Alam, 2021). This enabled a holistic view of the institution's achievements and challenges. By capturing the insights of those directly involved with SIT, the study gains depth and authenticity. Fifth, the case study method was effective in tracing the continuity and changes over time within SIT (Rashid et al., 2019). It allows for a chronological narrative that can highlight the institution's responses to internal and external pressures, the implementation of new policies, and the impact of technological advancements on its educational practices. This temporal aspect is critical for understanding the evolution of SIT's academic milestones. Lastly, in the context of educational research, the case study approach was used to explore the development and effectiveness of educational programs, institutional strategies, and policy implementations. For SIT, this approach helped document its journey, providing valuable insights for other educational institutions facing similar challenges and opportunities. The study can offer lessons not only to the school but to other institutions and strategies that are broadly applicable.

This study utilized a focus group discussion method to collect relevant data. A focus group discussion is a qualitative research technique that involves gathering a small group of people to discuss a specific topic or issue under the guidance of a moderator. The primary aim is to collect diverse opinions, perceptions, and insights through interactive group dynamics.

Another tool is the semi-structured interview, which is a qualitative research method characterized by a flexible approach to questioning, combining a predetermined set of open-ended questions with the opportunity for the interviewer to explore in-depth.

### **Research Questions**

Research questions are the specific questions that guide a research study or inquiry. These questions help to define the scope of the research and provide a clear focus for the study. Research questions are usually developed at the beginning of a research project and are designed to address a particular research problem or objective.

1. What is the historical development of Solis Institute of Technology as an educational institution?
2. How did graduates benefit from their education in the institution in terms of career opportunities?
3. How did the school's educational leaders' expertise and vision contribute to its growth?
4. How has the institution engaged with the local community, industry, and other stakeholders?
5. What collaborative initiatives, partnerships, or outreach programs have been instrumental in establishing the institute's reputation?

### **Population and Samples**

The study targeted a diverse population from Solis Institute of Technology, encompassing founders and

early leaders, current and former administrative, faculty members, students and alumni, support staff, and stakeholders. It covers the founders and early leaders, these are the individuals who played a significant role in the establishment and early development of SIT; current and former administrators which include the presidents, deans, department heads and other key administrative figures who have shaped the institution's policies and direction over the years; faculty members which include both current and retired professors and lecturers who can provide insights into academic developments, and educational milestones; students and alumni which include current students and alumni who can share their experiences and perspective on how the institution has evolved; support staff – long term support staff members who have witnessed changes and milestones from a different perspective; stakeholders which include external stakeholders such as government officials, industry partners, and community leaders who have interacted with SIT over the years; and the historical records and archives which include documents, photographs, and other archival materials that provide a historical perspective on SIT's milestones.

A purposive sampling method was employed to ensure the selection of participants who possess significant experience and insight into the institution's evolution.

It was grouped into categories. Below is the distribution of the participants.

**Table A**  
**Participants**

Group	n
Founders and Early Leaders	4
Current and Former Administrative Personnel	3
Faculty Members	3
Students and Alumni	3
Support Staff	1
Stakeholders	2
Total	16

### **Instrumentality**

The study utilized a semi-structured interview. This qualitative approach is strategically chosen due to its effectiveness in eliciting in-depth and nuanced information from individuals with direct experience within the target institution. A semi-structured interview is an example of a qualitative approach. Semi-structured interviews are commonly used in qualitative research to gather in-depth and detailed information from participants. This method involves a set of predefined questions, but also allows for flexibility in the conversation, enabling the interviewer to explore topics in more depth based on the participants' responses. This approach is particularly useful for understanding complex behaviors, experiences, and perspectives, making it a valuable tool in qualitative research.

This study also utilized the focus group discussion. A focus group discussion is a qualitative research method that involves gathering a small group of people to discuss a particular topic, guided by a facilitator.

This study also utilized a case study approach. According to Robert E. Stake, a case study is an in-depth exploration of a bounded system, such as a person, group, organization, or community, over time. It



focuses on the complexity and particularly of the case, seeking to understand its activity within important circumstances.

### **Informed Consent**

For the interview, the informed consent process served as a cornerstone of ethical research, ensuring that participants fully understand their rights and the study's nature. To obtain consent, several procedures were followed. Initially, potential participants received an invitation either via email or phone, outlining the research's purpose, significance, and guarantee of confidentiality. Subsequently, participants were provided with a comprehensive information sheet detailing the study's objectives, procedures, potential risks and benefits, and their rights, emphasizing voluntary participation and the freedom to withdraw without repercussions. Alongside this, participants received a consent form, clearly articulating their understanding of the study, their voluntary involvement, and, if applicable, their agreement to be recorded. Furthermore, participants have the opportunity to address any queries or concerns before signing the consent form, ensuring their complete comprehension. Participants received a copy for their records, while the original was securely stored, promoting transparency and accountability.

When it comes to recording procedures and ensuring ethical data collection practices during interviews, several steps were taken. Firstly, explicit consent for recording was obtained from participants, and documented in the consent form. Alternative data collection methods were offered to those who declined to record. Interviews were conducted using reliable audio or video recording devices, with equipment functionality verified beforehand to prevent technical issues. Participants were assured of confidentiality, with their identities anonymized in transcripts and subsequent reports. Recorded data was securely stored to prevent unauthorized access, employing password protection for digital recordings and secure storage for physical recordings. During transcription, all identifying information was removed to safeguard participants' privacy. Finally, original recordings were securely destroyed post-transcription and analysis, adhering to institutional guidelines, unless participants explicitly consent to archive for future research.

Through this informed consent and recording procedures, the research ensures adherence to ethical standards, upholding participants' autonomy, privacy, and rights, thereby preserving the integrity and credibility of the study.

For informed consent for obtaining school records and historical data, in the pursuit of comprehensive research, it's imperative to navigate the ethical landscape surrounding the acquisition of school records and historical data with sensitivity and diligence. This begins with a thorough explanation of the data collection process, ensuring all stakeholders understand the purpose, significance, and safeguards in place. Whether it involves delving into institutional archives or accessing historical documents, obtaining permission from relevant authorities is paramount. Formal requests were meticulously crafted, outlining the purpose of data access, the protective measures employed to safeguard sensitive information, and any legal or ethical considerations inherent in the process.

Moreover, when dealing with data that pertains to individuals or organizations, seeking informed consent becomes essential. This may entail reaching out to former students, faculty, or administrators to secure permission to access their records or data. Clear communication was upheld, elucidating how their information was utilized and the extent of their involvement in the research endeavor. Throughout this process, the utmost respect for privacy and autonomy was maintained. Anonymization techniques were deployed to safeguard personal identifiers, and data access was confined to authorized personnel to prevent unauthorized disclosure.

Furthermore, transparency and accountability served as guiding principles throughout the data collection journey. The researcher meticulously documents the procedures involved in obtaining and handling school records or historical data, ensuring transparency regarding their utilization. This documentation extends to detailing how the data was processed, analyzed, and interpreted, fostering accountability for adhering to ethical guidelines and safeguarding the rights and interests of data owners. Participants were allowed to review the collected data, offering their insights or corrections where necessary, thus fostering a collaborative and respectful research environment.

By integrating these ethical considerations into the informed consent process for obtaining school records and historical data, the research endeavors to uphold the highest standards of integrity and respect for all involved stakeholders. This approach not only ensures compliance with ethical guidelines but also fosters trust and cooperation, laying the foundation for responsible and impactful research outcomes.

### **Confidentiality**

Confidentiality in research is the practice of keeping participants' data private and safe from unauthorized access. This means that any information gathered from participants is protected and only accessible to those who have permission. Confidentiality is a key ethical principle in research, crucial for maintaining trust between researchers and participants.

When conducting research, especially involving personal or sensitive information, confidentiality becomes even more important. Researchers must ensure that the information provided by participants remains private and is not shared without their consent. This duty is both ethical and legal, ensuring that participants' privacy is safeguarded.

Participants should feel confident that their data will be used solely for the research purposes they agreed to and not linked to their identities without explicit permission. This assurance helps build and maintain trust, encouraging participants to be open and honest, which is vital for the integrity of the research.

### **Pilot Study**

Pilot studies are important first steps before starting larger research projects, these studies help test research methods, tools, and procedures. The main goal is to find and fix any problems that might come up in the full research project. This makes the research better and more reliable.

Pilot studies are not just preliminary steps; they are essential parts of the research process. They help researchers improve their methods, solve potential issues, and make the research process more efficient. By doing pilot studies, researchers set a strong foundation for successful and ethical research.

Pilot studies also check if the research plan is practical and possible within the given time and resources. They allow researchers to test and improve data collection tools to make sure they work well. Additionally, pilot studies help determine the necessary sample size and the best ways to recruit participants.

In the end, pilot studies make research findings more robust and valid. By addressing potential problems early, researchers can conduct their main studies with more confidence. This thorough preparation enhances the credibility of the research and maximizes its potential to provide meaningful and reliable knowledge.

### **Validity**

In historical research, validity refers to the degree to which the interpretations and conclusions drawn from historical data are accurate and credible. This concept ensures that the research findings genuinely reflect the historical events, contexts, and relationships under study.

One definition of validity in historical research can be found in the work of Matthias Meirlaen, who emphasizes the importance of both internal and external validity. Internal validity in historical research is about the credibility and reliability of the sources and the logical consistency of the historical narrative. External validity concerns the generalizability of the findings to broader historical contexts and their relevance to contemporary issues (Meirlaen, 2021).

This approach to validity in historical research ensures that historians provide a well-supported and accurate representation of the past, grounded in robust evidence and logical analysis. It is crucial for preserving the integrity of historical scholarship and for making informed interpretations that can inform present and future understanding.

### **Qualitative Data and Analysis**

The treatment of qualitative data in this research adhered to established principles, particularly following the guidelines outlined by Braun and Clarke (2013) for uncovering and understanding the meanings inherent in qualitative data. Employing an inductive thematic analysis approach, the interviews were meticulously analyzed to extract insights and themes emergent from the participants' narratives. This inductive methodological stance allows for an exploration of the data without preconceived notions, enabling a nuanced understanding to emerge organically through the analysis process.

Adopting a structured framework adapted from Braun and Clarke (2006), the data analysis progresses through six distinct phases. The initial step involves familiarizing oneself with the data through thorough re-reading, allowing for immersion in the participants' accounts and the identification of salient points. Subsequently, initial codes were generated to encapsulate key concepts and ideas within the data, employing an analytical lens to interpret and categorize the information. These codes were then organized and clustered to identify overarching themes, with each theme reviewed to ensure alignment with both the data and existing literature.

Furthermore, themes were defined with precision and clarity, constructing concise and informative labels that encapsulate the essence of each identified concept. This meticulous process ensures that the resulting themes accurately reflect the richness and complexity of the stakeholders' perspectives on SIT's milestones. Finally, the findings were synthesized into an analytic narrative, weaving together the predicted outcomes with the empirical data collected. This narrative presentation facilitates a coherent and insightful portrayal of the stakeholders' viewpoints, elucidating the significance of SIT's milestones.

In parallel to this methodological approach, the process of coding plays a pivotal role in organizing and interpreting the data. As described by Charmaz (2014), coding serves as the bridge between data collection and interpretation, facilitating the identification and elucidation of themes. Through a systematic coding process, recurring patterns and themes related to stakeholders' perceptions of SIT's milestones were identified and explored. This rigorous analysis aims to uncover the underlying meanings embedded.

Maintaining confidentiality involves several key practices. Researchers must implement data security measures to prevent unauthorized access and must inform participants about how their data will be used and who will have access to it. This process is known as obtaining informed consent, where participants agree to the terms of how their information will be handled.

In summary, confidentiality in research is about protecting participants' privacy, ensuring their data is only used as agreed, and maintaining trust between researchers and participants. This principle is fundamental to ethical research practices, helping to ensure that participants' rights are respected, and their information is handled with the utmost care.

## CHAPTER IV

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the analysis and interpretation of the data gathered from the participants of this historical study. Since qualitative research requires an elaborate and systematic discussion of narratives, the researcher organized and elucidated available facts to answer the problems stated in the study. Various relevant themes emerged as the foundation for the completion of this research.

Remarkably, this section uncovered the milestones of Solis Institute of Technology as an academic institution in the Municipality of Bulan, in the province of Sorsogon. In line with this, these achievements were presented and deliberated thoroughly and chronologically such as their historical development, the benefits of graduates from their education at the institute in terms of career opportunities, the contributions of the school's educational leaders' expertise and vision to its growth, the engagement of the local community, industry, and other stakeholders in the institution and the collaborative initiatives, partnerships, or outreach programs that had been instrumental in establishing the institute's reputation. The researcher's ample information about this institution, its past, and its achievements were foundations in the successful investigation and completion of this historical qualitative research.

#### **Historical Development of Solis Institute of Technology as an Educational Institution**

The historical development of Solis Institute of Technology (SIT) reflects its transformation from a local initiative into a respected educational institution. Founded with a vision of providing quality education to underserved communities, SIT has grown through strategic leadership, innovative programs, and a commitment to academic excellence. Its journey highlights the enduring influence of its founders and their dedication to fostering learning and community growth.

Solis Institute of Technology (SIT) a leading institution established in 1992 in the municipality of Bulan, province of Sorsogon underwent vital developments in its educational landscape from its kick-off up to the present. These changes brought about positive impacts to the institute as well as its external stakeholders such as the local community.

#### **Founding Vision and Motivation**

The founding vision and motivation behind Solis Institute of Technology (SIT) stem from a deep commitment to providing quality education and fostering community development. Inspired by the desire to uplift the local population and offer accessible learning opportunities, SIT's establishment was driven by the goal of creating a lasting impact on both students and the wider community. This guiding vision continues to shape the institution's mission and growth.

Participants emphasized the initial motivations behind establishing the Solis Institute of Technology (SIT). These motivations include providing accessible education, addressing community needs, and bridging the gap in computer literacy.

For instance, Participant 1 stated *"SIT started from a simple dream of our founding fathers. He was born in a post-WWII genre. Based on his stories back then every day he dreams of just having a school within the neighborhood to learn. Unfortunately, schools then were far especially in the rural areas. During the 90s computers were in trend slowly Filipinos were introduced to it and were learning its operations. The founder also had a friend who owned a computer shop in Manila which led to purchasing and trying how his neighbors will respond to a computer school. Since he loves going back and forth to Bulan his hometown having his childhood dream he started DICS a computer learning center. Pacing was slow but the founder did not stop from there. His trustees were his own family, his sister managed it, and a group*

of employees. They learned as it goes. Until the demand is kicking on its own. Family, friends, and staff were already encouraging him to put up a School. He thought of his wife who was a teacher then that building a School would be beneficial to all ends. As 1997 approached he formed the corporation with his brothers and sisters as members and his wife as the President”.

Likewise, Participant 2 mentioned that “The dream of the late congressman to help his constituents not to remain poor throughout their lives, motivates him to build a school because he knows that only through education that theirs will be in the future. It has begun in just short-term courses that little by little grows.

- a. Begun in 1992, basic computer by just 5 computers at their house
- b. In 1994 the school was granted to operate a one-year computer secretarial
- c. In 1996 granted Government Recognition
- d. Two-year computer courses
- e. In 2000 four-year courses, the BSBA, BEED, BSED, and BS in Criminology
- f. Different offices were established to cater to the needs of the clients
- g. In 2008, the school offered a high school department
- h. When the k-12 were opened, the school offered senior high school
- i. More majors for college were also offered
- j. Until this time the school is growing bigger

*It changes the lives of so many graduates by entering different jobs that make their lives easier”.*

In addition, Participant 3 recalled that “The Solis Institute of Technology (SIT) was established in 1992 with the vision of providing high-quality technical education and fostering innovation in the fields of technology. The founders aimed to create an institution that would not only impart theoretical knowledge but also emphasize practical skills and research, preparing students for the rapidly evolving technological landscape. Since the school started it has an unwritten mission and vision solely to help the community especially the youth and graduates of the municipality of Bulan to attain an affordable and good quality of education. Simula ng maglagay ng 5 PCs si Sir Joey Solis, nagrequest na ang mga magulang at ibang mga mag-aaral ng Bulan, Sorsogon para maging maayos at magkaroon ng maraming mga estudyante. At simula nga noon tuloy-tuloy na ang paglaki ng enrollee’s ng paaralang SIT. Nawitness ko kung paanong sa simula pa lang na kakaonti ang mga mag-aaral dito hanggang ngayon na patuloy ang paglaki ng paaralan”. (“Since the time Sir Joey Solis put up 5 PCs which were requested by the students and learners, it was the time for SIT to grow in number or enrollment. I witnessed its growth from the just a small number of students to its growing population at present”.)

Moreover, Participant 4 shared that “The institution was established with the motivation of providing quality education to the people of Bulan with the initiative of Bulaneños, the Solis family.”

Interestingly, Participant 7 honestly uttered, “If I remember correctly the Solis Institute of Technology was a computer school when it started and they only had a few PC’s that time and Grandpa Joey is the one who thought about the students that time because in my opinion may grandpa was thinking about how can he help other people in a long time run that’s my opinion but still it is a good goal because loom at our school now it helped a lot of people in its journey”.

Also, Participant 8 said, “The initial motivations behind establishing Solis Institute of Technology in 1992 were the demand for computer literacy and the employability status of the graduates of 2 year-computer courses during that time”.



Meanwhile, Participant 10 specified that *“As a full-blooded Solisian, I can attest that SIT evolved so well. I belonged to the last batch of DICS, a former name of SIT when I had my 2-year course. I was also part of the first batch of SIT when I had my 4-year degree course. Fortunately, and in my recollection, I was also the first graduate given the opportunity to work with them as staff and an instructor later. To make it more valid, I also had the chance to work with the founder of the SIT, the late Cong. Jose G. Solis. The SIT has been the most precious bequest by the founder and the first President of the institution to his people until now. He was a politician with a good heart and valued education the most. He didn't want this right for education to be enjoyed by his constituents. He built this school believing that education is for all, especially for the marginalized sectors in the community. He was motivated, therefore, by his humble journey to success which he wanted to share and genuinely inspired people. In academics, the evolution started by putting computer courses to open the computer technology in the town of Bulan and introduce it to the community as the salient skill in readying oneself to be more employable. A few years after, under SIT, the school decided to offer degree courses, from non-board to additional board courses. It is a milestone of evolution to consider as students will no longer then enroll in far places to get the course they dream to achieve. In its structure, classes started from an old house or room to consider. A few years later, a 5-story building was built, and now with 2 more buildings added with a quadrangle to accommodate more students. As for the operation, it commenced with a few members of faculty, staff, and students but now huge numbers are added in each said variable and continuously growing”*.

Additionally, Participant 11 testified that *“The initial motivation for the establishing of Solis Institute of Technology in 1992 was the late Congressman Joey Solis's driven desire to help youth learn the basics of computer in his very own residence. From the original mission of helping youth from the locality of Bulan attain quality education, the school evolved into a leading educational institution in the Bicol Region boasting in academic excellence and creating proficient graduates that are equipped with crucial skills ensuring a competent career. Significant milestones in the history of Solis Institute of Technology include the following: 1992 - Establishment of the school which was then named DATAMATERS INCORPORATED COMPUTER SCHOOL (DICS) offering short-term courses in Computer System, Wordstar Version 4, Lotus 123, etc. 1994 - The school was granted permission to operate one-year computer secretarial and six months computer programming. 1996 - Programs in Computer secretarial and computer programming were given government recognition No.15 series of 1996 1998 - TESDA approved the permit for additional computer courses and the school was renamed into its present name, SOLIS INSTITUTE OF TECHNOLOGY 2000- Four-year bachelor's degree were added including Bachelor of Science in Business Administration Major in Legal Management, Bachelor of Elementary and Secondary Education and Bachelor of Science in Criminology. Another building was created housing multiple offices intended for the College of Criminology. 2005 - the school offered preparatory programs in 2008. The school launched their high school department and an additional building which houses multiple rooms and offices intended for high school students”*.

Along with this, Participant 12 said *“Ang Solis Institute of Technology (SIT) ay itinatag noong 1992 na may layuning magbigay ng specialized education sa komunidad. Sa simula, nakatuon ang institusyon sa pagbigay ng foundational courses sa computer science para matugunan ang lumalaking pangangailangan sa teknikal na kasanayan. Sa paglipas ng mga taon, nakakita ng pagkakataon ang SIT na palawakin ang kanilang mga programa upang mas mapaglingkuran ang iba pang aspeto ng edukasyon. Noong mga taong 2000s, nagsagawa sila ng major curriculum revamp na nagresulta sa*

*pagdagdag ng mga kursong may kaugnayan sa negosyo at agham. Isa pang mahalagang hakbang ay ang pagtatayo ng makabagong facilities noong 2010s, na nagbigay-daan sa pag-upgrade ng mga teknolohikal na kagamitan at pasilidad sa pag-aaral. Ang bawat hakbang na ito ay nagbigay sa SIT ng kakayahan na mas mapabuti at mapalawak ang kanilang educational offerings”.* (SIT was established in 1992 with the vision of offering specialized education in the locality. Initially, it was focused on providing foundational courses in computer science for technical skills development. However, the institution progressed and widened its scope thru major curriculum revamp in 2000 and included business and science courses. In 2010, new physical facilities and equipment were put up that paved its way for updated and upgraded educational offerings.”)

Similarly, Participant 13 declared *“The Solis Institute of Technology (SIT) was founded in 1992 to fill the gap in technology training within the community. This was intended to provide a specialized institution that would focus on practical and industry-relevant computer education. At first, SIT taught only basic computer courses that would arm students with fundamental IT skills. However, with time, SIT sought to meet the increasing need for a more all-encompassing educational model. Among its main achievements are the introduction of advanced technology programs during the early 2000s; the adoption of a more broad-based academic curriculum during the mid-2000s; and the creation of modern learning facilities over the last decade. These milestones show SIT’s commitment towards changing along with advancements in education and addressing varied demands from its students’ population”.*

Lastly, Participant 16 mentioned that *“Ito Yung Nakita ni Ginoong Jose Solis nuon na ang Bulan at mga karatig na munisipyo ay may mga pangangailangan sa modernong edukasyon at teknolohiya na alam Niya na higit nyang matutulongan ang bawat individual na studyante kung mag tatayo sya ng Isang paaralan na angkop at naayon sa pangangailangan ng modernong panahon”.* (This was foreseen by the late Congressman Jose Solis that Bulan and its neighboring municipalities needed technological education to help individuals/leaners in the modern times.”)

Liu and Zhang (2019) found that educational institutions founded with a vision to address local community needs, such as technological education, significantly contribute to both personal and community development. These institutions often serve as catalysts for broader socio-economic improvements, particularly in regions where technological skills are in high demand.

Moreover, initiatives like SIT’s introduction of computer literacy courses align with trends noted by Lu (2020), who explored the digital divide in rural communities. The study emphasized how local educational institutions play a vital role in introducing digital skills, improving employability, and reducing regional disparities.

Similarly, Wang et al. (2021) discussed how the integration of technology into education, particularly in developing regions, creates ripple effects that improve not only individual students’ prospects but also broader community engagement with modern tools. These insights mirror the growth trajectory of SIT from a small computer learning center to a comprehensive educational institution.

The historical development of Solis Institute of Technology (SIT) showcases its transformation from a local initiative into a respected educational institution, driven by a vision to provide quality education and foster community development. Founded in 1992 in Bulan, Sorsogon, SIT began as a small computer learning center and evolved through strategic leadership, innovative programs, and a commitment to academic excellence. The motivations behind its establishment included addressing community needs and bridging the gap in computer literacy. Over the years, SIT expanded its offerings to include various degree programs and modern facilities, significantly impacting both students and the

local community. The institution's growth reflects the enduring influence of its founders and their dedication to fostering learning and community growth, aligning with broader trends in educational development and technological integration.

### **Evolution and Growth**

The Evolution and Growth of Solis Institute of Technology (SIT) is a testament to its unwavering commitment to providing quality education rooted in innovation, community engagement, and academic excellence. Since its establishment, SIT has continually adapted to the changing demands of society, driven by the founding vision of promoting lifelong learning and intellectual advancement. From its humble beginnings, the institution has expanded its curriculum, embraced technological advancements, and nurtured a collaborative environment that fosters the personal and professional growth of students, faculty, and stakeholders. This evolution highlights the pivotal role of educational leadership, partnerships, and community involvement in shaping SIT into a leading institution that prepares its graduates to meet the challenges of an ever-changing world. Furthermore, Participants 2, 3, 6, 10, 11, 12, 13, and 14 discussed how SIT has evolved. They highlighted milestones such as expanding from short-term courses to degree programs, adding majors, and growing the student population.

Participant 2 responded, *"Offering a non-sectarian institute from a computer school opened the mind of Bulanenyos that through a more established school, their future will be comfortable in the future."*

Additionally, Participant 3 responded retorted that *"Ang SIT ay nagsimula sa pangalang Datamasters Incorporated Computer School (DICS) na kung saan eto ay nag-umpisa sa pag offer ng mga short term courses o nominal hours under TESDA. Ang paglipat mula sa isang computer school patungo sa isang non-sectarian institute ay nagkaroon ng malaking epekto sa mga programa at alok sa Solis Institute of Technology (SIT), pinalawak ang saklaw at pinahusay ang reputasyon nito. With this transition there are a lot of improvements, and the school offers courses under the supervision of CHED"*. (SIT formerly known as DICS, started offering short term courses under TESDA and later shifted from computer school to non-sectarian school, which offered great opportunities to widen its educational landscape specifically on courses offered).

Moreover, Participant 6 replied *"The transition from a specialized computer school to a non-sectarian institute likely had several impacts on the programs and offerings such as broader curriculum since the school offers 4-year courses such as Criminology, Education and Business Administration; another diverse student body, a non-sectarian approach would attract a more diverse student population, another is the expanded facilities and resources to support a broader range of programs. Community and industry partnerships – the institute developed new partnerships with a broader range of industries and community organizations, leading to more internships and career opportunities for students"*.

In addition, Participant 10 mentioned *"DICS then was purely under TESDA and had few years only under the new name SIT. All were programmed under the technical skills. Good results, feedback, and a good embrace of the people to further value education impacted the administration of the school to offer CHED's program, the 4-year degree courses. The IMPACT was successful, and the EFFECTS are now being enjoyed by the school with the fluctuating enrollees and having productive and dedicated alumni members serving the community"*.

In essence, Participant 11 answered *"The school's transition from computer to a non-sectarian Institute greatly impacted its curricular offerings and programs. From one offering short-term computer courses to an innovative educational institution offering multi-level programs and various undergraduate offerings"*.

Moreover, Participant 12 exclaimed *“Ang paglipat ng SIT mula sa sectarian patungong non-sectarian na modelo ay nagbigay daan para sa mas malawak na saklaw ng edukasyon. Dati, ang mga programang inaalok ay nakatuon lamang sa mga teknikal na aspeto. Ngunit pagkatapos ng transition, nagkaroon sila ng kakayahang magdagdag ng mga kursong hindi lamang nakatuon sa teknolohiya kundi pati na rin sa negosyo, pagtuturo, at kriminolohiya. Ang pagbabagong ito ay nakatulong sa pag-akit ng mas malawak na grupo ng estudyante, kabilang ang mga may iba't ibang interes at career goals. Nagbigay din ito sa SIT ng mas maraming pagkakataon na makipagtulungan sa iba't ibang sektor, na nagresulta sa mas mataas na employment rate at mas malawak na networking opportunities para sa kanilang mga estudyante.”* (“The change of mode from sectarian to non-sectarian allowed for a wider educational landscape such as adding business, education and criminology to existing computer education. This move encouraged volume of enrollees and linkage with other stakeholders, sectors that resulted in higher employment rate and networking opportunities for the students”).

In the same manner, Participant 13 stated *“The transformation of SIT from a sectarian to a non-sectarian institution signified a major milestone for the institution. Consequently, it enabled the institution to expand its curriculum from purely technology-based courses. By getting rid of sectarian limits, SIT created a more open academic space that brought in students from different backgrounds as well as partnering schools and industries. This change allowed the institution to provide interdisciplinary programs and adapt to changes in employment trends, which were key in improving its educational relevance and scope”.*

Likewise, Participant 14 said *“Shifting to non-sectarian, a strategic decision was made to support inclusion and academic diversity. These changes enabled SIT to offer more education beyond technology programs. Once the sectarian restrictions were removed, SIT was able to develop a variety of programs across industries. In addition to making the campus more diverse, these moves allowed for the creation of interdisciplinary programs that crossed technology and other areas of scholarship. By allowing the introduction of new majors as well as interdisciplinary courses, students could take a broader form of education that such internal changes would make them more inclined to innovate in both supervisory and operative roles into their modern job market complexities”.*

A study by Smith and Johnson (2019) argued that the growth of non-sectarian educational institutions is driven by the need to respond to broader societal demands. By moving away from narrow, sector-focused curricula and embracing a more diverse academic landscape, these institutions become more inclusive and better equipped to prepare students for dynamic job markets.

According to Martínez and López (2022) said that transitioning from a specialized institution to a broader academic organization also enables the development of interdisciplinary programs, which are crucial for adapting to modern employment trends. These interdisciplinary approaches help institutions like SIT foster innovation and ensure that students gain diverse skills.

The evolution and growth of Solis Institute of Technology (SIT) reflect its commitment to quality education, innovation, and community engagement. Initially a computer school, SIT transitioned to a non-sectarian institute, expanding its curriculum to include diverse degree programs and embracing technological advancements. This shift attracted a broader student population and fostered partnerships with various industries, enhancing employment opportunities for graduates. The institution's development was driven by the founder's vision and the support of stakeholders, resulting in significant milestones such as infrastructure development and program expansion. Studies highlight that such



transitions enable institutions to better prepare students for dynamic job markets through interdisciplinary programs and inclusive education.

### **Educational Impact**

The educational impact of Solis Institute of Technology (SIT) reflects its commitment to academic excellence, innovation, and community engagement. Since its inception, SIT has played a crucial role in shaping the intellectual, professional, and personal development of its students. Through strong partnerships with industry and the community, SIT has cultivated a learning environment that prepares graduates to face the challenges of a rapidly changing world. Along with this, Participants 5, 10, and 11 mentioned the positive impact of SIT on students' lives. They emphasized how education at SIT has changed graduates' prospects and made their lives easier.

Meanwhile, Participant 5 recalled that *"This is the advancement of a student's knowledge and the strengthening of belief in his abilities. -For me, what has developed in the year 1992 is the orderliness of the SIT school, the expansion and increase of students who want to be included as a student"*.

Also, Participant 10 said *"As a full-blooded Solisian, I can attest that SIT evolved so well. I belonged to the last batch of DICS, a former name of SIT when I had my 2-year course. I was also part of the first batch of SIT when I had my 4-year degree course. Fortunately, and in my recollection, I was also the first graduate given the opportunity to work with them as staff and an instructor later on. To make it more valid, I also had the chance to work with the founder of the SIT, the late Cong. Jose G. Solis. The SIT has been the most precious bequest by the founder and the first President of the institution to his people until now. He was a politician with a good heart and valued education the most. He didn't want this right for education to be enjoyed by his constituents. He built this school believing that education is for all, especially for the marginalized sectors in the community. He was motivated, therefore, by his humble journey to success which he wanted to share and genuinely inspired people. In academics, the evolution started by putting computer courses to open the computer technology in the town of Bulan and introduce it to the community as the salient skill in readying oneself to be more employable. A few years after, under SIT, the school decided to offer degree courses, from non-board to additional board courses. It is a milestone of evolution to consider as students will no longer enroll in far places to get the course they dream to achieve. In its structure, classes started from an old house or room to consider. A few years later, a 5-story building was built, and now with 2 more buildings added with a quadrangle to accommodate more students. As for the operation, it commenced with a few members of faculty, staff, and students but now huge numbers are added in each said variable and continuously growing"*.

Along with this, Participant 11 cited *"The initial motivation for the establishing of Solis Institute of Technology in 1992 was the late Congressman Joey Solis's driven desire to help youth learn the basic of computer in his very own residence. From the original mission of helping youth from the locality of Bulan attain quality education, the school evolved into a leading educational institution in the Bicol Region boasting in academic excellence and creating proficient graduates that are equipped with crucial skills ensuring a competent career. Significant milestones in the history of Solis Institute of Technology include the following: 1992 - Establishment of the school which was then named DATAMATERS INCORPORATED COMPUTER SCHOOL (DICS) offering short-term courses in Computer System, Wordstar Version 4, Lotus 123, etc. 1994 - The school was granted permission to operate one-year computer secretarial and six months computer programming. 1996 - Programs in Computer secretarial and computer programming were given government recognition No.15 series of 1996 1998 - TESDA approved the permit for additional computer courses and the school was renamed into its present name,*



*SOLIS INSTITUTE OF TECHNOLOGY 2000- Four-year bachelor's degree were added including Bachelor of Science in business administration major in legal management, Bachelor of Elementary and Secondary Education and Bachelor of Science in Criminology. Another building was created housing multiple offices intended for the College of Criminology. 2005 - the school offered preparatory programs 2008 The school launched its high school department and an additional building which will house multiple rooms and offices intended for high school students”.*

The study of Hernandez, D., & Martinez, F. (2018) investigated how institutional development, including growth in infrastructure and program offerings, affects student outcomes over time. It provides insights into how advancements in institutional facilities and resources contribute to academic success and career readiness.

The educational impact of Solis Institute of Technology (SIT) is profound, reflecting its dedication to academic excellence, innovation, and community engagement. Since its inception, SIT has significantly influenced the intellectual, professional, and personal development of its students, preparing them for the challenges of a rapidly changing world. The institution's evolution from a computer school to a non-sectarian institute has broadened its curriculum and attracted a diverse student body. This transformation, driven by the founder's vision and supported by strong industry and community partnerships, has enhanced employability and career outcomes for graduates. SIT's focus on holistic growth, critical thinking, and social responsibility has not only improved academic outcomes but also empowered students to contribute meaningfully to society.

### **Legacy and Community Service**

Solis Institute of Technology's legacy and community service showcases its enduring influence and dedication to societal advancement. By demonstrating visionary leadership and engaging actively with local communities, institutions leave a lasting impact on knowledge, values, and positive social change. Along with this, Participants 10 and 11 discuss the late Congressman Joey Solis's legacy and commitment to education. They highlight his vision of making education accessible to all, especially marginalized sectors.

For instance, Participant 10 uttered *“As a full-blooded Solisian, I can attest that SIT evolved so well. I belonged to the last batch of DICS, a former name of SIT when I had my 2-year course. I was also part of the first batch of SIT when I had my 4-year degree course. Fortunately, and in my recollection, I was also the first graduate given the opportunity to work with them as staff and an instructor later on. To make it more valid, I also had the chance to work with the founder of the SIT, the late Cong. Jose G. Solis. The SIT has been the most precious bequest by the founder and the first President of the institution to his people until now. He was a politician with a good heart and valued education the most. He didn't want this right for education to be enjoyed by his constituents. He built this school believing that education is for all, especially for the marginalized sectors in the community. He was motivated, therefore, by his humble journey to success which he wanted to share and genuinely inspired people. In academics, the evolution started by putting computer courses to open the computer technology in the town of Bulan and introduce it to the community as the salient skill in readying oneself to be more employable. A few years after, under SIT, the school decided to offer degree courses, from non-board to additional board courses. It is a milestone of evolution to consider as students will no longer enroll in far places to get the course they dream to achieve. In its structure, classes started from an old house or room to consider. A few years later, a 5-story building was built, and now with 2 more buildings added with a quadrangle to accommodate more students. As for the operation, it commenced with a few*

members of faculty, staff, and students but now huge numbers are added in each said variable and continuously growing”.

Furthermore, Participant 11 stated that *“The initial motivation for the establishing of Solis Institute of Technology in 1992 was the late Congressman Joey Solis's driven desire to help youth learn the basics of computer in his very own residence. From the original mission of helping youth from the locality of Bulan attain quality education, the school evolved into a leading educational institution in the Bicol Region boasting in academic excellence and creating proficient graduates that are equipped with crucial skills ensuring a competent career. Significant milestones in the history of Solis Institute of Technology include the following: 1992 - Establishment of the school which was then named DATAMATERS INCORPORATED COMPUTER SCHOOL (DICS) offering short-term courses in Computer System, Wordstar Version 4, Lotus 123, etc. 1994 - The school was granted permission to operate one-year computer secretarial and six months computer programming. 1996 - Programs in Computer secretarial and computer programming were given government recognition No.15 series of 1996 1998 - TESDA approved the permit for additional computer courses and the school was renamed into its present name, SOLIS INSTITUTE OF TECHNOLOGY 2000- Four-year bachelor's degrees were added including Bachelor of Science in business administration major in legal management, Bachelor of Elementary and Secondary Education and Bachelor of Science in Criminology. Another building was created housing multiple offices intended for the College of Criminology. 2005 - the school offered preparatory programs 2008 - The school launched its high school department and an additional building which will house multiple rooms and offices intended for high school students”.*

The study by Jones, T. A., & Williams, L. C. (2020) explored how visionary leadership contributes to the legacy and community service of educational institutions. It highlights the importance of leaders who are committed to social impact and providing accessible education. The research underscores the connection between a founder's vision and the institution's ongoing community engagement and development.

Solis Institute of Technology (SIT) exemplifies a profound legacy and commitment to community service, driven by the vision of its founder, the late Congressman Joey Solis. Initially established as DATAMATERS INCORPORATED COMPUTER SCHOOL (DICS) in 1992, SIT evolved from offering basic computer courses to becoming a prominent educational institution in the Bicol Region. Solis's dedication to providing accessible education, particularly to marginalized communities, has significantly shaped SIT's growth. Under his leadership, the institution expanded its programs, facilities, and outreach efforts, including offering degree courses and establishing additional buildings. The founder's legacy continues to inspire and benefit the community, showcasing SIT's enduring influence and dedication to societal advancement.

### **Academic Achievements and Recognition**

The commitment to excellence is reflected in academic achievements and recognition, which validate the quality of Solis Institute of Technology programs and faculty. These accomplishments enhance the institution's reputation and underscore its significant role in shaping future leaders and innovators. Moreover, Participants 9, 11, 13, 14, and 15 mention SIT's achievements, including accreditation, program launches, awards, and infrastructure upgrades.

Remarkably, Participant 9 replied *“The Solis Institute of Technology (SIT) was established in 1992 with a primary goal of providing accessible and high-quality education in the field of computer technology. The founders recognized a growing need for skilled professionals in the rapidly evolving tech industry and aimed to bridge this gap. Over the years, SIT has expanded its programs to include a variety of*

disciplines, transforming into a comprehensive non-sectarian institute. Significant milestones include the expansion of its campus, accreditation of new programs, and the introduction of online learning platforms”.

Likewise, Participant 11 specified “The initial motivation for the establishing of Solis Institute of Technology in 1992 was the late Congressman Joey Solis's driven desire to help youth learn the basics of computer in his very own residence. From the original mission of helping youth from the locality of Bulan attain quality education, the school evolved into a leading educational institution in the Bicol Region boasting in academic excellence and creating proficient graduates that are equipped with crucial skills ensuring a competent career. Significant milestones in the history of Solis Institute of Technology include the following: 1992 - Establishment of the school which was then named DATAMATERS INCORPORATED COMPUTER SCHOOL (DICS) offering short-term courses in Computer System, Wordstar Version 4, Lotus 123, etc. 1994 - The school was granted permission to operate one-year computer secretarial and six months computer programming. 1996 - Programs in Computer secretarial and computer programming were given government recognition No.15 series of 1996 1998 - TESDA approved the permit for additional computer courses and the school was renamed into its present name, SOLIS INSTITUTE OF TECHNOLOGY 2000- Four-year bachelor's degree were added including Bachelor of Science in business administration major in legal management, Bachelor of Elementary and Secondary Education and Bachelor of Science in Criminology. Another building was created housing multiple offices intended for the College of Criminology. 2005 - the school offered preparatory programs 2008 - The school launched its high school department and an additional building that will house multiple rooms and offices intended for high school students.

Additionally, Participant 13 narrated “The Solis Institute of Technology (SIT) was founded in 1992 to fill the gap in technology training within the community. This was intended to provide a specialized institution that would focus on practical and industry-relevant computer education. At first, SIT taught only basic computer courses that would arm students with fundamental IT skills. However, with time, SIT sought to meet the increasing need for a more all-encompassing educational model. Among its main achievements are the introduction of advanced technology programs during the early 2000s; the adoption of a more broad-based academic curriculum during the mid-2000s; and the creation of modern learning facilities over the last decade. These milestones show SIT's commitment towards changing along with advancements in education and addressing varied demands from its students' population”.

Furthermore, Participant 14 responded “When Solis Institute of Technology was established in 1992, it set out to meet the educational needs of its community by emphasizing computer science and technology. The trigger was a recognition of the growing role technology is playing in every aspect of human life and hence, the need for skilled professionals. When SIT was first established it started from a narrow focus school, offering just basic IT courses to give students at least the fundamental skills needed. In the years that ensued, as times changed for education and technology, SIT too adapted by offering a range of programs. This development led to a broadening of the curriculum, with new departments. The most important steps on that highway include entering from the early 2000s, moving out of a state-of-the-art secular model in the mid-2005 and establishing more facilities with them over time”.

Lastly, Participant 15 uttered, “SIT achieved accreditation from recognized accrediting bodies; launched new programs or colleges; received awards or recognitions for academic excellence or community engagement; and implemented significant infrastructure upgrades”.

To establish a solid foundation, the narratives were linked to the study conducted by Kumar and Parikh (2019) which examined the goals of private school founders in India, revealing a dual focus on integrating traditional values with contemporary educational practices. Their research highlights that these founders strive to equip students with the necessary skills to navigate and succeed in a rapidly evolving world. By combining respect for cultural heritage with innovative pedagogical approaches, the founders aim to create a balanced education that prepares students for both local and global challenges. Likewise, Levin and Belfield (2020) examined the aspirations of private school founders, noting that many seek to create institutions that serve as models of educational excellence and innovation. Their goals often include promoting social equity by providing scholarships and other forms of support to underprivileged students.

Solis Institute of Technology (SIT) has demonstrated a strong commitment to academic excellence and community service, significantly enhancing its reputation. Established in 1992, SIT has evolved from offering basic computer courses to becoming a leading educational institution in the Bicol Region. The institution's achievements include program expansions, accreditations, awards, and infrastructure upgrades, all of which validate the quality of its programs and faculty. These accomplishments reflect SIT's dedication to shaping future leaders and innovators, ensuring that its graduates are globally competitive and productive citizens. The institution's growth and success are deeply rooted in the visionary leadership of its founder, the late Congressman Joey Solis, whose legacy continues to inspire and benefit the community.

## 1.2 Impact of SIT's Transition to a Non-Sectarian Institute

The transition from a specialized computer school to a non-sectarian institute at Solis Institute of Technology (SIT) represents a significant shift in its educational approach and scope. This evolution has broadened the institution's academic offerings and enhanced its ability to serve a diverse student body, reflecting a commitment to comprehensive education and community engagement.

### Diversification of Programs

By addressing a broader range of student interests and industry demands, educational institutions enhance their academic offerings through diversification of programs. This approach not only prepares students for various career paths but also creates a more inclusive and dynamic learning environment. Along with this, Participants 6, 9, 10, 11, 12, 13, 14, and 15 highlighted how the transition allowed SIT to broaden its curriculum. The shift from solely technology-based courses to a more diverse range of programs, including business, education, and criminology, attracted a wider student base.

For example, Participant 6 said *"The transition from a specialized computer school to a non-sectarian institute likely had several impacts on the programs and offerings such as broader curriculum since the school offers 4-year courses such as Criminology, Education and Business Administration; another diverse student body, a non-sectarian approach would attract a more diverse student population, another is the expanded facilities and resources to support a broader range of programs. Community and industry partnerships – the institute developed new partnerships with a broader range of industries and community organizations, leading to more internships and career opportunities for students"*.

Furthermore, Participant 9 mentioned *"The transition from a specialized computer school to a non-sectarian institute allowed SIT to diversify its program offerings, attracting a broader student base. This shift enabled the introduction of courses in business, engineering, and health sciences, meeting the educational needs of a wider population and enhancing the institute's reputation as a versatile educational establishment"*. Nevertheless, Participant 10 replied *"DICS then was purely under TESDA"*.



and had few years only under the new name SIT. All were programmed under the technical skills. Good results, feedback, and a good embrace of the people to further value education impacted the administration of the school to offer CHED's program, the 4-year degree courses. The IMPACT was successful, and the EFFECTS are now being enjoyed by the school with the fluctuating enrollees and having productive and dedicated alumni members serving the community”.

In the same manner, Participant 11 proclaimed “The school's transition from computer to a non-sectarian institute greatly impacted its curricular offerings and programs. From one offering short-term computer courses to an innovative educational institution offering multi-level programs and various undergraduate offerings”.

Additionally, Participant 12 cited “Ang paglipat ng SIT mula sa sectarian patungong non-sectarian na modelo ay nagbigay daan para sa mas malawak na saklaw ng edukasyon. Dati, ang mga programang inaalok ay nakatuon lamang sa mga teknikal na aspeto. Ngunit pagkatapos ng transition, nagkaroon sila ng kakayahang magdagdag ng mga kursong hindi lamang nakatuon sa teknolohiya kundi pati na rin sa negosyo, pagtuturo, at kriminolohiya. Ang pagbabagong ito ay nakatulong sa pag-akit ng mas malawak na grupo ng estudyante, kabilang ang mga may iba't ibang interes at career goals. Nagbigay din ito sa SIT ng mas maraming pagkakataon na makipagtulungan sa iba't ibang sektor, na nagresulta sa mas mataas na employment rate at mas malawak na networking opportunities para sa kanilang mga estudyante”. (“The change of mode from sectarian to non-sectarian allowed for a wider educational landscape such as adding business, education and criminology to existing computer education. This move encouraged volume of enrollees and linkage with other stakeholders, sectors that resulted in higher employment rate and networking opportunities for the students”).

Additionally, Participant 13 said “The transformation of SIT from a sectarian to a non-sectarian institution signified a major milestone for the institution. Consequently, it enabled the institution to expand its curriculum from purely technology-based courses. By getting rid of sectarian limits, SIT created a more open academic space that brought in students from different backgrounds as well as partnering schools and industries. This change allowed the institution to provide interdisciplinary programs and adapt to changes in employment trends, which were key in improving its educational relevance and scope”.

Nevertheless, Participant 14 specified “Shifting to non-sectarian, a strategic decision was made to support inclusion and academic diversity. These changes enabled SIT to offer more education beyond technology programs. Once the sectarian restrictions were removed, SIT was able to develop a variety of programs across industries. In addition to making the campus more diverse, these moves allowed for the creation of interdisciplinary programs that crossed technology and other areas of scholarship. By allowing the introduction of new majors as well as interdisciplinary courses, students could take a broader form of education that such internal changes would make them more inclined to innovate in both supervisory and operative roles into their modern job market complexities”. Finally, Participant 15 claimed “As a computer school, the focus was primarily on IT-related courses. Expanding into a non-sectarian institute paved the way for the introduction of a broader range of programs to cater to diverse student interests and career aspirations. This diversification leads to the opening of programs in criminology, business administration, and elementary & secondary education”.

To focus on the impact of program diversification in educational institutions, particularly regarding transitions and expansions was demonstrated by the study of Bernstein, J. (2017) who examined how diversifying academic programs impacts institutional growth and student engagement. It provided



insights into the benefits of expanding beyond traditional program offerings to include a wider range of disciplines.

Likewise, the study of Miller, L., & Davis, T. (2021) explored how expanding academic offerings contributes to institutional adaptation and student success. It highlights the benefits of adding diverse programs and how it supports student achievement and career readiness.

The transition of Solis Institute of Technology (SIT) from a specialized computer school to a non-sectarian institute significantly broadened its academic offerings and enhanced its ability to serve a diverse student body. This shift allowed SIT to introduce a variety of programs beyond technology, including business, education, and criminology, attracting a wider range of students and fostering a more inclusive learning environment. The diversification of programs not only prepared students for various career paths but also strengthened community and industry partnerships, leading to more internships and career opportunities. This evolution has been instrumental in SIT's growth, reputation, and ability to adapt to changing educational and industry demands.

### **Increased Opportunities**

At Solis Institute of Technology (SIT), increased opportunities reflect a significant enhancement in students' access to a broader range of resources and career pathways. By expanding its programs, facilities, and partnerships, SIT fosters a dynamic environment that supports personal and professional growth, preparing students with the skills and experiences necessary to excel in a competitive job market. Furthermore, Participants 4, 5, 7, 10, and 13 mentioned that the transition provided more opportunities for students. It allowed SIT to offer a variety of courses, accommodating different interests and career goals.

Participant 4 narrated *“The institution provided more opportunities to the students in terms of programs and offered courses”*, while Participant 5 recalled *“It will affect the natural movement of computer literates and non-computer literates. I think mas napalawak ng Solis Institute of Technology yung program kasi kung nanatili dati sa computer I think hindi lalawak ng sobra at lalaking ganito yung school because the Course of IT is just 1 Course while our School now consists of more than 1 or 2 Courses that can offer and accommodate so I think it is both a good experience”*. (I think SIT was able to widen its educational opportunities by offering other courses that resulted in the growth of the institution”.)

In addition, Participant 7 recalled *“I think mas napalawak ng solis Institute of technology yung program kasi kung nanatili dati sa computer I think hindi lalawak ng sobra at lalaking ganito yung school because the Course of IT is just 1 Course while our School now consist of more than 1 or 2 Courses that can offer and accommodate so I think it is both good experiences”*. (SIT was able to expand its educational opportunities by offering other programs that impacted in the advancement of the institution”.)

Similarly, Participant 10 highlighted *“DICS then was purely under TESDA and had few years only under the new name SIT. All were programmed under the technical skills. Good results, feedback, and a good embrace of the people to further value education impacted the administration of the school to offer CHED's program, the 4-year degree courses. The IMPACT was successful, and the EFFECTS are now being enjoyed by the school with the fluctuating enrollees and having productive and dedicated alumni members serving the community. Concerning that, Participant 13 noted that “The transformation of SIT from a sectarian to a non-sectarian institution signified a major milestone for the institution. Consequently, it enabled the institution to expand its curriculum from purely technology-based courses.*

*By getting rid of sectarian limits, SIT created a more open academic space that brought in students from different backgrounds as well as partnering schools and industries. This change allowed the institution to provide interdisciplinary programs and adapt to changes in employment trends, which were key in improving its educational relevance and scope”.*

To explore the impact of increased opportunities through expanded programs and resources in educational institutions, Carter, S., & Walker, M. (2017) examined how expanding educational opportunities, such as through diversified programs and resources, affects student outcomes over time. It highlighted the role of program expansion in enhancing student engagement and success.

The transition of Solis Institute of Technology (SIT) to a non-sectarian institute significantly enhanced students’ access to a broader range of resources and career pathways. By expanding its programs, facilities, and partnerships, SIT created a dynamic environment that supports personal and professional growth. This shift allowed SIT to offer a variety of courses, accommodating different interests and career goals, which in turn improved employability and provided positive experiences for students, faculty, and the community. The expansion has been instrumental in SIT’s growth and its ability to adapt to changing educational and industry demands.

#### **Reputation Enhancement:**

The reputation enhancement of Solis Institute of Technology (SIT) is a testament to its commitment to academic excellence and community engagement. By expanding its program offerings and fostering strong industry partnerships, SIT has significantly elevated its standing as a leading educational institution, attracting diverse students and achieving notable recognition for its contributions to higher education. With this, Participants 3, 10, 11, 12, 13, and 14 discuss how becoming a non-sectarian institute improved SIT’s reputation. The change allowed for better recognition, partnerships, and networking opportunities.

In essence, Participant 3 highlighted *“Ang SIT ay nagsimula sa pangalang Datamasters Incorporated Computer School (DICS) na kung saan eto ay nag-umpisa sa pag offer ng mga short term courses o nominal hours under TESDA. Ang paglipat mula sa isang computer school patungo sa isang non-sectarian institute ay nagkaroon ng malaking epekto sa mga programa at alok sa Solis Institute of Technology (SIT), pinalawak ang saklaw at pinahusay ang reputasyon nito. With this transition there are a lot of improvements, and the school offers courses under the supervision of CHED”.* (“Datamasters Incorporated Computer School (DICS), the old name of SIT, started by offering short term courses under TESDA and its expansion offered additional programs.”)

Meanwhile, Participant 10 noted *“DICS then was purely under TESDA and had few years only under the new name SIT. All were programmed under the technical skills. Good results, feedback, and a good embrace of the people to further value education impacted the administration of the school to offer CHED's program, the 4-year degree courses. The IMPACT was successful, and the EFFECTS are now being enjoyed by the school with the fluctuating enrollees and having productive and dedicated alumni members serving the community”.* Additionally, Participant 11 emphasized *“The school's transition from computer to a non-sectarian Institute greatly impacted its curricular offerings and programs. From one offering short-term computer courses to an innovative educational institution offering multi-level programs and various undergraduate offerings”.*

Moreover, Participant 12 revealed *“Ang paglipat ng SIT mula sa sectarian patungong non-sectarian na modelo ay nagbigay daan para sa mas malawak na saklaw ng edukasyon. Dati, ang mga programang inaalok ay nakatuon lamang sa mga teknikal na aspeto. Ngunit pagkatapos ng transition, nagkaroon sila*

*ng kakayahang magdagdag ng mga kursong hindi lamang nakatuon sa teknolohiya kundi pati na rin sa negosyo, pagtuturo, at kriminolohiya. Ang pagbabagong ito ay nakatulong sa pag-akit ng mas malawak na grupo ng estudyante, kabilang ang mga may iba't ibang interes at career goals. Nagbigay din ito sa SIT ng mas maraming pagkakataon na makipagtulungan sa iba't ibang sektor; na nagresulta sa mas mataas na employment rate at mas malawak na networking opportunities para sa kanilang mga estudyante".* ("The shift to non-sectarian institution enabled SIT to widen its educational landscape from a technical school before to an institution which offers other courses like business, education, and criminology. This phenomenon attracted more enrollees and linkage with other sectors which resulted to higher employment rate wider networking opportunities for the students".)

In the same manner, Participant 13 stressed that *"The transformation of SIT from a sectarian to a non-sectarian institution signified a major milestone for the institution. Consequently, it enabled the institution to expand its curriculum from purely technology-based courses. By getting rid of sectarian limits, SIT created a more open academic space that brought in students from different backgrounds as well as partnering schools and industries. This change allowed the institution to provide interdisciplinary programs and adapt to changes in employment trends, which were key in improving its educational relevance and scope"*.

Last of all, Participant 14 responded *"Shifting to non-sectarian, a strategic decision was made to support inclusion and academic diversity. This change enabled SIT to offer more education beyond technology programs. Once the sectarian restrictions were removed, SIT was able to develop a variety of programs across industries. In addition to making the campus more diverse, these moves allowed for the creation of interdisciplinary programs that crossed technology and other areas of scholarship. By allowing the introduction of new majors as well as interdisciplinary courses, students could take a broader form of education that such internal changes would make them more inclined to innovate in both supervisory and operative roles into their modern job market complexities"*.

To explore the impact of program expansion and industry partnerships on the reputation enhancement of educational institutions, Epperson, A., & Smith, J. (2016) investigated how strategic program expansion and community partnerships contribute to enhancing the reputation of educational institutions. It provides insights into how these factors can elevate an institution's standing and attractiveness.

The reputation enhancement of Solis Institute of Technology (SIT) reflects its commitment to academic excellence and community engagement. Transitioning from a sectarian to a non-sectarian institution allowed SIT to expand its program offerings and foster strong industry partnerships, significantly elevating its standing as a leading educational institution. This change attracted diverse students, improved recognition, and provided better networking opportunities. Participants highlighted that this transformation enabled SIT to offer a wider range of courses, resulting in higher enrollment rates, productive alumni, and a more inclusive academic environment, ultimately enhancing its educational relevance and scope.

### **Community Impact**

Through various initiatives and strategic partnerships, Solis Institute of Technology (SIT) has effectively engaged with its local communities, fostering mutual growth and development. This active engagement has significantly contributed to the institution's positive community impact, enhancing both educational opportunities and local support. To support this, Participants 1, 2, 10, and 11 emphasized the positive impact on the community. The transition aligned with the founder's vision and reputation as an institution capable of educating career-oriented individuals who were trained to be skillful and

academically inclined. Aside from this, the institution was able to tie up with public and private sectors to ensure that students learned and immersed and made education more accessible to Bulaneño.

Participant 1 uttered *“As President of the school, the founder was focused on realizing his vision to build a school from his childhood dream. The programs offered then had no relation with the academic programs, and even if the community was not that responsive to the offerings the more the founder was convinced with the help of his family, the DICS team, the community, and with encouragement from DECS to pursue his founding of SIT”*.

Likewise, Participant 2 said, *“By offering a non-sectarian institute from a computer school opened the mind of Bulanenyos that through a more established school, their future will be comfortable in the future”*. Moreover, Participant 10 mentioned *“DICS then was purely under TESDA and had few years only under the new name SIT. All were programmed under the technical skills. Good results, feedback, and a good embrace of the people to further value education impacted the administration of the school to offer CHED's program, the 4-year degree courses. The IMPACT was successful, and the EFFECTS are now being enjoyed by the school with the fluctuating enrollees and having productive and dedicated alumni members serving the community”*.

Additionally, Participant 11 mentioned *“The school's transition from computer to a non-sectarian Institute greatly impacted its curricular offerings and programs. From one offering short-term computer courses to an innovative educational institution offering multi-level programs and various undergraduate offerings”*.

Focusing on their relevance to the community impact of educational institutions like Solis Institute of Technology (SIT), Gibson, C., & Connell, J. (2019) examined how higher education institutions engage with their local communities through various initiatives and partnerships. It emphasized the role of community engagement in shaping educational programs and fostering mutual growth. The research highlights successful strategies that institutions use to enhance local development, including collaborations with local organizations and tailored educational programs. For SIT, this study underscored the importance of community involvement in broadening its impact and aligning its educational offerings with local needs.

Similarly, Smith, L., & Jones, A. (2022) investigated various strategies that educational institutions use to engage with their communities and contribute to local development. It explores the impact of community engagement on both the institution and the local area, focusing on how educational programs can address local needs and support community goals. For SIT, this research highlights effective strategies for enhancing community impact, such as offering programs that align with local industry needs and engaging in community service initiatives.

Solis Institute of Technology (SIT) has significantly impacted its local communities through strategic initiatives and partnerships, enhancing educational opportunities and local support. The transition to a non-sectarian institution aligned with the founder's vision, enabling SIT to offer diverse programs and collaborate with the public and private sectors. This shift has made education more accessible to Bulaneños, resulting in higher enrollment rates and productive alumni. SIT's community engagement has empowered the locality, fostering mutual growth and development, and aligning its educational offerings with local needs, thereby broadening its impact and relevance.

### **Adaptation to Trends**

Staying relevant in a rapidly evolving educational landscape requires institutions to continuously adapt



to emerging trends and shifts in industry demands. Solis Institute of Technology (SIT) has exemplified this adaptive approach by evolving its programs and methodologies to align with current trends, ensuring that students receive an education that is both current and practical. Similarly, Participants 13, 14, and 16 mention how the transition enabled SIT to adapt to changes in employment trends. By offering a broader range of programs, SIT prepared students for modern job market complexities.

Interestingly, Participant 13 replied *“The transformation of SIT from a sectarian to a non-sectarian institution signified a major milestone for the institution. Consequently, it enabled the institution to expand its curriculum from purely technology-based courses. By getting rid of sectarian limits, SIT created a more open academic space that brought in students from different backgrounds as well as partnering schools and industries. This change allowed the institution to provide interdisciplinary programs and adapt to changes in employment trends, which were key in improving its educational relevance and scope”*.

Additionally, Participant 14 exclaimed *“Shifting to non-sectarian, a strategic decision was made to support inclusion and academic diversity. This change enabled SIT to offer more education beyond technology programs. Once the sectarian restrictions were removed, SIT was able to develop a variety of programs across industries. In addition to making the campus more diverse, these moves allowed for the creation of interdisciplinary programs that crossed technology and other areas of scholarship. By allowing the introduction of new majors as well as interdisciplinary courses, students could take a broader form of education that such internal changes would make them more inclined to innovate in both supervisory and operative roles into their modern job market complexities”*.

Finally, Participant 16 cited *“Natulungan ang mga studyante na matuto ng mga upgraded na teknolihaya at modernong edukasyon basi sa parameters ng higher education”*. (“Assist students learn technical skills and updated parameters of higher education”).

According to Orfield and Frankenberg (2019), private school founders aspire to address educational disparities and provide high-quality education to marginalized communities. Their research highlights the founders' commitment to social justice and educational equity.

In the same manner, the study by Johnson et al. (2023) delves into the entrepreneurial aspirations and institutional goals of founders of private schools. It emphasizes that many founders prioritize the creation of innovative educational models that challenge traditional pedagogical approaches. These founders are driven by a desire to introduce new methods that can potentially enhance learning outcomes and better serve the needs of students.

Solis Institute of Technology (SIT) has demonstrated adaptability by evolving its programs and methodologies to align with current trends, ensuring students receive relevant and practical education. The transition from a sectarian to a non-sectarian institution allowed SIT to expand its curriculum, fostering inclusion and academic diversity. This shift enabled SIT to offer interdisciplinary programs and adapt to changes in employment trends, enhancing its educational relevance and scope. The institution's commitment to innovation and higher employability has brought success and stability, aligning with the founders' vision of addressing educational disparities and providing high-quality education to marginalized communities.

### **1.3 Solis's Role and Legacy in SIT's Founding and Growth**

The late Congressman Jose G. Solis played a pivotal role in founding the Solis Institute of Technology (SIT), driven by his vision of providing accessible education to marginalized communities. His legacy has profoundly influenced SIT's development, shaping its mission and guiding its expansion into a



leading educational institution that upholds its commitment to academic excellence and community service.

### **Visionary Leadership and Determination**

The success of Solis Institute of Technology (SIT) can be attributed to the strategic decisions and unwavering resolve of its leaders. Through visionary leadership and determination, the institution has been able to navigate challenges and seize opportunities, ensuring its growth and enduring impact on education. In connection with this, Participants 1, 6, 9, 13, and 14 emphasize Congressman Solis's visionary leadership. He started with a dream, worked tirelessly, and overcame challenges to establish SIT. His diverse background, from military service to business and politics, shaped his determination to create an educational institution.

For instance, Participant 1 said *“The founding father was the son of a farmer. By that one will know he started from just a dream. His situation and his journey growing up had a lot to say about what he was able to establish. He wanted to become a lawyer but coming from a poor family he resorted to the Military, he was a Vietnam War veteran, a civil engineer, studied in different countries, Undersecretary, a businessman, and then a congressman. All his influences came from all his hard work, experiences, and people who encouraged him as well. I remember him saying he didn't know what he would become nor what would happen from his handiwork, but he just worked and worked. Now, what he built sits exactly where he dreamt of for it is situated exactly in his residence serving his neighbors, towns mate, and nearby islands. He believes in education, he has a strong faith in God, he served the flag and many Presidents of this country no wonder his legacy remains from his valiant virtues. All from God's glory for he won't be able to do it all by himself. He is remembered to be one of the best leaders that his constituents had to date. I guess that is one of the top virtues he strongly handed down to the Solisian community. He remains to be a good reference of service and leadership, selfless, generous, intelligent and kind person”*.

Nonetheless, Participant 6 specified *“The role of the later founder Congressman Jose G. Solis in establishing a school and the enduring influence of his legacy typically encompasses several key aspects such as vision and mission – the founder likely articulated a clear vision and mission for the school, laying the foundation for its educational philosophy and goals; initial funding and resources – the founder often provides the initial financial resources and secures funding, which is critical for establishing the school's infrastructure hiring faculty and enrolling students. Community and industry engagement. How has his legacy influenced its development? Core values and culture, institutional growth and evolution, innovation and leadership, and community and alumni relations. The late Congressman Jose G. Solis's initial efforts and enduring legacy play a critical role in shaping the identity, direction, and success of an educational institute”*.

In addition, Participant 9 acclaimed *“Jose G. Solis, the late Congressman, was instrumental in the establishment of the institute. The establishment of SIT was motivated by his desire to provide quality education for the young people in his area. He had a dream of giving them a better tomorrow through knowledge and education that never faded away from memory: ‘I always want to see you succeed.’ To realize this, the organization adopted it as one of its key policies, making sure therefore that the name keeps appearing amid academic best practices and community service initiatives with more new additions”*.

In the same manner, Participant 13 narrated *“SIT being that it was, is there, wherefore Congressmen were Jose G. Solis in this venture. A high-quality education institution that would serve locals for a lack*

*of provisions is what he saw. Getting money, lobbying for such at different state levels, and developing the first curriculum were some key things that he did here. The community outreach and holistic, high-quality education offered by SIT are crucial survival means left behind by him in the society's heart. These values are still guiding SIT's growth so that it does not lose track of its main basis of providing high-standard education to people and helping them serve their communities better”.*

Additionally, Participant 14 recalled *“Congressman Jose G. Solis was the driving force behind the creation of SIT. We think his vision was to provide an educational institution for residents in their local area that gave equally high-quality education. Solis's contributions included securing initial financing; speaking for the college at different government levels and helping formulate its early curriculum. His commitment to education and community development put a firm foundation under SIT. His legacy lives on in SIT's insistent emphasis on community development and its continued devotion to sending people fairly into school. His influence is reflected in the educational institution's ongoing commitment to match its goals as closely as possible with those of residents and its work is focused on empowering students worldwide.*

According to Benson, P. L., & E. H. K. Parker. (2016) stated that the founding leaders' vision and leadership impact the long-term success and growth of educational institutions. It highlights how the personal attributes and strategic decisions of founders, contribute to shaping the mission and direction of their institutions. The study finds that visionary leadership is crucial for institutional development and sustainability.

Additionally, Anderson, R. D., & Anderson, L. D. (2022) examined how visionary leadership impacts educational institutions over time. The study analyzes the legacy of founders and how their initial vision continues to influence institutional practices, policies, and community engagement. The research provides insights into the long-term effects of visionary leadership on institutional success and adaptation.

The founding father of Solis Institute of Technology (SIT), Congressman Jose G. Solis, was inspired to build the institution by his strong conviction that impoverished communities should have access to high-quality education. Having come from modest origins himself, Solis was intimately familiar with the transformational potential of education and devoted his life to realizing his vision. His wide range of experiences—from serving in the military to entering politics—gave him the fortitude and tenacity to overcome insurmountable challenges and obtain the funding and backing required to launch SIT. His influence can be seen in everything the school does, from its emphasis on community involvement to its dedication to academic performance. Solis's faith, charity, and selflessness have inspired SIT's progress as it works to fulfill his dreams of giving pupils the opportunity for a better future and to elevate them. Every student who enters SIT is imbued with his spirit and is allowed to positively impact their communities.

### **Community Impact and Accessibility**

By implementing a range of community-focused initiatives and expanding its reach, Solis Institute of Technology (SIT) has significantly enhanced educational access and supported local development. This commitment to inclusivity and outreach has amplified SIT's community impact and accessibility. Additionally, Participants 3, 7, 10, 11, and 15 highlight how Congressman Solis's efforts directly benefited the community. His goal was to provide excellent quality education accessible to Bulan residents. Scholarships and community outreach initiatives demonstrate his commitment.

Remarkably, Participant 3 highlighted *“The late Congressman Joey Solis played a big role in founding*

*the institute, it helped the graduates of the municipality of Bulan and even the neighboring communities achieve their dreams of their life employing pursuing their education. The education they gained from the school has influenced them a lot by getting a good job and showcasing also the skills, and knowledge they have learned from the institution. There are a lot of graduates who are now in their field of specialization, with all of these, Sir Joey has been the instrument in Bulan especially for the fortunate ones to finish their course, knowing that the school offered a lot of scholarships. To finish their study is only one of the influences on the youths of Bulan that Sir Joey has given. Indeed, salute to his legacy that until now there are a lot of students whom the Solis family has been helping". This statement was supported by Participant 7 stating that "The late Congressman Jose Solis goal is to put up a school that can help the community of Bulan in terms of excellent quality of education".*

*Likewise, Participant 10 noted "The role of the late Cong. Jose G. Solis, as the founder of the school was the "Philanthropist of Education". This line was agreed upon by Participant 11 emphasizing that "Congressman Jose G. Solis plays a rather important role as the key figure in realizing Solis Institute of Technology that is today a premier institution. His legacy has influenced the development of the institution's development evident in the school's core values, mission, and vision".*

*Finally, Participant 15 revealed that "The late congressman Jose G. Solis played a pivotal role in securing funding, land allocation, and political support for the institute's establishment. His influence was crucial in gaining recognition and legitimacy for the institution".*

In the context of community impact and accessibility, particularly in the framework of educational institutions like Solis Institute of Technology (SIT), Bringle, R. G., & Hatcher, J. A. (2015) Bringle and Hatcher discussed how service learning and community engagement in higher education contribute to the accessibility of education and enhance community impact. They highlighted that institutions with robust community partnerships can significantly improve educational outcomes for underserved populations by integrating community needs into their curricula and service initiatives. This study supported the notion that SIT's efforts in community-focused initiatives and scholarships align with broader trends in educational outreach and impact.

Similarly, the study of Kuh, G. D., & O'Donnell, K. (2018) examined the role of institutional support and community engagement in ensuring student success. They highlighted how institutions that actively engage with their local communities and offer targeted support, such as scholarships and outreach programs, see greater student achievement and community impact. This supports the narrative of SIT's expansion and its positive effects on both educational access and community development.

Congressman Jose G. Solis's vision for the Solis Institute of Technology (SIT) was rooted in providing accessible, high-quality education to the residents of Bulan and its neighboring communities. His efforts directly benefited the local population by creating opportunities for higher education through scholarships and community outreach programs. Solis's commitment to inclusivity allowed many students, particularly those from disadvantaged backgrounds, to achieve their dreams of pursuing higher education and securing jobs in their fields of expertise. His influence is reflected in SIT's mission, core values, and ongoing development, with his philanthropic legacy continuing to support students and enhance the institution's community impact. By securing funding, land, and political backing, Solis played a crucial role in establishing SIT as a respected educational institution, furthering its commitment to local development and educational accessibility.

SIT is indeed grateful for its founder for his legacy is immemorial and beneficial to Bulaneño and the neighborhood. His legacy started with community service and providing scholarship grants to deserving

students. Its impact has been a great help to stakeholders both internal and external, whom up to the present being enjoyed and profited by not so well-off families and those who were challenging themselves to finish tertiary education.

### **Legacy of Quality Education:**

The enduring legacy of quality education at Solis Institute of Technology (SIT) reflects a commitment to academic excellence and community service that has shaped the institution's reputation over time. This legacy is evident in the consistent efforts to provide high-caliber educational programs and resources, ensuring that students receive a comprehensive and impactful learning experience. In addition, Participants 2, 4, 5, 8, and 12 discuss the lasting influence of Congressman Solis's legacy. His focus on high-quality education, employability, and holistic development shaped SIT's core values and mission.

Interestingly, Participant 2 stressed that *"The late Congressman has influenced many students in pursuing their education and inspired them because of the story behind the humble Congressman Jose G. Solis"*. Meanwhile, Participant 4 responded *"The late congressman introduced the institution to the people of Bulan as a provider of low-cost and high-quality education. He also offered scholarships through the institution which became a memorable legacy that is still a practice up to date"*.

Nonetheless, Participant 5 uttered *"Ang naging papel ng ama naming mga Solisian ay ang pagrespeto at pakikipag kapwa tao na nakakasalamuha namin dito sa labas ng syudad at lagi namin dala ang kanyang sinimulan"*. ("We always carry with us the respect and humility in mingling with other people since this were the legacy our founder left to us.") On the other hand, Participant 8 said *"By constantly monitoring its graduates in terms of employability"*.

In addition, Participant 12 mentioned *"Si Congressman Jose G. Solis ay naging mahalagang papel sa pagtatatag ng SIT. Bilang pangunahing tagapagtaguyod ng institusyon, siya ay naglaan ng mahalagang pondo at mga resources na kinakailangan para sa pagtatayo at pagpapalago ng SIT. Ang kanyang kontribusyon ay hindi lamang sa pinansyal na aspeto kundi pati na rin sa pagbibigay ng strategic guidance na nagtakda ng direksyon para sa institusyon. Ang kanyang dedikasyon sa edukasyon at komunidad ay patuloy na nagiging inspirasyon sa SIT, na nag-aalala sa pagbuo ng mga programa at inisyatiba na tumutulong sa pag-unlad ng kanilang mga estudyante at sa pag-servisyo sa lokal na komunidad"*. ("Congressman Jose G. Solis played a crucial role in the establishment of SIT. He reserved funds and other resources and provided strategic guidance for the smooth operation of the institution. His dedication was evident in all the school's programs and initiatives for the sake of the students and the community as well.")

In the context of the legacy of quality education, Morrow, J. A., & Torres, M. N. (2019) explored how educational institutions with a strong legacy of quality education influence community development and institutional success. Morrow and Torres highlight that a founder's commitment to high-quality education and strategic initiatives can significantly impact institutional growth and student outcomes. They provide case studies of various institutions where such legacies led to long-term benefits for both the community and the school.

The legacy of quality education at Solis Institute of Technology (SIT) is deeply rooted in the contributions of Congressman Jose G. Solis, whose vision for affordable, high-quality education continues to shape the institution. He played a crucial role in establishing SIT, offering not only financial support but also strategic direction, which has helped the school thrive over the years. His influence is reflected in SIT's ongoing commitment to academic excellence, employability, and holistic development, as well as the scholarships that remain a lasting practice. His humility, respect for others, and dedication



to community service are values that still resonate with SIT graduates today, ensuring that his legacy remains a guiding force in the institution's mission.

### **Strategic Guidance and Institutional Direction:**

Strategic guidance and institutional direction play pivotal roles in shaping the trajectory and success of educational institutions. Effective leadership and well-defined strategies ensure that an institution remains aligned with its mission and goals, driving its growth and adaptability in a changing educational landscape. At Solis Institute of Technology (SIT), the strategic guidance provided by its leaders has been instrumental in defining the institution's direction, enabling it to achieve long-term objectives and maintain its commitment to educational excellence and community impact. Similarly, Participants 6, 12, and 13 recognize Congressman Solis's role in providing initial funding, resources, and strategic guidance. His commitment to education ensured SIT's growth and relevance.

To take a stand, Participant 6 mentioned *“The role of the later founder Congressman Jose G. Solis in establishing a school and the enduring influence of his legacy typically encompasses several key aspects such as vision and mission – the founder likely articulated a clear vision and mission for the school, laying the foundation for its educational philosophy and goals; initial funding and resources – the founder often provides the initial financial resources and secures funding, which is critical for establishing the school's infrastructure hiring faculty and enrolling students. Community and industry engagement. How has his legacy influenced its development? Core values and culture, institutional growth and evolution, innovation and leadership, and community and alumni relations. The late Congressman Jose G. Solis's initial efforts and enduring legacy play a critical role in shaping the identity, direction, and success of an educational institute”*.

Likewise, Participant 12 replied *“Si Congressman Jose G. Solis ay naging mahalagang papel sa pagtatatag ng SIT. Bilang pangunahing tagapagtaguyod ng institusyon, siya ay naglaan ng mahalagang pondo at mga resources na kinakailangan para sa pagtatayo at pagpapalago ng SIT. Ang kanyang kontribusyon ay hindi lamang sa pinansyal na aspeto kundi pati na rin sa pagbibigay ng strategic guidance na nagtakda ng direksyon para sa institusyon. Ang kanyang dedikasyon sa edukasyon at komunidad ay patuloy na nagiging inspirasyon sa SIT, na nag-aalala sa pagbuo ng mga programa at inisyatiba na tumutulong sa pag-unlad ng kanilang mga estudyante at sa pag-servisyo sa lokal na komunidad”*. (“Congressman Jose G. Solis played a crucial role in the establishment of SIT. He reserved funds and other resources and provided strategic guidance for the smooth operation of the institution. His dedication was evident in all the school's programs and initiatives for the sake of the students and the community as well.”)

Furthermore, Participant 13 exclaimed *“SIT being that it was, is there, wherefore Congressmen were Jose G. Solis in this venture. A high-quality education institution that would serve locals for a lack of provisions is what he saw. Getting money, lobbying for such at different state levels, and developing the first curriculum were some key things that he did here. The community outreach and holistic, high-quality education offered by SIT are crucial survival means left behind by him in the society's heart. These values are still guiding SIT's growth so that it does not lose track of its main basis of providing high-standard education to people and helping them serve their communities better”*.

Focusing on how strategic guidance and institutional direction impact educational institutions, Aldridge, J., & Gupta, S. (2017) examined how strategic leadership influences the culture and success of educational institutions. Aldridge and Gupta argued that effective strategic leadership is crucial for building a positive organizational culture, which in turn drives institutional success. The research



highlighted several key elements of strategic leadership, including vision, mission alignment, and decision-making processes. It emphasized that leaders who provide clear strategic direction help institutions foster a culture that supports academic excellence and operational effectiveness.

Additionally, Harris, A., & Jones, M. (2018) explored how strategic direction and leadership contribute to systemic changes in schools. Their study emphasizes that strategic guidance is critical for implementing effective educational reforms and achieving improved outcomes. The research highlights various strategies that leaders use to align institutional goals with educational practices, resulting in enhanced student performance and institutional growth.

The strategic guidance and institutional direction provided by Congressman Jose G. Solis were crucial to the growth and success of the Solis Institute of Technology (SIT). His leadership laid the foundation for the school's mission, vision, and core values, ensuring its long-term commitment to educational excellence and community service. Solis provided the initial funding and resources needed to establish SIT and played a key role in shaping its early programs, curriculum, and outreach efforts. His dedication to both education and the local community continues to influence SIT's direction, fostering a culture of innovation, growth, and holistic development for students. His legacy ensures that SIT remains a high-quality institution that serves the community while staying true to its mission of offering affordable, impactful education.

### **Empowering Students and Alumni**

Empowering students and alumni plays a crucial role in sustaining the growth and success of educational institutions. By providing comprehensive support, resources, and opportunities for personal and professional development, institutions not only enhance the educational experience but also build a network of successful alumni who contribute to their communities and industries. At Solis Institute of Technology (SIT), efforts to empower students and alumni have been central to its mission, fostering a vibrant and engaged community that reflects the institution's commitment to lifelong learning and societal impact. To support this, Participants 14 and 16 emphasized how Congressman Solis empowered students. His legacy lives on through SIT's commitment to community development, matching goals with local needs, and empowering students worldwide.

For instance, Participant 14 cited *“Congressman Jose G. Solis was the driving force behind the creation of SIT, we think his vision was to provide an educational institution for residents in their local area that gave equally high-quality education. Solis's contributions included securing initial financing; speaking for the college at different government levels and helping formulate its early curriculum. His commitment to education and community development put a firm foundation under SIT. His legacy lives on in SIT's insistent emphasis on community development and its continued devotion to sending people fairly into school. His influence is reflected in the educational institution's ongoing commitment to match its goals as closely as possible with those of residents and its work is focused on empowering students worldwide”*.

Finally, Participant 16 told *“Si Ginoong Solis lang naman ang nagtatag ng paaralan at maipakilala ang kalidad na mayron ang paaralan ng SIT alinsunod sa standard ng Higher Education”*. (“Congressman Solis founded the institution and introduced quality education which was aligned to Higher Education”.) Accordingly, the study of Smith and Brown (2020) highlighted that private school founders often identify gaps in the educational market and aim to address these by designing specialized curricula tailored to niche communities. These founders recognized specific educational needs or interests that may be underserved by mainstream educational institutions. By offering specialized programs, they seek

to provide unique learning experiences that meet the distinct requirements of students within these niche communities. This approach not only differentiates their schools in the competitive educational landscape but also ensures that they can effectively cater to the diverse needs and preferences of their targeted student populations.

At Solis Institute of Technology (SIT), empowering students and alumni has been a key part of the institution's mission, a vision deeply rooted in the legacy of its founder, Congressman Jose G. Solis. He played a pivotal role in establishing SIT, securing funding, and developing its curriculum, all while ensuring that the institution's goals were aligned with the needs of the local community. His commitment to education and community development laid a strong foundation for SIT's continued efforts to provide high-quality education and empower students to succeed both locally and globally. This emphasis on lifelong learning and societal impact remains central to SIT's mission, ensuring that its students and alumni contribute meaningfully to their communities and industries.

### **2.1 Career and Wage Benefits for SIT Graduates**

As an educational institute, SIT provides an avenue for graduates to experience the benefits of being educated and trained holistically by highly respected instructors who believe that discovery and hands-on experience are crucial tools in the teaching and learning process. This phenomenon materialized through connection and collaboration with other educational institutions and industry partners.

#### **Strong Industry Connections and Reputation:**

Strong industry connections enhance an institution's reputation by providing students with real-world experiences and improving their professional readiness, as demonstrated by Solis Institute of Technology (SIT). One of the reasons identified by the graduates of Solis Institute of Technology is its strong industry connections. In connection to this, participants 1, 5, 10, 13, and 14 highlighted the influence of Congressman Solis's networks and reputation. SIT's association with prominent leaders and institutions opens doors for graduates. The institute's name recognition and industry ties enhance employability.

As proof, Participant 1 responded *"Since our founding father is quite a popular leader because he made a mark on each endeavor, it's easy for name recall in agencies such as the AFP as he was a decorated military man, from the National because he was Administrator of NAMRIA and undersecretary of DENR, President of NREA, even in some areas abroad since he was the first Filipino ever elected in UN under geodetic engineers, his networks go to places which is beneficial to the Institution and or the students. Second, the program offerings are in demand. Board courses such as criminology and education are highly competitive same with business administration. When they finish their studies, they will have the opportunity to be licensed professionals they can easily get employed with reasonable compensation whether they pass or not since their courses are noble and patriotic. Courses are more responsive to the needs of this country than abroad. The primary service belongs to our own country then foreign employment is just secondary so it's both an option for the course offered. Third, students are nurtured and treated as family, so they are more comfortable, and more students can excel in their field of choice"*.

Also, Participant 5 uttered *"The level they get in life is high because those who graduate from the Solis Institute of Technology become professionals. The lives of those who graduate from Solis especially work hard and persevere to continue and use the knowledge gained at the Solis Institute of Technology school. Many companies like the ability of Graduate students of Solis because the students here are shaped by those who run this school. Because we are graduates of SIT a lot of memories remain here and experiences as the joy in all of our journey the ups and downs because of the teenage years that is the*

*most advantageous for me while some of it because of the Instructors here at Solis they are the sole and reason me and some of my colleagues keeps coming back here and about the wages the school I think I can understand it all because the school is still growing and it is more generous as you”.*

*In addition, Participant 10 said “Graduates of Solis Institute of Technology are molded by both soft and hard skills, two are very important and advantageous for employees to become talents (advanced/equipped employees) in different industries. As a human resource practitioner and a graduate of SIT, soft skills come first before hard skills. Speaking of myself, my experience as a former student in the mentioned school, I was loved and welcomed by the institution and solidified my basic knowledge and confidence through their wisdom and guidance. Here, proper soft skills like communication and good values, to name a few, were extended to me and led me to bring them to the organizations I worked with. In terms of the position in the company, I can attest as an alumnus that I was able to achieve it and it is indeed possible for anyone, and that corresponded to a higher category of salary rate to enjoy. Graduates of SIT are employable with opportunities for career prospects opportunities and wage better rates”.*

*Along with this, Participant 13 mentioned “The education obtained by SIT graduates serves them in various important ways. The institute imparts industry-related skills and practical training that make its students acquire firsthand experience that is highly regarded by employers. In most cases, graduates get good job positions with higher entry salaries and opportunities for advancement. Such good outcomes are facilitated by the strong ties and partnerships that SIT has established with the industry through internships, job placements, and networking which maximize career development”.*

*Moreover, Participant 14 replied “It is a huge advantage to graduates of SIT since they get considerably more job prospects and higher wages. The college maintains close ties with several industries so that the former students will be adequately exposed to the requirements of the job market. There are numerous SIT graduates in highly sought-after fields who receive decent remuneration packages that are usually higher than what most ordinary beginning-level positions pay within the same industry. This can happen because of the focus on training students in areas directly related to businesses while at the same time developing a name as an institution known for its skilled professionals”.*

*As proof, Robles (2018) investigated the impact of soft skills and reputation on graduate employability and found that graduates who possess a combination of strong soft skills and come from reputable institutions tend to have better career outcomes. Employers prefer candidates who not only have technical skills but also display good communication, teamwork, and adaptability, which are often nurtured by institutions that focus on comprehensive professional development. This combination of skills and institutional reputation results in higher initial wage offers and faster career advancement.*

*Strong industry connections significantly enhance the reputation and career prospects of graduates from Solis Institute of Technology. The institute's robust networks, largely attributed to influential leaders and strategic partnerships, provide students with invaluable real-world experiences and improve their professional readiness. These connections facilitate high employability and competitive salaries for graduates, as they benefit from practical training and industry-relevant skills. The strong ties with various industries and prominent figures enable SIT graduates to secure notable job positions and advance in their careers, underscoring the institute's role in shaping well-prepared, sought-after professionals.*

### **Diverse Career Opportunities:**

*As a forward-thinking institution, Solis Institute of Technology (SIT) is committed to equipping students*

with the knowledge and skills needed to thrive in a rapidly evolving job market. The school prepares its graduates for success in diverse careers, from public service to business. In this regard, participants 2, 3, 11, and 15 emphasize the wide range of career paths for SIT graduates. Policemen, teachers, military personnel, and business professionals are among the successful alumni. SIT's programs cater to various fields, ensuring versatility.

In essence, Participant 2 exclaimed, *"The Solisians graduates have landed jobs in different fields like firemen, policemen, military men, teachers, and many others"*. This utterance was seconded by Participant 3 stating that *"SIT has been producers of Policemen and women, students were now in their field of specialization, some are employed in the BJMP, BFP, BUCOR, Navy, Philippine Army. These graduates are now enjoying their salary from the government. SIT has been a producer also of teachers, businessmen, and women for Education and BSBA courses"*.

Additionally, Participant 11 cited *"Being a graduate of Solis Institute of Technology is already an advantage. By being an alumnus of this coveted school, the SIT has been notoriously popular in instilling its core values to its students making them propelled in their chosen profession"*. Likewise, Participant 15 said, *"Solis Institute graduates often enjoy strong industry connections, practical curriculum, competitive wages, a supportive alumni network, and regional recognition, enhancing their career prospects"*.

Meanwhile, Hattie (2019) highlighted the significant impact that schools have on student achievement, emphasizing the critical roles of effective teaching strategies and a supportive learning environment. He asserted that when schools implement high-quality teaching methods and create an environment that is both positive and engaging, it greatly enhances students' academic performance.

Based on the narratives, it is noticeable that SIT has been an educational institution that continues to produce diverse professionals and career-oriented individuals. Public and private sectors have been home to Solisians who were trained technically and expertly while they were staying in that institute which was established out of service and commitment of its founder. Solis Institute of Technology (SIT) equips its graduates with a wide range of career opportunities across various sectors, including public service, education, and business. Alumni have successfully entered fields such as law enforcement, firefighting, military service, teaching, and business. SIT's diverse programs provide students with practical skills and strong industry connections, enhancing their employability and career versatility. Graduates benefit from a supportive alumni network, competitive wages, and regional recognition, which further boost their career prospects and success in their chosen fields. SIT's emphasis on instilling core values and practical experience ensures that its alumni are well-prepared for diverse professional roles.

### **Quality Education and Practical Skills:**

At Solis Institute of Technology, graduates receive a well-rounded education that goes beyond theoretical knowledge, ensuring they are prepared to meet the demands of the modern workforce. Graduates at Solis Institute of Technology are equipped with industry-relevant skills and hands-on training that enhance their employability and value to employers. This holistic approach empowers them to confidently navigate various industries and excel in their chosen careers. Participants 6, 9, 12, and 16 recognized SIT's curriculum, which focuses on industry-relevant skills. Graduates receive hands-on experience and practical training, making them attractive to employers. Their strong foundation leads to higher starting salaries.

Interestingly, Participant 6 said *"Graduates from Solis Institute of Technology have enjoyed several spe-*



*cific advantages in terms of career prospects: Under career prospects – versatility and flexibility, high demand skills, networking opportunities, and industry recognition; For wage rates – competitive salaries, higher earning potentials, and career advancements”. In the same manner, Participant 9 stated “Graduates of SIT enjoy several advantages, including strong career prospects and competitive wage rates. The institute’s curriculum is designed to be industry-relevant, providing students with the skills needed to excel in their chosen fields. This relevance translates into high employability and the ability to command higher wages compared to peers from other institutions”.*

Furthermore, Participant 12 specified *“Ang edukasyon sa SIT ay nagbibigay ng solidong pundasyon para sa mga estudyante, na nagreresulta sa magagandang oportunidad sa trabaho. Ang kanilang mga kurso ay idinisenyo upang magbigay ng hands-on experience at industry-relevant skills, na lubos na pinahahalagahan ng mga employer. Ayon sa mga datos, ang mga nagtapos sa SIT ay karaniwang may mas mataas na starting salaries kumpara sa iba pang mga institusyon. Ang mga partnership ng SIT sa mga kumpanya at industriyang may mataas na reputasyon ay nagbibigay din sa mga estudyante ng real-world exposure, internships, at job placements na nag-aambag sa kanilang career advancement”.* (“SIT has built a solid foundation that impacted the lives of its graduates in their field of expertise. Based on the data, SIT graduates have higher starting salaries compared to other graduates since Solisians were trained on hand-on experience and industry-relevant skills. SIT has partnership with decent companies and industries which cater real-world exposure, internships, and job placement.”)

In addition, Participant 16 acclaimed *“Dahil sa kalidad ng school at sa magagaling na mga tagapatnubay maraming pumapasa sa career service examination at nagiging professional sa kanilang mga kursong pinili dahil duon matataas na sahod ang natatamasa nila dahil nakakapasok Sila sa mga matataas na institution nanagbibigay ng mataas na sahod”.* (“SIT’s high standard of education and with the expertise of its faculty members, a large number of Solisians passed Career Service Examination which led them to land stable jobs with higher compensation”.)

Furthermore, Hernandez (2021) emphasized that addressing the availability and quality of educational resources helps create a more equitable learning experience for all students. By ensuring that all students have access to the necessary tools and materials, schools can reduce disparities and provide a more inclusive educational environment, thereby supporting the success of every student regardless of their background.

Graduates from Solis Institute of Technology (SIT) benefit from a strong foundation in industry-relevant skills and practical training, making them highly employable and sought after by employers. SIT’s curriculum emphasizes hands-on experience, complemented by partnerships with reputable companies that provide real-world exposure and internships. This approach often leads to higher starting salaries for graduates compared to peers from other institutions. The quality education and expertise of the faculty also help many graduates pass professional exams, securing stable jobs with competitive wages and excellent career advancement opportunities. The testimonies showcased the advantages experienced by graduates of SIT. Not only its quality education but graduates also enjoyed mastering technical skills and professional attributes before setting out to the real world of employment. Since graduates were trained holistically, companies and industries saw their potential as assets in the workplace, thus giving them the opportunity for competitive wages.

### **Alumni Support and Community:**

Alumni Support and Community emphasizes the importance of a strong alumni network and supportive instructors at the Solis Institute of Technology (SIT). These elements create positive experiences for



students, enhancing their academic and professional development. In addition to this, participants 4, 7, and 15 mention the supportive environment at SIT. Alumni return, and instructors play a crucial role in their success. The institution fosters a sense of belonging and encourages students to excel.

Remarkably, Participant 4 narrated *“Jeric Jimenez, an alumnus, has the same common success stories as the other who pursued his professional career right after graduating from the institution”*.

In addition, Participant 7 recalled *“I think since we were graduates of SIT, a lot of memories remain here and experiences also the joy in all of our journey, the ups and downs because of the teenage years that is the most advantageous for me while some of it because of the instructors here at Solis they are the sole and reason me and some of my colleagues keeps coming back here and about the waged the school I think I can understand it all because the school is still growing and it is more generous as you think it is”*. Meanwhile, Participant 15 highlighted *“Solis Institute graduates often enjoy strong industry connections, practical curriculum, competitive wages, a supportive alumni network, and regional recognition, enhancing their career prospects”*.

Consequently, Thompson and Wirth (2021) examined the impact of strong alumni networks and faculty support on student success and institutional reputation. The study highlights that a supportive environment within educational institutions, where alumni frequently return to share experiences and provide mentorship, significantly contributes to students' academic and professional growth. Alumni networks serve as valuable resources for career advice, networking opportunities, and fostering a sense of belonging. Furthermore, the research emphasizes the crucial role that faculty members play in creating a positive learning atmosphere. When instructors are approachable, supportive, and engaged in students' learning journeys, it enhances students' motivation, satisfaction, and overall success.

There's a lot to look forward to at SIT since many of its graduates expressed their admiration and gratitude to their alma mater. As proof, alumni kept going back to the institute to solidify connections and celebrate how the school was able to stand mightily for years. Through supportive instructors, graduates were able to experience a positive learning environment and a genuine support system for their growth academically. The strong alumni support and community at Solis Institute of Technology (SIT) significantly contribute to the success of its students and graduates. Participants emphasized the role of a supportive environment, with alumni frequently returning and instructors providing essential guidance. This sense of belonging fosters academic and professional growth, allowing students to excel. Additionally, SIT's strong industry connections, practical curriculum, and supportive alumni network enhance graduates' career prospects and job opportunities.

### **Holistic Development and Regional Recognition:**

As a leading institution dedicated to fostering both academic excellence and community engagement, Solis Institute of Technology (SIT) has continuously prioritized holistic education and strategic collaboration. Through its focus on well-rounded development and local partnerships, SIT has made a significant impact on the region, enhancing its reputation and influence. By addressing both educational and societal needs, the institute has become a cornerstone of local growth, driving innovation and empowering individuals to contribute meaningfully to their communities. In addition to this, participants 8 and 15 highlight SIT's commitment to holistic development. The institute's emphasis on soft skills, values, and community service contributes to graduates' success. Additionally, regional recognition enhances their career prospects.

Particularly, Participant 8 noted *“In terms of advantages, Solis Institute of Technology has been known of producing high-quality graduates evident in the increasing number of board passers each year and*

*the increasing number of passers employed each year in government service*". This line was explained by Participant 15 emphasizing "*Solis Institute graduates often enjoy strong industry connections, practical curriculum, competitive wages, a supportive alumni network, and regional recognition, enhancing their career prospects*".

To support this result, Martinez and Rivera (2020) explored the concept of holistic education in higher education institutions and its effect on student outcomes and employability. The study emphasized that holistic education, which integrates cognitive, psychomotor, and affective domains, plays a crucial role in producing well-rounded graduates. By focusing on not only technical skills but also soft skills, values, and community engagement, institutions can better prepare students for the demands of the modern workforce. The study also highlighted how regional recognition and a strong reputation for producing high-quality graduates can enhance employability and career prospects for alumni. Institutions known for their holistic approach tend to have stronger ties with industry and community stakeholders, creating a supportive ecosystem for student success.

With a strong focus on holistic development, the institute emphasizes academic excellence alongside soft skills, values, and community service, contributing significantly to the success of its graduates. This well-rounded approach has resulted in increased regional recognition, boosting career prospects for students. Many graduates have passed board exams and found employment in government service. In addition, the school's industry connections and supportive alumni network play a key role in enhancing their employability. Solis Institute of Technology has earned a reputation for producing high-quality graduates who excel in their respective fields. Analyzing the narratives presented, it can be gleaned that SIT' graduates underwent holistic education, wherein they were trained not only on the cognitive domain but also the psychomotor and affective domains. Also, the institute served as inspiration and motivation for the community to produce diverse professionals who are assets of the society and pride of the institution.

## **2.2 Success Stories of Solis Institute of Technology (SIT) Alumni:**

The achievements of Solis Institute of Technology (SIT) alumni serve as a testament to the institution's dedication to academic excellence and student success. The success stories of Solis Institute of Technology alumni highlight the impact of its quality education and practical training. Graduates excel in various fields, crediting SIT's industry-relevant curriculum and supportive community for their achievements. These accomplishments reflect the institute's commitment to producing well-prepared professionals who thrive in competitive environments and make significant contributions to their industries.

### **Overcoming Challenges and Achieving Personal Growth:**

Solis Institute of Technology (SIT) instills in its students the importance of perseverance, hard work, and resilience, shaping individuals who are prepared to face life's challenges head-on. Overcoming poverty through hard work and resilience demonstrates how perseverance leads to personal growth and a deeper understanding of one's potential, a testament to the values upheld by Solis Institute of Technology (SIT). These stories of determination and triumph highlight the transformative power of education, empowering individuals to rise above adversity and create a better future for themselves and their communities. In this case, participants 1, 10, and 15 highlight stories of alumni who faced adversity but persevered. Arjon Villar, for instance, worked as a helper in the fresh market while studying. Despite initial struggles, he became a BJMP Officer and a successful professional. These narratives emphasize resilience and determination.

As proof, Participant 1 emphasized *“Success depends on how one sees it. For me, student's stories speak of success. To share one of the many we had a scholar named Arjon Villar he used to be a helper in the fresh market and carried tons of fish for trade just so he could provide for himself and his family. He works and studies at the same time. Poverty was not a hindrance to him nor has it delayed him in achieving his goals. Until his hard work was seen in the School he became a scholar then. He is not the typical smart person butt just about right since he juggles both studies and work. What is good is that he was able to deliver. He eventually became the Battalion Commander of the ROTC, joined the Mr. SIT Intrams, and won the title. Who would have known he said he did it for experience and he wanted to put himself in the open to boost his confidence and test his limits? He did not pass initially to the Criminology Board Exams it took him the 3rd time before he ever passed. During that time he was already working with Ever Gotesco Commonwealth Mall as a security officer. While he was there he was seen with good potential by his employer. His salary was about 45,000.00 as he was asked to be the owner's bodyguard instead. He said he remembered the words from the founding fathers "Do your best in anything you do even if there is no one watching." Now he is a BJMP Officer, owner of motorbikes, 2 houses, with 2 children, and a partner of the same profession. To this day he still visits the school giving small tokens of appreciation. He was able to use not only his diploma, and his license but also, he brought with him what he gained from all his experience here in our Institution. All from God's Grace”*.

Moreover, Participant 10 revealed *“I am aware that alumni members of SIT are now serving the community and putting food on the family's table and education because of successes in their lives. Most if not all, are now productive and responsible citizens of the Philippines. Some of them are now recognized by the different organizations with the certificates, plaques, salaries, and positions awarded to them. I was once a transferee at SIT. I enrolled for a 2-year course in Computer Programming and graduated in 2000. In 2004, I graduated from the same school with a degree course which was a BSBA major in Legal Management. Because they trusted their graduates, they allowed me to work with them, at the very start of my career. I had the chance to finish my methods of teaching, took the LET, and became LPT later on. While working at SIT, I was able to finish my master's degree in 2006. I moved to Manila and worked as an executive assistant of Atty.-Dr. Emmanuel T. Santos, a UP-Law graduate, Harvard Professor, and owner of the International Academy, where I also continued my teaching profession. I continued my DBA and became a post-graduate professor and a Dean of the College of Business Administration. In the corporate industry, I worked for 15 years and became a Human Resource Manager and Senior Compliance Manager of a Multinational company located in Binan Laguna. Because of the training I had at SIT and being a 3-year consecutive champion in an inter-school competition in the extemporaneous speaking contest during college, I was able to develop it and gave me the confidence to enroll and register in the Toastmasters International, Makati Cluster. This made me an invited resource speaker and/or guest speaker in different events like graduation, seminars, training, and workshops in different organizations, an added sideline to consider. Today, I am also venturing into small business and franchising business to personally extend my expertise in the real world as a business professor for more than 2 decades”*.

Lastly, Participant 15 stressed *“An SIT graduate from humble beginnings, like the Chief of Police of Magallanes, Sorsogon, PCpt. Edwin de la Fuente, who overcame challenges to secure a stable job in a Philippine National Police, utilizing his skills honed at the institute”*.

This thought was supported by Wang and Holahan (2023) who emphasized the significant impact that schools have on both the academic and personal development of students. They argued that effective

schools are those that create a supportive learning environment and actively promote student engagement. Such environments are crucial for fostering students' growth and achieving overall success. The success stories of Solis Institute of Technology (SIT) alumni highlight the profound impact of the institution's quality education and practical training. Graduates from various backgrounds have overcome significant challenges through hard work and perseverance, often attributing their achievements to the skills and values instilled at SIT. These narratives underscore the role of SIT's supportive community and industry-relevant curriculum in shaping successful professionals.

### **Career Advancement and Professional Accomplishments:**

The lasting influence of Solis Institute of Technology (SIT) is evident in the remarkable accomplishments of its graduates, who continuously reflect the institution's high standards of excellence. SIT's success stories demonstrate its crucial role in shaping exceptional professionals and empowering alumni with the skills and knowledge to excel in prestigious leadership roles across diverse sectors. These achievements underscore SIT's commitment to fostering leaders who drive positive change and make impactful contributions in their respective fields. To support this, participants 3, 6, 8, 11, and 13 share examples of alumni who secured prominent positions. Graduates have become chiefs of police, business owners, teachers, and SAF members. Their SIT education prepared them for successful careers. Truthfully, Participant 3 shared *“Graduates at SIT are now well equipped with knowledge that they can use in this competitive world. Graduates are now in their field of expertise, especially those who graduated from the Criminology course. Some are now the chief of police; some are school heads for those who graduated from the education department. There was also one graduate from the College of Business Administration who happened to be a businessman and at the same time dean of one of the colleges in Manila, a great speaker too in all aspects of leadership, business, and other topics”*.

Furthermore, Participant 6 responded *“Sir Jeric Jimenez – a BEED graduate who is already a Teacher III is one of the elementary school teachers in Bulan and soon to be a principal; Jeanette Oli Gogolin – a BSBA graduate now a student record assistant in our institution. She was a graduate of BSBA majoring in legal management, and her ability to analyze data quickly led to promotions. Mam Maria Rhodora E. Balaoro – a BSBA graduate majoring in legal management is already an assistant clerk in the institution. Sir Martin Bonifacio – a graduate of BSBA majoring in legal management, now already has a career in the Business industry. He already finished his master's and doctorate. Former Dean of one of the prestigious schools in Manila. He pursued further studies to develop his growth and development as an Educator and business owner. He is also connected as a part-time instructor in the institution. And many more graduates who are with the school working, particularly in the criminology department, where 6 graduates from the school are now teaching in the college of criminology”*.

Moreover, Participant 8 said, *“Yes, Elmar Gracilla a former student of mine in 1998 now a CO of one of the infantry battalions in Bulan, and Christian Baldorado now a member of SAF”*. In addition, Participant 11 uttered *“There's a lot of alumni who became successful in various fields that they have chosen. Most of them came from a struggling socio-economic standing, yet the knowledge and values instilled by the institution allowed them to have a greater pursuit in life. Some students- then and now, are testimony of how the institution changes their lives, most of them were able to land their dream jobs”*.

Likewise, Participant 16 mentioned *“Basi sa obserbasyon ko po marami ng mga graduates ang Solis na mga professional na sa iba't -ibang larangan ng profession nila at patuloy pa rin sila sa pag tuklas sa mga makabago at modernong edukasyon at teknolohiya na patuloy parin nanakakaambag sa*



*economiya, edukasyon, livelihood at iba pa*”. (“Based on my observation, SIT has been producing professionals in various fields of endeavor and continues to upgrade its landscape for economic growth, education, and livelihood”.)

Significantly, Redding (2021) highlighted the strong connection between student outcomes and the quality of the school climate and culture. He argues that schools that cultivate a positive and inclusive environment significantly enhance students' academic performance and emotional well-being.

The career advancement and professional accomplishments of Solis Institute of Technology (SIT) alumni showcase the institution's effectiveness in preparing graduates for distinguished roles across various sectors. Many alumni have achieved significant milestones, such as becoming chiefs of police, business owners, educators, and SAF members, all of which highlight the institution's role in equipping them with essential skills and knowledge. The diverse achievements of SIT alumni, including leadership positions and advanced degrees, reflect the institution's commitment to fostering professional growth and contributing to both local and broader communities.

### **Entrepreneurship and Business Ventures:**

Entrepreneurship and business ventures play a significant role in shaping the careers of graduates. At Solis Institute of Technology (SIT), the cultivation of an entrepreneurial mindset is a key aspect of the educational experience, encouraging students to think innovatively and take initiative in their professional lives. Entrepreneurship and business ventures play a significant role in shaping the careers of graduates, as many go on to establish successful enterprises or lead within established organizations. By instilling critical thinking, creativity, and business acumen, SIT empowers its graduates to not only excel in their careers but also contribute to economic growth and innovation. To support this, participants 10, 12, and 14 mention alumni who started their businesses. SIT's entrepreneurship programs equipped them with the skills needed to launch successful startups. These stories highlight the practical impact of SIT education.

For instance, Participant 10 replied *“I am aware that alumni members of SIT are now serving the community and putting food on the family's table and education because of successes in their lives. Most if not all, are now productive and responsible citizens of the Philippines. Some of them are now recognized by the different organizations with the certificates, plaques, salaries, and positions awarded to them. I was once a transferee at SIT. I enrolled in a 2-year course in Computer Programming and graduated in 2000. In 2004, I graduated from the same school with a degree course which was a BSBA major in Legal Management. Because they trusted their graduates, they allowed me to work with them, at the very start of my career. I had the chance to finish my methods of teaching, took the LET, and became LPT later on. While working at SIT, I was able to finish my master's degree in 2006. I moved to Manila and worked as an executive assistant of Atty.-Dr. Emmanuel T. Santos, a UP-Law graduate, Harvard Professor, and owner of the International Academy, where I also continued my teaching profession. I continued my DBA and became a post-graduate professor and a Dean of the College of Business Administration. In the corporate industry, I worked for 15 years and became a Human Resource Manager and Senior Compliance Manager of a Multinational company located in Binan Laguna. Because of the training I had at SIT and being a 3-year consecutive champion in an inter-school competition extemporaneous speaking contest during my college, I was able to develop it which gave me the confidence to enroll and register in the Toastmasters International, Makati Cluster. This made me an invited resource speaker and/or guest speaker in different events like graduation, seminars, training, and workshops in different organizations, an added sideline to consider. Today, I am also*

*venturing into small business and franchising business to personally extend my expertise in the real world as a business professor for more than 2 decades.*

In the same manner, Participant 12 exclaimed “*Maraming SIT alumni ang nagtagumpay sa iba't ibang larangan. Halimbawa, may mga alumni na naging successful entrepreneurs na nakapagpatayo ng mga negosyo na nagbibigay ng employment sa iba pang tao. Ang ilan sa kanila ay nagtrabaho sa mga multinational corporations at umangat sa kanilang mga posisyon dahil sa kanilang solidong educational background mula sa SIT. Mayroon ding mga alumni na nagpatuloy sa kanilang pag-aaral at nakakuha ng advanced degrees mula sa mga kilalang unibersidad sa ibang bansa. Ang mga kwentong ito ay nagpapakita ng kakayahan ng SIT na magbigay ng edukasyon na may malaking epekto sa career ng kanilang mga estudyante*”. (SIT has successful entrepreneurs who have their own businesses and could offer employment to many. Some of them were connected to multinational corporations and earned advanced degrees from well-known universities abroad. Their stories of success could be attributed to SIT’s quality of education who molded them to be globally competitive.”)

Furthermore, Participant 14 cited “*Different areas have witnessed tremendous achievements by SIT alumni. Some of them are holding top jobs in multinational companies due to the advanced skills and knowledge that they got from the institution. Others have started up their businesses using the entrepreneurial spirit and business skills acquired from their studies there. This is evident in many cases where former students took additional education in very prestigious universities indicating that SIT provides a solid academic base. Hence, it does prepare them to have different successful careers through its programs*”.

Kraft and Papageorgiou (2020) pinpointed the significant influence of school leadership and teaching practices on student outcomes. They emphasized that the quality of leadership and the effectiveness of teaching practices are crucial factors in determining student success. Schools that prioritize professional development for teachers and provide robust instructional leadership are better equipped to foster environments that support and enhance student achievement.

Entrepreneurship and business ventures are pivotal in shaping the careers of Solis Institute of Technology (SIT) graduates, highlighting the practical impact of its education. Alumni have leveraged their SIT training to launch successful businesses and achieve notable professional milestones. SIT as an educational institution developed graduates who were entrepreneurs and skillful in running businesses. Their business ventures were products of their creativity and ingenuity which they acquired and enhanced through training and hands-on endeavors.

#### **Further Studies and Academic Pursuits:**

Solis Institute of Technology (SIT) prides itself on fostering an environment that promotes both intellectual curiosity and academic rigor, ensuring that students are well-prepared for continued success in higher education. SIT's strong academic foundation has enabled its alumni to pursue advanced degrees at notable schools and universities, demonstrating the institution's commitment to lifelong learning and comprehensive development. This focus on academic excellence not only equips graduates with the tools they need for advanced study but also reflects SIT’s dedication to producing lifelong learners who are capable of contributing to the global academic and professional landscape. Along with this, participants 9, 10, and 13 emphasize how SIT alumni continued their education. Some pursued advanced degrees at renowned universities, showcasing the solid academic foundation provided by SIT.

As proof, Participant 9 said “*SIT boasts several impressive success stories among its alumni. Many have risen to prominent positions within major corporations, while others have embarked on entrepreneurial*

ventures, launching successful startups. Alumni who have pursued further education at renowned universities also highlight the solid academic foundation provided by SIT. These success stories are a testament to the quality of education and the supportive environment that SIT offers to its students, preparing them well for a variety of career paths”.

In addition to that, Participant 10 stated “I am aware that alumni members of SIT are now serving the community and putting food on the family's table and education because of successes in their lives. Most if not all, are now productive and responsible citizens of the Philippines. Some of them are now recognized by the different organizations with the certificates, plaques, salaries, and positions awarded to them. I was once a transferee at SIT. I enrolled in a 2-year course in Computer Programming and graduated in 2000. In 2004, I graduated from the same school with a degree course which was a BSBA major in Legal Management. Because they trusted their graduates, they allowed me to work with them, at the very start of my career. I had the chance to finish my methods of teaching, took the LET, and became LPT later on. While working at SIT, I was able to finish my master's degree in 2006. I moved to Manila and worked as an executive assistant of Atty.-Dr. Emmanuel T. Santos, a UP-Law graduate, Harvard Professor, and owner of the International Academy, where I also continued my teaching profession. I continued my DBA and became a post-graduate professor and a Dean of the College of Business Administration. In the corporate industry, I worked for 15 years and became a Human Resource Manager and Senior Compliance Manager of a Multinational company located in Binan Laguna. Because of the training I had at SIT and being a 3-year consecutive champion in an inter-school competition in the extemporaneous speaking contest during college, I was able to develop it and gave me the confidence to enroll and register in the Toastmasters International, Makati Cluster. This made me an invited resource speaker and/or guest speaker in different events like graduation, seminars, training, and workshops in different organizations, an added sideline to consider. Today, I am also venturing into small business and franchising business to personally extend my expertise in the real world as a business professor for more than 2 decades”.

Furthermore, Participant 13 specified “SIT alumni have attained distinguished levels of achievement in multiple fields portraying how effective the institution's training programs are. To illustrate this point, some former students holding senior positions in reputable technology firms owe it all to what they learned from SIT. Others have started their businesses using this entrepreneurship knack development provided by some courses within SIT organizations. Furthermore, several individuals continued their studies at renowned institutions implying a solid academic grounding offered at SIT. These success stories indicate that education obtained from SIT creates far-reaching repercussions in terms of professionalism and scholarship”.

Furthermore, the findings of Berkowitz and Bier (2020) were interconnected with this present study. Both highlighted that schools create a supportive environment that not only enhances students' academic outcomes but also improves their behavior and relationships with others. This holistic approach to education fosters a more well-rounded development, preparing students to navigate both academic and personal challenges effectively.

A strong academic foundation has allowed many alumni to pursue advanced degrees and continue their education at prestigious institutions, demonstrating a commitment to lifelong learning and comprehensive development. The solid educational groundwork provided has enabled graduates to achieve significant success in various fields, such as securing prominent roles in major corporations, embarking on entrepreneurial ventures, and obtaining further academic qualifications. These

achievements reflect the effectiveness of the training programs and their impact on preparing students for diverse career paths. The testimonies of the participants highlighted the impact of SIT on the lives of its graduates, who were sent out in the real world of job opportunities. Their lifelong learning, academic growth, and advanced studies were solid effects of how the institute did its best to create them holistically.

### **Positive Impact on Community and Society:**

SIT positively impacts the community and society by producing skilled graduates who excel in various fields and contribute to economic, educational, and technological advancements. Graduates not only demonstrate expertise in their chosen professions but also foster innovation, leadership, and social responsibility. Through partnerships with industry and local organizations, SIT empowers its alumni to address societal challenges, drive sustainable development, and create meaningful change. Additionally, its community outreach initiatives further strengthen local economies, enhance educational opportunities, and promote inclusivity and progress in the wider society.

As an example, participants 11 and 16 recognized that SIT alumni contribute to the community and economy. They serve in various professions, explore modern education and technology, and make meaningful contributions.

Meanwhile, Participant 11 claimed *“There's a lot of alumni who became successful in various fields that they have chosen. Most of them came from a struggling socio-economic standing, yet the knowledge and values instilled by the institution allowed them to have a greater pursuit in life. Some students- then and now, are testimony of how the institution changes their lives, most of them were able to land their dream jobs”*.

Also, Participant 16 narrated *“Basi sa obserbasyon ko po marami ng mga graduates ang Solis na mga professional na saiba't -ibang larangan ng proffesion nila at patuloy pa rin Sila sa pag tuklas sa mga makabago at modernong edukasyon at teknolohiya na patuloy parin nanakakaambag sa ekonomiya, edukasyon, livelihood at Iba pa”*. (“Based on my observation, SIT has been producing professionals in various fields of endeavor and continues to upgrade its landscape for economic growth, education, and livelihood”.)

Kraft and Papageorgiou (2020) highlighted the significant influence of school leadership and teaching practices on student outcomes. They emphasize that the quality of leadership and the effectiveness of teaching practices are crucial factors in determining student success. Schools that prioritize professional development for teachers and provide robust instructional leadership are better equipped to foster environments that support and enhance student achievement.

Berkowitz and Bier (2020) emphasized the crucial role that schools play in shaping students' social and emotional development. They argued that by integrating social-emotional learning (SEL) programs into the curriculum, schools can have a profound impact on students' behavior, academic performance, and interpersonal skills. By incorporating these programs, schools create a supportive environment that not only enhances students' academic outcomes but also improves their behavior and relationships with others. This holistic approach to education fosters a more well-rounded development, preparing students to navigate both academic and personal challenges effectively.

The impact of SIT on the community and society is significant, as its graduates make substantial contributions across various fields, driving advancements in economic, educational, and technological sectors. Alumni, who often come from challenging socio-economic backgrounds, leverage the education and values gained at SIT to achieve success and make meaningful contributions to their professions.



Their continued pursuit of modern education and technological innovations reflects SIT's role in fostering both personal and societal growth, enhancing overall community development and economic progress.

### 2.3 SIT's Role in Supporting Graduates' Transitions into Professional Careers

Solis Institute of Technology (SIT) plays a crucial role in facilitating graduates' transitions into professional careers by providing tailored support and resources that enhance their readiness for the workforce. For graduates of the Solis Institute of Technology (SIT), graduation is just the start of their journey. SIT supports its students beyond the classroom through board exam preparation, alumni networks, and mentorship, equipping them to excel in their careers and positively impact their communities.

#### **Alumni Engagement and Networking:**

At Solis Institute of Technology (SIT), building lasting relationships and fostering a sense of community among graduates is a top priority. SIT fosters strong alumni engagement and networking, creating a supportive community that enhances career opportunities, professional growth, and collaboration among graduates. Through various events, mentorship programs, and online platforms, alumni have the opportunity to connect, share experiences, and access valuable resources. This vibrant network not only facilitates career advancement but also encourages the exchange of ideas and best practices, reinforcing SIT's commitment to nurturing successful professionals who are dedicated to uplifting their communities and industries. Participants 1, 5, 9, 10, 11, 13, and 14 emphasized the importance of maintaining connections with alumni. SIT fosters a sense of community, inviting graduates to school events, encouraging communication, and providing networking opportunities. Alumni serve as role models and mentors for current students.

Participant 1 recalled *“Continued friendship and sense of family and togetherness. We maintain good relationships, and communication and even attend personal events. The School invites graduates to school events to join and sometimes to give an inspirational speech. Seminars, reviews, and other guidelines, sharing information on FB Page, to personal messages. Network of friends to introduce and guide our students. Truly, the School can help the graduates through the education they received, the knowledge they gained, attributes that honed them, and the love and values from our own Solisian Community”*.

In addition, Participant 5 highlighted *“All I can say to the alumni who graduated from Solis is that most of them are very successful because of what I can see, there are many professionals who graduated from Solis because they keep coming back. They are to motivate the next graduates from the school of Solis and for me, they are the ones who strengthen the new graduates because they show that they are also from here in Solis”*.

Moreover, Participant 9 noted *“SIT is committed to supporting its graduates long after they leave the campus. The institute provides a range of career services. Additionally, SIT's active alumni network plays a crucial role in offering ongoing support and professional development opportunities. By facilitating connections between graduates and potential employers, SIT helps ensure that its alumni can navigate their career paths effectively and achieve long-term success”*.

Nevertheless, Participant 10 emphasized *“Graduates are provided with guidance and prayers by SIT. SIT is very supportive of every endeavor the graduate will take. The SIT acknowledges and appreciates graduates. They already invited successful graduates to become their "resource speakers" because of their acquired expertise in their chosen field and "guests of honors" because of their career and*

*academic achievements. This way of invitation gives support to recognize them as models and examples of successful Solisians. Some of the graduates are also given a chance and an opportunity to work in the institution after graduation. They became a member of the faculty and staff, given an opportunity for a scholarship program to further studies and a lot more”.*

Furthermore, Participant 11 revealed “*Graduates get the necessary assistance and support to ensure that their graduates succeed in life*” This line was agreed upon by Participant 13 revealing that “*SIT is dedicated to backing its alumni for the rest of their working lives. The institute provides various services aimed at enhancing the professional growth of graduates. These comprise individual career advisement, job hunting help, as well as availability to a strong alumni net which gives mentorship and networking chances. Besides, SIT plans job fairs, workshops, and companies’ occasions which enable ex-students to keep in touch with possible employers and also know about market developments. Thus, such robust support guarantees that SIT graduates get ready to handle their jobs well and increase professionally without hitches”.*

Accordingly, David and Frans (2014) argued that alumni networks could take on such a retention and (re)-attraction function if they broadened their scope of activities and reorganized their management structure. Alumni networks are an untapped potential, which can be activated for regional purposes.

Through active alumni participation and networking, Solis Institute of Technology (SIT) builds a vibrant community that encourages growth on both a personal and professional level. To assist graduates in navigating their careers, SIT also provides career assistance, coaching, job fairs, and continuous professional development. This support strengthens the close relationship between SIT and its graduates while assisting alumni in achieving long-term success. SIT has provided its graduates with a range of forms of support, and this achievement has enabled them to excel in their respective fields. The institute undoubtedly fostered a cordial relationship with its alumni by imparting to them the fundamental principles of the organization. In its mission to assist graduates on their journey, the Institute successfully put up a stable network with the participation of external stakeholders, including the community.

### **Employability and Job Placement:**

The Solis Institute of Technology (SIT) prioritizes the transition from education to employment, recognizing the importance of equipping students with the necessary skills for today’s competitive job market. The setting of this study is dedicated to enhancing employability and job placement for its graduates by providing comprehensive career support, practical training, and connections with industry partners. Through tailored workshops, resume-building sessions, and mock interviews, SIT prepares students to present themselves effectively to potential employers. In line with this, participants 2, 3, 8, and 15 highlight SIT’s efforts to ensure graduates are job-ready. The institute offers on-the-job training, monitors employability, and hires its graduates. Career services, job fairs, and industry meetups facilitate job placement.

Meanwhile, Participant 2 stressed that “*The SIT sees to it that the graduates are qualified in their field of studies by ensuring that they were ready to land a job, by exposing them through on-the-job training*” and Participant 3 shared “*Once a Solisian, will always be a Solisian. The management of SIT is always hiring students who are their graduates too. By this means, they are helping their graduates to land a job right after their graduation. As of this moment, 6 students are currently teaching in the criminology department, all of them are continuing their studies and are being financed by the school. There are also 7 who are on the non-teaching staff, mostly graduates of Bachelor of Science in Business*

*Administration. All these show support on the part of the graduates of the school. One of the graduates of Education is also working at the school. This only means that the school is always on the go to support the graduates by accepting and hiring them to be part of the Solisian community”.*

Likewise, Participant 8 responded, *“By constantly monitoring its graduates in terms of employability”.* This was agreed by Participant 15 uttering *“SIT supports graduates through career counseling, job placement assistance, alumni networks, continuing education programs, and industry partnerships”.*

Accordingly, Tian (2023) confirmed that there is a close relationship between higher education quality and college students’ employability. In response to employment difficulties faced by college graduates in recent years, universities should actively improve the quality of education, standardize higher education activities through the construction of an education quality management system, and ensure that all educational activities are of high quality and can be carried out efficiently.

Through extensive career guidance, hands-on training, and industry connections, SIT is dedicated to improving employability and job placement for its alumni. The institution itself also hires a large number of graduates, demonstrating its commitment to helping graduates find jobs following graduation. Job placement is further aided by career services, job fairs, industry meetups, and continuing education initiatives. Strong alumni networks and ongoing employability monitoring support the school's dedication to assisting graduates in achieving professional success. SIT has been effective in providing its graduates with career guidance, job preparedness, and employability. With its updated curriculum tailored to the demands and expectations of the industry, graduates were prepared and eager to begin their dream jobs and showcased their skills, talents, and aptitude to win the hearts of their supervisors and their clients.

### **Professional Development and Continuing Education:**

Solis Institute of Technology (SIT) believes that learning should be a lifelong journey, extending beyond formal education. Professional development and continuing education are central to SIT's mission, as they empower graduates to advance their careers and adapt to evolving industry demands. By offering a range of workshops, certification programs, and seminars, SIT ensures that alumni remain competitive and relevant in their fields. This commitment to continuous learning not only enhances individual career trajectories but also contributes to the overall advancement of industries and communities, reinforcing SIT's role as a leader in fostering professional excellence. In this regard, participants 6, 9, 10, 12, and 13 mention SIT’s commitment to ongoing learning. The institute supports master’s and doctorate studies, offers workshops, and provides access to resources. SIT encourages graduates to stay updated with industry trends.

Interestingly, Participant 6 said *“The school likely supports graduates in their professional journeys beyond the classroom through various initiatives and resources. In terms of Professional Development schools support continuing education for master's and doctorate, all expenses shouldered by the school; continuing education and professional development – the school offers workshops and seminars and access to resources also”.*

In addition to that, Participant 9 mentioned *“SIT is committed to supporting its graduates long after they leave the campus. The institute provides a range of career services. Additionally, SIT's active alumni network plays a crucial role in offering ongoing support and professional development opportunities. By facilitating connections between graduates and potential employers, SIT helps ensure that its alumni can navigate their career paths effectively and achieve long-term success”.*

Furthermore, Participant 10 replied *“Graduates are provided with guidance and prayers by SIT. SIT is very supportive of every endeavor the graduate will take. The SIT acknowledges and appreciates graduates. They already invited successful graduates to become their "resource speakers" because of their acquired expertise in their chosen field and "guests of honors" because of their career and academic achievements. This way of invitation gives support to recognize them as models and examples of successful Solisians. Some of the graduates are also given a chance and an opportunity to work in the institution after graduation. They became a member of the faculty and staff, given an opportunity for a scholarship program to further studies and a lot more”*.

Finally, Participant 12 exclaimed *“Ang SIT ay nagbibigay ng komprehensibong suporta sa kanilang mga graduates. Ang institusyon ay nag-oorganisa ng mga career development programs. Ang SIT ay may mga regular na career fairs at industry meetups na nagbibigay ng pagkakataon sa mga graduates na makipagkita sa potential employers at malaman ang mga latest trends sa kanilang field.”* (SIT provided support to its graduates by initiating career development programs, career fairs and meet ups which served as avenue for job hunts and prospects.”)

Moreover, the study by Modise (2020) revealed that the student participants appreciate the support they received and value the skills acquired in the program. They also indicated that they are planning to use the new skills to enhance their teaching.

Professional development and continuing education play a vital role in supporting graduates' career growth and helping them adapt to changing industry demands. The institution offers comprehensive support through master's and doctorate programs, workshops, seminars, and access to resources, often covering expenses to encourage lifelong learning. Alumni benefit from ongoing career services and networking opportunities that connect them with potential employers and keep them informed of industry trends. Additionally, successful graduates are invited back as resource speakers and guests of honor, serving as role models for the next generation. These initiatives ensure that graduates continue to grow professionally and stay competitive in their fields.

### **Recognition and Appreciation:**

At Solis Institute of Technology (SIT), fostering a culture that values success and achievement is deeply embedded in its core values. Recognition and appreciation are integral to SIT's ethos, celebrating the achievements and contributions of both students and alumni to foster a culture of excellence and pride. Through awards, honors, and public acknowledgments, SIT ensures that individual accomplishments are highlighted, inspiring others within the community to strive for greatness. By recognizing excellence, the institution not only motivates continued growth and leadership but also strengthens the bond between SIT and its alumni, creating a lasting legacy of shared success. To support this, participants 10 and 15 acknowledge SIT's recognition of successful alumni. Graduates are invited as resource speakers and guests of honor. SIT appreciates their achievements and showcases them as models for current students. Truly, Participant 10 cited *“Graduates are provided with guidance and prayers by SIT. SIT is very supportive of every endeavor the graduate will take. The SIT acknowledges and appreciates graduates. They already invited successful graduates to become their "resource speakers" because of their acquired expertise in their chosen field and "guests of honors" because of their career and academic achievements. This way of invitation gives support to recognize them as models and examples of successful Solisians. Some of the graduates are also given a chance and an opportunity to work in the institution after graduation. They became a member of the faculty and staff, given an opportunity for a scholarship program to further studies and a lot more”*.



In the same manner, Participant 15 said “*SIT supports graduates through career counseling, job placement assistance, alumni networks, continuing education programs, and industry partnerships*”.

According to Peralta (2019), many educational institutions recognize the importance of celebrating alumni achievements as part of their broader engagement strategies. By honoring successful alumni, institutions not only showcase role models for current students but also foster a sense of pride and loyalty within the alumni community. This recognition can take various forms, such as inviting alumni to serve as keynote speakers, offering awards, or highlighting their achievements in institutional publications.

Additionally, in a more recent study, Harris (2021) emphasized the role of alumni recognition in inspiring current students. Inviting alumni as guest speakers or mentors allows students to see tangible examples of success, fostering motivation and a deeper connection to their educational journey. This practice has been linked to higher levels of student engagement and academic achievement.

Recognition and appreciation are key elements of the institution's culture, celebrating the achievements of its graduates to foster excellence and pride. Successful alumni are invited to serve as resource speakers and guests of honor, showcasing their expertise and accomplishments as examples for current students. The institution acknowledges the contributions of its graduates by providing opportunities for them to return as faculty or staff, offering scholarships for further studies, and supporting them through career counseling, job placement, and continuing education. These efforts highlight the institution's commitment to recognizing its alumni's success and reinforcing their connection to the community.

#### **Board Exam Preparation and Guidance:**

Board exam preparation and guidance form a key pillar of Solis Institute of Technology's (SIT) comprehensive student support system, ensuring that graduates are fully equipped to excel in their professional certification exams. SIT offers tailored review programs, mentorship from experienced faculty, and access to extensive resources, all designed to enhance students' knowledge and confidence. With a focus on strategic study techniques and exam-specific coaching, SIT empowers its graduates to not only pass their board exams but to perform at the highest level, solidifying their professional credentials and boosting their career prospects. Participant 16 highlights SIT's guidance for graduates preparing for board exams. The institute supports students in passing licensure exams, ensuring their professional qualifications.

Remarkably, Participant 16 stated “*Sinusuportahan ng SIT ang mga studyanteng na nagsipagtapos sa kanilang mga profession sa pamamagitan ng pag gagabay sa kanila na makapasa sa mga board exam*”. (“SIT gave ample support to its graduates to luckily pass board exams.”)

Smith and Johnson (2022) discussed various factors that influence the success rates of students in professional board examinations. The study identifies that institutions that provide structured review programs, mentoring, and psychological support tend to have higher pass rates. These programs often include intensive review sessions, mock exams, and personalized coaching, all of which contribute to building confidence and reducing exam anxiety among students. The study emphasizes that a comprehensive support system is essential for fostering a conducive learning environment that enhances the likelihood of passing licensure exams.

Moreover, Hattie (2019) highlighted the significant impact that schools have on student achievement, emphasizing the critical roles of effective teaching strategies and a supportive learning environment. He asserted that when schools implement high-quality teaching methods and create an environment that is both positive and engaging, it greatly enhances students' academic performance.

Board exam preparation and guidance are vital components of the institution's commitment to student success, offering graduates the tools and support needed to excel in their licensure exams. The institution provides comprehensive assistance, including mentoring, study resources, and strategic advice to help students navigate the complexities of professional certification. By equipping graduates with a solid foundation and personalized support, the institution ensures they are not only prepared for the exams but also confident in their ability to succeed. This robust support system reflects the institution's dedication to fostering professional growth and helping graduates secure their careers.

### 3.1 Visionary Leadership and Strategic Innovation

Educational leaders play a crucial role in the growth and progress of the students. Their leadership style greatly affects the achievement of their constituents. The future of their clientele could be attributed to how their leadership inspires and motivates them to excel especially in their chosen field of endeavors.

#### **Vision and Mission Alignment:**

At Solis Institute of Technology (SIT), the integration of vision and mission serves as the foundation for all institutional initiatives and decision-making processes. A clear alignment between vision and mission is essential for SIT, guiding the institution in achieving its educational and community goals. This alignment ensures that every academic program, outreach initiative, and strategic partnership is rooted in the core values of the institution, driving continuous improvement and fostering a unified sense of purpose. By maintaining this focus, SIT can effectively respond to both the evolving needs of its students and the broader community it serves. In this context, Participants 1, 6, 9, 10, and 16 emphasize the importance of having a clear vision and mission. SIT's educational leaders align their strategic initiatives with these guiding principles. They focus on serving underprivileged students, maintaining shared goals, and fostering a labor of love.

Participant 1 specified *“The best lesson is experience. SIT has been founded through humility and thus remains. Its goal was never about the economic aspect but a vision to serve its constituents. The market of this Institution is underprivileged to date we still have the lowest matriculation in our area if not in the region or maybe the Philippines in terms of Criminology. Since we cater to this sector the vision of the educational leaders is essential with its support group to continue its function even if it means extra effort for every employee for a low to mid-range of salaries. It's a teamwork of having the same goal. The main strategy is faith, trust, shared responsibility even if it's a division of labor and to labor and labor of love”*.

Likewise, Participant 6 acclaimed *“Educational leaders typically develop and implement strategic initiatives to drive the institution's growth through the following: vision and mission – leaders start by clarifying the institution's vision and mission, ensuring alignment with core values and long-term goals. Stakeholders' engagement – they engage with key stakeholders (faculty, staff, students, alumni, and community partners). Goal setting, resource allocation, monitoring and evaluation progress, communication by keeping all informed about progress, successes, and changes to maintain engagement and support and by continuous improvement with regards to school, facilities and others”*.

Additionally, Participant 9 narrated *“The growth of SIT can be attributed to the strategic vision of its educational leaders. These leaders have implemented several key initiatives to drive the institute's development, such as expanding academic programs to meet evolving industry demands, upgrading campus facilities to provide a modern learning environment, and forming partnerships with leading businesses and educational institutions. These initiatives have not only enhanced SIT's educational offerings but have also strengthened its reputation as a forward-thinking institution”*.

Moreover, Participant 10 recalled *“It is the proper execution of the static mental picture of SIT leaders of what they want to achieve (vision) and its dynamic (mission). This is enough factor to consider not only managing its process but strategically (long-term) undertaking aims and interests and most of all addressing the fast-changing technology, market, and environment. The initiative of maintaining the system, the good standard, sharing knowledge, asking feedback, and collaboration with others, are well valued and sufficed”*. Likewise Participant 16 highlighted *“Ipinatupad ito Basi sa standard ng Higher education at technolihya at pangangailangan ng panahon”*.

Educational leaders play crucial roles in the progress of their constituents. For example, SIT’s management has always prioritized the inclusion of its vision and mission. All endeavors of Solisians are deeply rooted in its philosophies, ideals, and shared goals. Solisians’ leaders are imbued with humility and passion to serve SIT’s family and its stakeholders.

Significantly, Miller (2021) discussed the necessity of a visionary approach to transformational leadership within the educational sector. Miller asserts that transformational leaders must go beyond routine management tasks and adopt a forward-thinking mindset that envisions long-term goals and improvements. By crafting a compelling vision of educational excellence, these leaders set a clear and ambitious direction for their institutions.

#### **Stakeholder Engagement and Collaboration:**

Effective stakeholder engagement and collaboration are vital for SIT, as they drive the institution's success by fostering strong partnerships and leveraging diverse perspectives to achieve common goals. By actively involving faculty, staff, students, alumni, industry leaders, and community members, SIT creates a dynamic environment where innovation and shared expertise thrive. These collaborative efforts not only enhance the quality of education but also ensure that the institution remains responsive to the needs of all its stakeholders. Through regular communication, joint initiatives, and inclusive decision-making processes, SIT strengthens its ability to adapt and grow, reinforcing its commitment to excellence and community impact. In this regard, Participants 6, 9, and 11 highlight the engagement with stakeholders. Educational leaders collaborate with faculty, staff, students, alumni, and community partners. They communicate progress, seek feedback, and maintain support.

Interestingly, Participant 6 noted *“Educational leaders typically develop and implement strategic initiatives to drive the institution’s growth through the following: vision and mission – leaders start by clarifying the institution’s vision and mission, ensuring alignment with core values and long-term goals. Stakeholders’ engagement – they engage with key stakeholders (faculty, staff, students, alumni, and community partners). Goal setting, resource allocation, monitoring and evaluation progress, communication by keeping all informed about progress, successes, and changes to maintain engagement and support and by continuous improvement with regards to school, facilities and others”*.

Along with this, Participant 9 emphasized *“The growth of SIT can be attributed to the strategic vision of its educational leaders. These leaders have implemented several key initiatives to drive the institute’s development, such as expanding academic programs to meet evolving industry demands, upgrading campus facilities to provide a modern learning environment, and forming partnerships with leading businesses and educational institutions. These initiatives have not only enhanced SIT’s educational offerings but have also strengthened its reputation as a forward-thinking institution”*.

Additionally, Participant 11 revealed *“The institution's educational leaders implement various strategy that leads to the SIT's growth. Implementation greatly varied from leader to leader. Throughout the*

years, long-time serving leaders of the school had already developed each unique approach and technique on each scenario that is tantamount to the school's operation”.

A good leader knows how to build networks and connections. SIT's authorities are infused with this characteristic and as a result, they gained the respect and loyalty of external stakeholders. Open communication and active collaboration are some of the efficient and functional strategies of SIT's management and leaders.

Nguyen (2023) argued that effective leaders must foster a collaborative approach by actively involving teachers, staff, and the community in developing a shared vision for the school. This inclusive process helps ensure that the vision reflects diverse perspectives and addresses the needs and concerns of all stakeholders.

### **Program Expansion and Modernization:**

Program expansion and modernization are essential for SIT as it continues to achieve milestones as an academic institution, ensuring that its offerings remain relevant and responsive to evolving educational needs and industry demands. In this context, Participants 3, 9, 13, and 14 discussed expanding academic programs and upgrading facilities. SIT adapts to industry demands, integrates advanced technologies, and provides a conducive learning environment.

In essence, Participant 3 stressed that *“The growth of SIT can be attributed to the strategic initiatives led by its educational leaders. These initiatives include expanding academic programs, upgrading facilities, and integrating advanced technologies in education”*.

Moreover, Participant 9 shared *“The growth of SIT can be attributed to the strategic vision of its educational leaders. These leaders have implemented several key initiatives to drive the institute's development, such as expanding academic programs to meet evolving industry demands, upgrading campus facilities to provide a modern learning environment, and forming partnerships with leading businesses and educational institutions. These initiatives have not only enhanced SIT's educational offerings but have also strengthened its reputation as a forward-thinking institution”*.

Furthermore, Participant 13 responded *“Educational leaders at SIT have played a huge role in the growth of the institution with their strategic actions. These actions include expanding the academic programs to meet what industries want and putting up modern buildings to enable advanced learning technologies; lastly, there are strategic partnerships with top companies and schools. Not only have these initiatives improved SIT's education quality but they also put it at the forefront of educational innovation and industry collaboration”*.

In addition, Participant 14 uttered *“SIT's growth has heavily relied on strategic initiatives carried out by its educational leaders. Some of these efforts involve launching fresh courses and upgrading existing ones based on current industry trends, which can be found throughout curricula. The learning experience of students has been improved through improved facilities at the campus. In addition to increasing its existing courses, SIT is changing from being merely an educational institution to a role model in innovation and an industry partner”*.

Due to the usual modification in the educational landscape, SIT's leaders are equipped with administrative skills to develop academic programs suited to the demands of higher education. They envisioned and instigated plans for modernization such as improving its physical facilities that are of importance to developing the skills and competence of the learners as well as the faculty. Consequently, Stensaker et al., 2017 confirmed that educational leaders are responsible for educational strategies and change, and how new requirements influence their everyday strategic work. They defined educational le-



aders as those in formal positions within a university with responsibility for leading education.

### **Strategic Partnerships and Networking:**

Strategic partnerships and networking are key to SIT's growth, enabling collaboration with industry leaders and expanding its influence. These connections provide students with valuable internships, career opportunities, and hands-on experience, ensuring they are well-prepared for the modern workforce while keeping SIT at the forefront of academic innovation. To support this, Participants 9, 13, and 14 mention forming partnerships with businesses and educational institutions. SIT collaborates with top companies, positioning itself as an innovative educational leader.

For instance, Participant 9 uttered *“The growth of SIT can be attributed to the strategic vision of its educational leaders. These leaders have implemented several key initiatives to drive the institute’s development, such as expanding academic programs to meet evolving industry demands, upgrading campus facilities to provide a modern learning environment, and forming partnerships with leading businesses and educational institutions. These initiatives have not only enhanced SIT’s educational offerings but have also strengthened its reputation as a forward-thinking institution”*.

Besides, Participant 13 said *“Educational leaders at SIT have played a huge role in the growth of the institution with their strategic actions. These actions include expanding the academic programs to meet what industries want and putting up modern buildings to enable advanced learning technologies; lastly, there are strategic partnerships with top companies and schools. Not only have these initiatives improved SIT’s education quality but they also put it at the forefront of educational innovation and industry collaboration”*.

Moreover, Participant 14 mentioned *“SIT’s growth has heavily relied on strategic initiatives carried out by its educational leaders. Some of these efforts involve launching fresh courses and upgrading existing ones based on current industry trends, which can be found throughout curricula. The learning experience of students has been improved through improved facilities at the campus. In addition to increasing its existing courses, SIT is changing from being merely an educational institution to a role model in innovation and an industry partner”*.

The narratives expressed how SIT leaders aid their constituents in their quest for excellence. Through partnerships, networking, and industry collaboration students were furnished with the necessary skills needed for employment and job qualifications. Brown (2019) highlighted the significant benefits of educational institutions engaging in collaborative partnerships with local organizations. He argued that such partnerships can greatly enhance the curriculum by integrating real-world experiences and practical applications into academic programs. This approach helps bridge the gap between classroom education and the demands of the workforce, making education more relevant and impactful.

### **Leadership Experience and Qualifications:**

Leadership experience and qualifications are key to SIT's success, guiding the institution's strategic direction and ensuring effective management and growth. Visionary leaders at SIT foster a culture of innovation, collaboration, and continuous improvement, aligning the institution’s goals with the evolving needs of students, faculty, and the community. Their ability to build strong partnerships with stakeholders and to implement forward-thinking policies plays a critical role in enhancing the educational experience and expanding the institute's influence. By cultivating a shared sense of purpose and inspiring excellence, these leaders ensure the sustained development and global competitiveness of SIT. In this light, Participants 2, 4, 5, 7, 8, 11, 12, and 15 recognized the dedication, competence, and

qualifications of SIT's educational leaders. Their experience and commitment contribute to the institution's growth.

As proof, Participant 2 replied *“Educational leaders in this institution have passed so many trials to become one. So, they are all dedicated, competent, qualified, and good citizens. So, they are all part of the growth and development of the school”*. Likewise, Participant 4 exclaimed, *“The SIT develops a system such as Solisian Board of Pioneers to work for good plans and decisions regarding the growth of the institution”*.

Truthfully, Participant 5 cited *“The school formulated the Solisian Board of Pioneers wherein each of them has their roles and obligations which is truly a help to the development of the entire Solisian community”*. This utterance was supported by Participant 7 saying that *“The school has its board of trustees as well as the Solisian Board of Pioneers to help and guide the operation of the school”*.

Moreover, Participant 8 stated, *“by creating a team or board assisting the administration”*. This utterance was elaborated by Participant 11 and specified *“The institution's educational leaders implement various strategy that leads to the SIT's growth. Implementation greatly varied from leader to leader. Throughout the years, long-time serving leaders of the school had already developed each unique approach and technique on each scenario that is tantamount to the school's operation”*.

In addition, Participant 12 acclaimed *“Ang mga lider ng SIT ay nagpatupad ng ilang mahahalagang strategic initiatives para sa pag-unlad ng institusyon. Kabilang dito ang pagbuo ng mga bagong programang akma sa current industry needs, pag-upgrade ng mga kagamitan at pasilidad sa pagtuturo, at pagpapalawak ng network ng mga partner na kumpanya at educational institutions. Ang mga hakbang na ito ay nagbigay sa SIT ng kakayahan na manatiling relevant at competitive sa larangan ng edukasyon, pati na rin sa mga pangangailangan ng industriya”*. (“SIT's management adopted effective strategic initiatives such as relevant, timely, and updated programs, upgraded facilities and equipment and strong and stable networking with other educational institutions. These actions abreast SIT as an educational institution which is considered appropriate and competitive in response to industry-based competencies”.)

Lastly, Participant 15 narrated *“By updating and expanding its programs to meet evolving industry and student needs. By upgrading facilities and technology to create a conducive learning environment”*.

SIT leaders are imbued with leadership qualities that they utilize in managing the institute in general. Their expertise speaks for themselves and reflects on the appropriate, timely, and relevant programs and endeavors they sent to the field. Their experiences and qualifications were excellent and commendable.

To support the data presented, Hernandez (2024) further underscores the importance of advocacy in educational leadership. Leaders must work tirelessly to implement and promote initiatives that align with their vision, fostering an environment where students can thrive. This advocacy requires engaging with various stakeholders, including teachers, parents, and the broader community, to build consensus and support for policies that benefit students. By being proactive and dedicated advocates, educational leaders can create a positive and nurturing school climate that supports the overall success and well-being of all students. Educational leaders must be visionary advocates for their schools, championing policies and practices that promote student success and well-being.

Meanwhile, in 2022, O'Connor discussed the imperative for educational leaders to develop a vision that incorporates technological advancements to enhance teaching and learning. O'Connor posits that with the rapid pace of technological change, leaders must be proactive in integrating digital tools and

resources into the educational framework. This vision should outline how technology can be leveraged to improve instructional methods, facilitate more engaging learning experiences, and support student achievement.

### **3.2 Leadership Styles of Key Educational Leaders that Influenced the Culture and Growth of Solis Institute of Technology (SIT):**

The leadership styles of key educational leaders significantly shape the culture and growth of a school. Through their vision, decision-making, and ability to inspire others, these leaders create an environment that fosters collaboration, continuous improvement, and a strong sense of community, driving the institution's progress and success.

#### **Transformational Leadership:**

Transformational leadership has been pivotal to the milestones of SIT as an academic institution, driving innovation, growth, and a shared vision for educational excellence. By fostering a culture of collaboration and empowerment, leaders at SIT inspire faculty, staff, and students to push boundaries, embrace change, and continually strive for improvement. This leadership approach has been instrumental in aligning the institution's goals with its mission, ensuring sustained progress and adaptability in an evolving educational landscape. For instance, Participants 6, 9, 10, and 13 highlighted the impact of transformational leadership. Educational leaders at SIT inspire and motivate employees and students. They prioritize innovation, continuous improvement, and student-centered approaches. This leadership style fosters a positive culture and contributes to SIT's growth.

As proof, Participant 6 recalled *“Educational leaders typically develop and implement strategic initiatives to drive the institution's growth through the following: vision and mission – leaders start by clarifying the institution's vision and mission, ensuring alignment with core values and long-term goals. Stakeholders' engagement – they engage with key stakeholders (faculty, staff, students, alumni, and community partners). Goal setting, resource allocation, monitoring and evaluation progress, communication by keeping all informed about progress, successes, and changes to maintain engagement and support and by continuous improvement with regards to school, facilities and others”*.

Moreover, Participant 9 highlighted *“The growth of SIT can be attributed to the strategic vision of its educational leaders. These leaders have implemented several key initiatives to drive the institute's development, such as expanding academic programs to meet evolving industry demands, upgrading campus facilities to provide a modern learning environment, and forming partnerships with leading businesses and educational institutions. These initiatives have not only enhanced SIT's educational offerings but have also strengthened its reputation as a forward-thinking institution”*.

Furthermore, Participant 10 noted *“It is the proper execution of the static mental picture of SIT leaders of what they want to achieve (vision) and its dynamic (mission). This is enough factor to consider not only managing its process but strategically (long-term) undertaking aims and interests and most of all addressing the fast-changing technology, market, and environment. Initiative of maintaining the system, the good standard, sharing knowledge, asking feedback, and collaborative with others, are well valued and sufficed”*.

Additionally, Participant 13 emphasized *“Educational leaders at SIT have played a huge role in the growth of the institution with their strategic actions. These actions include expanding the academic programs to meet what industries want and putting up modern buildings to enable advanced learning technologies; lastly, there are strategic partnerships with top companies and schools. Not only have these initiatives improved SIT's education quality but they also put it at the forefront of educational inno-*

vation and industry collaboration”.

SIT as an educational institution valued its vision and mission to continuously provide balanced quality education for academic excellence. Solisians academic progress could be attributed to the institute’s student-centered approach and its innovation for students’ achievement. Along with this, SIT’s leaders are beacons of inspiration and motivation which drive students to excel and be the best of what they could be.

Furthermore, Sayyadi et al., (2017) posited that transformational leadership provides freedom for followers to investigate new ideas and knowledge. Accordingly, transformational leadership can apply to developing learning climates. Importantly, these leaders propel learning culture by intellectual stimulation that facilitates knowledge sharing and new idea generation within organizations.

### **Collaborative and Inclusive Leadership:**

Collaborative and inclusive leadership cultivates a culture of teamwork and diversity, empowering every member of an academic institution to actively contribute to its growth and success. By embracing diverse perspectives and encouraging open communication, this leadership style not only strengthens decision-making but also fosters a sense of ownership and shared responsibility, driving collective progress and innovation. In this regard, Participants 3, 7, 11, and 14 emphasize collaboration and inclusivity. SIT’s leaders engage with faculty, staff, and students. They create an environment where everyone contributes ideas and works together. This approach enhances the institution’s culture and supports growth.

Truthfully, Participant 3 revealed *“The growth of SIT can be attributed to the strategic initiatives led by its educational leaders. These initiatives include expanding academic programs, upgrading facilities, and integrating advanced technologies in education”*. Likewise, Participant 7 stressed that *“The school has its board of trustees as well as the Solisian Board of Pioneers to help and guide the operation of the school”*.

Furthermore, Participant 11 stressed that *“The institution's educational leaders implement various strategy that leads to the SIT's growth. Implementation greatly varied from leader to leader. Throughout the years, long-time serving leaders of the school had already developed each unique approach and technique on each scenario that is tantamount to the school's operation”*.

In the same manner, Participant 14 shared *“SIT's growth has heavily relied on strategic initiatives carried out by its educational leaders. Some of these efforts involve launching fresh courses and upgrading existing ones based on current industry trends, which can be found throughout curricula. The learning experience of students has been improved through improved facilities at the campus. In addition to increasing its existing courses, SIT is changing from being merely an educational institution to a role model in innovation and an industry partner”*.

The testimonies of the participants revealed how SIT’s leaders led the institute for excellence and the growth of the clientele. Through collaboration, inclusivity, teamwork, and open communication, they earned the respect and trust of their constituents thus, providing a safe space for the institute’s faculty and staff and most importantly, the learners. Interestingly, Lawrence (2017) confirmed that as workplaces evolve, so do leadership paradigms, with collaborative leadership emerging as a pivotal approach to bridging fragmented connections within these dynamic environments. Indeed, effective collaborative leadership practices are recognized for nurturing inclusive cultures, leveraging diverse perspectives, and fostering innovation and adaptability.



**Visionary Thinking and Change Management:**

Visionary thinking and change management are crucial for steering an academic institution through transformation, ensuring it adapts to new challenges and opportunities while staying true to its core mission.

Participant 15 highlights visionary thinking and change management. SIT's leaders set clear goals and navigate transitions effectively. Their ability to envision the institute's future contributes to its growth. He responded, *"By updating and expanding its programs to meet evolving industry and student needs. By upgrading facilities and technology to create a conducive learning environment"*.

The progress of the SIT is dependent on the visionary thinking and goal-setting of the educational leaders. Their management styles and skills are of paramount importance to ensure the academic achievement of learners and the stability of the institute in general.

**Support and Compassion:**

Support and compassion are essential in creating a nurturing educational environment where individuals feel valued, respected, and motivated to reach their full potential. By prioritizing emotional well-being and fostering a sense of belonging, institutions can inspire students and staff to thrive academically and personally, ultimately driving greater achievement and a stronger, more cohesive community. In line with this, Participants 1, 5, 8, and 16 recognized the importance of support, hard work, and compassion. SIT's leaders demonstrate care for students and faculty, creating a positive culture. Their dedication influences growth.

Interestingly, Participant 1 uttered *"The best lesson is experience. SIT has been founded through humility and thus remains. Its goal was never about the economic aspect but a vision to serve its constituents. The market of this Institution is underprivileged to date we still have the lowest matriculation in our area if not in the region or maybe the Philippines in terms of Criminology. Since we cater to this sector the vision of the educational leaders is essential with its support group to continue its function even if it means extra effort for every employee for a low to mid-range of salaries. It's a teamwork of having the same goal. The main strategy is faith, trust, shared responsibility even if it's a division of labor and to labor and labor of love"*.

In addition, Participant 5 said, *"The school formulated the Solisian Board of Pioneers wherein each of them has their roles and obligations which is truly a help to the development of the entire Solisian community"*. This statement was seconded by Participant 8 mentioning that *"By creating a team or board assisting the administration"*. Likewise, Participant 16 replied *"Ipinatupad ito Basi sa standard ng Higher education at technolihya at pangangailangan ng panahon"*. ("This is implemented following the standards of higher education and the needs of the time".)

What makes SIT leaders efficient is encapsulated in three words: support, compassion, and dedication. They have strong support for the implementation of the curriculum and instilled love and commitment to champion SIT's ideals, goals, and philosophies. Significantly, Hassan et al., (2023) revealed that visionary leadership attracted many researchers and administrators because of its potential to influence followers, especially by employing the dimensions of empowerment and communication to serve the goals of the organization.

**Alignment with Mission and Purpose:**

An institution needs to ensure that its actions and strategies consistently reflect its core values and goals, maintaining a strong alignment with its mission and purpose. This alignment not only reinforces the institution's integrity but also guides decision-making and fosters a unified direction, helping to achieve

long-term success and fulfillment of its educational vision. Along with this, Participants 9 and 12 mention the significance of aligning with SIT's mission, purpose, and vision. Leaders communicate these foundational elements, ensuring everyone understands their role in the organization's success.

Remarkably, Participant 9 exclaimed *"The growth of SIT can be attributed to the strategic vision of its educational leaders. These leaders have implemented several key initiatives to drive the institute's development, such as expanding academic programs to meet evolving industry demands, upgrading campus facilities to provide a modern learning environment, and forming partnerships with leading businesses and educational institutions. These initiatives have not only enhanced SIT's educational offerings but have also strengthened its reputation as a forward-thinking institution"*.

In addition to this, Participant 12 cited *"Ang mga lider ng SIT ay nagpatupad ng ilang mahahalagang strategic initiatives para sa pag-unlad ng institusyon. Kabilang dito ang pagbuo ng mga bagong programang akma sa current industry needs, pag-upgrade ng mga kagamitan at pasilidad sa pagtuturo, at pagpapalawak ng network ng mga partner na kumpanya at educational institutions. Ang mga hakbang na ito ay nagbigay sa SIT ng kakayahan na manatiling relevant at competitive sa larangan ng edukasyon, pati na rin sa mga pangangailangan ng industriya"*. ("SIT's management adopted effective strategic initiatives such as relevant, timely, and updated programs, upgraded facilities and equipment and strong and stable networking with other educational institutions. These actions abreast SIT as an educational institution which is considered appropriate and competitive in response to industry-based competencies".)

Remarkably, SIT's educational leaders are vested with the passion to carry out the mission and vision of the institute. This shapes the identity of the institution and defines its goals and aspirations to produce quality professionals who could be of service to the people. Through proper alignment of the curriculum, SIT will continue to serve its clientele in the best way possible.

In essence, Patel (2022) highlighted the critical importance of articulating a vision for equity and inclusion in educational leadership. Patel argues that effective leaders must go beyond general goals and explicitly address the diverse needs of all students within their vision. This involves recognizing and actively working to eliminate barriers that different student groups may face, ensuring that every student has equitable access to educational opportunities and resources.

In addition to this, Kim (2021) highlighted the pivotal role of educational leaders' expertise in curriculum development and instructional strategies. Accordingly, having a clear and compelling vision is just the beginning; translating this vision into practical, tangible outcomes is where true leadership is demonstrated. Leaders need to be well-versed in curriculum design and effective teaching methodologies to ensure that their vision for the institution positively impacts student learning and achievement.

### **3.3 Innovation and Adaptation within Solis Institute of Technology (SIT):**

Leaders play a crucial role in fostering a culture of innovation and adaptation, driving the institution to continuously evolve and excel. Their proactive approach encourages creative thinking and responsiveness to new challenges, ensuring SIT remains at the forefront of educational excellence.

#### **Technology Integration and Digital Learning:**

Transforming educational experiences through innovative tools and resources relies on the effective integration of technology and the embrace of digital learning. By harnessing cutting-edge technologies and interactive platforms, educational institutions can cultivate dynamic and engaging environments that cater to a variety of learning styles and needs. This approach not only enriches the educational journey but also empowers students with essential skills for success in an increasingly digital and interconnected

world. To support this, Participants 1, 3, 5, 9, 10, 12, 13, 14, and 15 emphasized the importance of technology adoption. SIT leaders have introduced e-learning platforms, smart classrooms, and learning management systems (LMS). These innovations enhance learning outcomes, faculty development, and student enrollment. Technology integration ensures SIT remains competitive and relevant in the digital age.

To wit, Participant 1 said *“The best lesson is experience. SIT has been founded through humility and thus remains. Its goal was never about the economic aspect but a vision to serve its constituents. The market of this Institution is underprivileged to date we still have the lowest matriculation in our area if not in the region or maybe the Philippines in terms of Criminology. Since we cater to this sector the vision of the educational leaders is essential with its support group to continue its function even if it means extra effort for every employee for a low to mid-range of salaries. It's a teamwork of having the same goal. The main strategy is faith, trust, shared responsibility even if it's a division of labor and to labor and labor of love”*.

In essence, Participant 3 stated, *“The growth of SIT can be attributed to the strategic initiatives led by its educational leaders. These initiatives include expanding academic programs, upgrading facilities, and integrating advanced technologies in education”*. Similarly, Participant 5 specified *“The school formulated the Solisian Board of Pioneers wherein each of them has their roles and obligations which is truly a help to the development of the entire Solisian community”*.

Correspondingly, Participant 9 acclaimed *“The growth of SIT can be attributed to the strategic vision of its educational leaders. These leaders have implemented several key initiatives to drive the institute's development, such as expanding academic programs to meet evolving industry demands, upgrading campus facilities to provide a modern learning environment, and forming partnerships with leading businesses and educational institutions. These initiatives have not only enhanced SIT's educational offerings but have also strengthened its reputation as a forward-thinking institution”*.

In addition, Participant 10 narrated *“It is the proper execution of the static mental picture of SIT leaders of what they want to achieve (vision) and its dynamic (mission). This is enough factor to consider not only managing its process but strategically (long-term) undertaking aims and interests and most of all addressing the fast-changing technology, market, and environment. Initiative of maintaining the system, the good standard, sharing knowledge, asking feedback, and collaborative with others, are well valued and sufficed”*.

Furthermore, Participant 12 recalled *“Ang mga lider ng SIT ay nagpatupad ng ilang mahahalagang strategic initiatives para sa pag-unlad ng institusyon. Kabilang dito ang pagbuo ng mga bagong programang akma sa current industry needs, pag-upgrade ng mga kagamitan at pasilidad sa pagtuturo, at pagpapalawak ng network ng mga partner na kumpanya at educational institutions. Ang mga hakbang na ito ay nagbigay sa SIT ng kakayahan na manatiling relevant at competitive sa larangan ng edukasyon, pati na rin sa mga pangangailangan ng industriya”*. (“SIT's management adopted effective strategic initiatives such as relevant, timely, and updated programs, upgraded facilities and equipment and strong and stable networking with other educational institutions. These actions abreast SIT as an educational institution which is considered appropriate and competitive in response to industry-based competencies”.)

Similarly, Participant 13 highlighted *“Educational leaders at SIT have played a huge role in the growth of the institution with their strategic actions. These actions include expanding the academic programs to meet what industries want and putting up modern buildings to enable advanced learning technologies;*

lastly, there are strategic partnerships with top companies and schools. Not only have these initiatives improved SIT's education quality but they also put it at the forefront of educational innovation and industry collaboration”.

Furthermore, Participant 14 noted “SIT's growth has heavily relied on strategic initiatives carried out by its educational leaders. Some of these efforts involve launching fresh courses and upgrading existing ones based on current industry trends, which can be found throughout curricula. The learning experience of students has been improved through improved facilities at the campus. In addition to increasing its existing courses, SIT is changing from being merely an educational institution to a role model in innovation and an industry partner”.

Correspondingly, Participant 15 emphasized, “By updating and expanding its programs to meet evolving industry and student needs. By upgrading facilities and technology to create a conducive learning environment”.

The narratives showcased how SIT leaders foster innovation and adaptation in the curriculum. By providing e-learning platforms, smart classrooms, LMS, and technology adoption learners as well as the faculty are technologically advanced and updated on the current methodologies in the teaching and learning process. This achievement manifests leaders' advocacy for modern revolution in classrooms.

Finally, Dexter et al., (2016) agreed that connecting with external partners features three practices, such as building productive relationships with families and the community and engaging families and community in collaborative processes to strengthen student learning. They focused on the use of technology in learning experiences making students advanced and competitive.

### **Professional Development and Training:**

At Solis Institute of Technology (SIT), a commitment to continuous improvement is integral to the institutional culture. Professional development and training have been key to SIT's milestones, ensuring faculty and staff growth while maintaining academic excellence and aligning with global trends. By offering targeted workshops and mentoring programs, SIT empowers educators to enhance their skills and deliver high-quality education, preparing students for success in a rapidly evolving world. Moreover, Participants 2, 6, 8, and 11 highlight the significance of continuous learning. SIT leaders attend seminars and encourage faculty to pursue advanced degrees. Training programs keep employees updated with educational trends and technologies. Professional development contributes to a culture of growth and adaptation.

Participant 2 revealed “Educational leaders in this institution have passed so many trials to become one. So they are all dedicated, competent, qualified, and good citizens. So, they are all part of the growth and development of the school”. Equally, Participant 6 stressed “Educational leaders typically develop and implement strategic initiatives to drive the institution's growth through the following: vision and mission – leaders start by clarifying the institution's vision and mission, ensuring alignment with core values and long-term goals. Stakeholders' engagement – they engage with key stakeholders (faculty, staff, students, alumni, and community partners). Goal setting, resource allocation, monitoring and evaluation progress, communication by keeping all informed about progress, successes, and changes to maintain engagement and support and by continuous improvement with regards to school, facilities and others”.

Additionally, Participant 8 shared “by creating a team or board assisting the administration”. This thought was agreed upon by Participant 11 stating “The institution's educational leaders implement various strategy that leads to the SIT's growth. Implementation greatly varied from leader to leader.



*Throughout the years, long-time serving leaders of the school had already developed each unique approach and technique on each scenario that is tantamount to the school's operation”.*

Delving deeper into the thoughts shared by the participants, it was clear that SIT leaders provide avenues for teachers for continuous professional growth and development. This occurrence was made possible through seminars, training, and continuous learning which the school encouraged its faculty to attend and join.

Interestingly, Jayaweera et al. (2021) study discovered that educational leaders who are good at leadership skills and competencies produce better results in terms of both students' performances and school management. However, though the use of technology in training was trivial, the need for more sophisticated, comprehensive, and sustainable training for educational leaders for better performance is highlighted. Also, the provision of training and development is perceived by authorities as a practice and not as a key driver of improving school performance and effective management.

#### **Mission Alignment and Communication:**

Fostering cohesive collaboration among all stakeholders—faculty, staff, and students—is central to SIT's mission alignment and effective communication. Ensuring that everyone works together toward shared goals and a unified purpose strengthens the institution's sense of community and commitment to excellence. This collaborative approach not only enhances engagement but also drives collective progress, reinforcing SIT's dedication to creating an inclusive and supportive educational environment. Additionally, Participants 6, 9, and 11 stress the importance of aligning everyone with SIT's mission, purpose, and vision. Effective communication lays the foundation for culture. Leaders ensure employees understand their role in organizational success. Connecting to culture and values motivates employees to excel.

As proof, Participant 6 responded *“Educational leaders typically develop and implement strategic initiatives to drive the institution's growth through the following: vision and mission – leaders start by clarifying the institution's vision and mission, ensuring alignment with core values and long-term goals. Stakeholders' engagement – they engage with key stakeholders (faculty, staff, students, alumni, and community partners). Goal setting, resource allocation, monitoring and evaluation progress, communication by keeping all informed about progress, successes, and changes to maintain engagement and support and by continuous improvement with regards to school, facilities and others”.*

At the same level, Participant 9 uttered *“The growth of SIT can be attributed to the strategic vision of its educational leaders. These leaders have implemented several key initiatives to drive the institute's development, such as expanding academic programs to meet evolving industry demands, upgrading campus facilities to provide a modern learning environment, and forming partnerships with leading businesses and educational institutions. These initiatives have not only enhanced SIT's educational offerings but have also strengthened its reputation as a forward-thinking institution”.*

Finally, Participant 11 said *“The institution's educational leaders implement various strategy that leads to the SIT's growth. Implementation greatly varied from leader to leader. Throughout the years, long-time serving leaders of the school had already developed each unique approach and technique on each scenario that is tantamount to the school's operation”.*

The narratives divulged how SIT leaders nurture the well-being of their constituents through effective techniques to champion its mission and vision which is to provide balanced and updated quality education to the learners. In addition, this endeavor was made possible through constant and open communication with the various stakeholders.

Meanwhile, the study of Mombourquette, (2017) led support to findings concerning effective leadership for learning practices and where vision for school has been noted as an essential skill of new and experienced school leaders. Even though school vision has been noted as an essential requirement of effective school leadership, 12 of the 27 principals interviewed for this study did not have nor follow a personal vision for education or lead their school community in the development and implementation of a vision that would guide the learning process.

### **Problem-Solving and Adaptability:**

By cultivating a culture of innovation and flexibility, SIT prioritizes problem-solving and adaptability, equipping students and staff with essential skills to navigate challenges in an ever-evolving academic and professional landscape. This dynamic learning environment encourages creative thinking and prepares individuals to respond effectively to change, enabling SIT graduates to thrive in diverse settings and make meaningful contributions to their fields. In line with this, Participants 10, 11, and 16 recognize challenges as opportunities. Leaders treat problems as challenges and encourage adaptability. They introduce technologies, machine learning, and equipment to enhance communication and precision. Problem-solving fosters productivity and attracts future enrollees.

Truthfully, Participant 10 mentioned *“It is the proper execution of the static mental picture of SIT leaders of what they want to achieve (vision) and its dynamic (mission). This is enough factor to consider not only managing its process but strategically (long-term) undertaking aims and interests and most of all addressing the fast-changing technology, market, and environment. Initiative of maintaining the system, the good standard, sharing knowledge, asking feedback, and collaborative with others, are well valued and sufficed”*.

Accordingly, Participant 11 replied *“The institution's educational leaders implement various strategy that leads to the SIT's growth. Implementation greatly varied from leader to leader. Throughout the years, long-time serving leaders of the school have already developed unique approaches and techniques for each scenario that are tantamount to the school's operation. Similarly, Participant 16 exclaimed *“Ipinatupad ito basi sa standard ng Higher education at technolihya at pangangailangan ng panahon”*. (“This was implemented in accordance to the standards of Higher Education and the needs of the time.”)*

The narratives focused on how SIT leaders adopt innovations to develop the critical thinking of learners through problem-solving. This opportunity develops both the minds of teachers and learners in discovering possible solutions to the problems or issues at hand either technical or academic scenarios. The study of Azlan et al. (2024) highlighted the critical importance of strategic problem-solving and decision-making in overcoming challenges faced by schools. It also highlights how effective leadership ensures the resilience and success of a school, its community, and relevant stakeholders by fostering a supportive and collaborative environment, promoting proactive problem-solving, and prioritizing service to students and staff during a crisis.

### **High-Tech Research and Hands-On Experience:**

SIT seamlessly integrates high-tech research with hands-on experience, equipping students with cutting-edge tools and practical skills essential for excelling in both academic and real-world environments. This innovative approach not only enhances theoretical understanding but also fosters the application of knowledge in practical settings, ensuring that graduates are well-prepared to meet the demands of their chosen fields. To support this, Participants 13, 14, and 15 emphasize high-tech research and hands-on experience. SIT leaders integrate research methodologies into teaching. Smart classrooms and practical

applications prepare students for a changing world.

Remarkably, Participant 13 cited *“Educational leaders at SIT have played a huge role in the growth of the institution with their strategic actions. These actions include expanding the academic programs to meet what industries want and putting up modern buildings to enable advanced learning technologies; lastly, there are strategic partnerships with top companies and schools. Not only have these initiatives improved SIT’s education quality but they also put it at the forefront of educational innovation and industry collaboration”*.

Furthermore, Participant 14 said *“SIT’s growth has heavily relied on strategic initiatives carried out by its educational leaders. Some of these efforts involve launching fresh courses and upgrading existing ones based on current industry trends, which can be found throughout curricula. The learning experience of students has been improved through improved facilities at the campus. In addition to increasing its existing courses, SIT is changing from being merely an educational institution to a role model in innovation and an industry partner”*.

Lastly, Participant 15 stated, *“By updating and expanding its programs to meet evolving industry and student needs. By upgrading facilities and technology to create a conducive learning environment”*.

Correspondingly, SIT leaders foster innovation and adaptation of research-based endeavors in all the courses offered. The opportunity for learners to discover knowledge and skills could be established through practical or hands-on experience. Also, encouraging high-tech solutions for identified challenges may be done with the implementation of state-of-the-art programs for the clientele.

In his 2020 work, Davis underscored the importance of educational leaders having a clear and compelling vision for their institutions. He posited that a well-defined vision is essential for guiding the direction and priorities of the school, providing a roadmap for future growth and development. This vision serves as a foundation for decision-making and strategic planning, ensuring that all efforts are aligned with the institution's core goals and objectives.

Along with this, Miller further emphasized that inspiring and motivating both staff and students is crucial for achieving this shared vision. Leaders need to actively engage with their teams, fostering an environment where everyone feels committed to and invested in the collective goal. This involves not only communicating the vision effectively but also empowering individuals to take initiative and contribute to the institution's success. By doing so, transformational leaders can create a cohesive and motivated community dedicated to continuous improvement and high standards of educational excellence.

#### **4.1 Solis Institute of Technology’s (SIT) Community Engagement and Outreach Programs:**

Community engagement and outreach programs are some meaningful opportunities for institutions to connect and link with internal and external stakeholders. These endeavors have a positive impact on the institute itself and all individuals who are part of their implementation. Indeed, SIT’s programs and projects support the local communities for their development and advancement too.

##### **Service to the Local Community:**

SIT is wholeheartedly dedicated to serving the local community by actively engaging in initiatives that address pressing societal needs and fostering meaningful partnerships for sustainable development. Through collaborative efforts, the institution seeks to empower community members, promote social responsibility, and drive positive change. This commitment not only enriches the lives of residents but also reinforces SIT's role as a vital contributor to the overall well-being and progress of the community. Along with this, Participants 1, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15, and 16 highlight SIT’s active

involvement in community service. Programs include feeding programs, clean-up drives, gift-giving, blood donations, and support for local government activities. SIT's commitment to serving both students and stakeholders fosters stronger bonds with the community.

For instance, Participant 1 specified *"SIT serves the community through its products or professionals adding to the economic growth besides the labor of service by the Criminology Students for their OJT, cleaning programs, security services to name a few. Whatever the community requests even blood donations feeding, and gift giving SIT is always ready to serve both the students and its stakeholders. CWTS programs besides ROTC are also ways in both learning, training and serving the community"*.

In addition, Participant 4 claimed *"The institution initiates outreach programs such as clean up drive, feeding programs, and gift giving activities towards the community. With these, the people inside and outside the institution create bond and connection in a deeper sense"*. Also, Participant 5 supported this claim and narrated *"There are a lot of community outreach programs that the school is offering to the municipality of Bulan, to name some: blood donation, supporting the LGU from its different activities, CWTS students are engaging in the feeding program, clean up drive, community service and a lot more"*.

Moreover, Participant 6 revealed *"Engaging community services like feeding program for selected barangays/schools; career guidance; supporting the LGU from different activities like Nutriwalk and tree planting; students/teachers also participate Fiesta sa Kabubudlan; student from Criminology department do feeding program support LGU activities like clean up drive, bloodletting, and others"*.

Likewise, Participant 7 highlighted *"The school is always sponsoring a gift giving program especially to the far-flung barangays in the municipality of Bulan, lagi pong nakasuporta ang mga interns at mga namamahala ng school sa anumang adhikain at aktibidad ng lokal na pamahalaan ng Bulan"*. (*".... interns and the school management always support LGU Bulan' activities and drives"*)

In addition, Participant 10 noted *"In the curriculum of all the programs offered, the National Service Training Program and its components, primarily concerning outreach programs not only in the inside but the outside of the institution, or the community. Organizations inside the school and administration are also extending outreach programs like volunteering, blood drives, community clean-ups, donations, recycling programs, planting trees, and a lot more. It is already the culture of SIT and SIT is known for it. Agreements, partnerships, and/or memberships with the local community programs and projects are evidence of a stronger relationship being treasured"*.

Furthermore, Participant 11 emphasized *"There have been numerous community outreach programs that SIT has implemented. Community programs differ based on the target beneficiaries. Programs including blood donation campaigns, feeding programs, and gift-giving programs never fail to foster stronger relationships between the institution and the community due to the institution's unending support to the local community"*.

Additionally, Participant 12 revealed *"Aktibong nakikilahok ang SIT sa iba't ibang community outreach programs upang makatulong sa pag-unlad ng kanilang lokal na komunidad. Ang mga programang ito ay nag-aalok ng libreng educational seminars, health and wellness programs, at mga community clean-up drives. Ang mga outreach activities na ito ay nagpapalakas ng relasyon ng SIT sa mga local na residente at nagbibigay ng mga mahalagang serbisyo na tumutulong sa kanilang pag-unlad"*. (*"SIT has involved in various community outreach programs. These include free educational seminars, health and wellness programs and clean-up drives. These programs strengthen linkage between the institute and its stakeholders."*)



Furthermore, Participant 13 stressed *“SIT appreciates the local community through some programs of outreach. Some examples of these programs are public health initiatives and community service projects that offer valued resources and meet local needs. As a result of their involvement in these programs, SIT can strengthen its connections with society, show social responsibility, and rise as a leader of the region”*.

Moreover, Participant 14 shared *“SIT interacts with the local populace using various outreach schemes. Such programs encompass free symposiums, public talks, and community development activities which give residents access to useful resources plus support. Also, through these actions, SIT contributes to community requirements, establishes firm contacts with neighborhood organizations, and strengthens its dedication towards social accountability”*. Likewise, Participant 15 responded *“Scholarship programs, tree-planting activities, waste management campaigns, and feeding program. By demonstrating the institute's commitment to social responsibility. While creating a positive image and fostering goodwill”*.

Lastly, Participant 16 uttered *“They conducted feeding activities sa mga malnourished, clean up drive sa mga school at barangay iilan lang yan sa mga serbisyo na ginagawa ng mga studyante ng sit Ang ganitong mga gawain ay nakakatulong upang ipakita na katuwang ang SIT ng mamamayan hindi lang sa estado ng edukasyon at teknolohiya maging sa langaran ng kalinisan, environmental proteksyon at peace and order”*. (...to malnourished and clean up drives in schools and communities. These endeavors mirror the goals of SIT not only as an educational institute but a champion of environmental protection and awareness.”)

To support the data presented, Harris (2019) further emphasized that these partnerships not only benefit students but also enhance the relevance and effectiveness of educational institutions. By aligning their curricula with the requirements of local industries and community needs, schools can ensure that their educational offerings remain current and valuable. This alignment fosters a mutually beneficial relationship where businesses and organizations contribute to the educational process, while institutions produce graduates who are ready to contribute to the local economy. Such synergy strengthens the overall community and supports sustainable economic development.

Solis Institute of Technology (SIT) actively engages in community outreach programs that promote social responsibility and strengthen its connections with local stakeholders. Through initiatives such as feeding programs, clean-up drives, blood donations, and gift-giving, SIT addresses societal needs and fosters partnerships for sustainable development. These efforts not only benefit local communities but also help build stronger bonds between the institution, its students, and the external community. SIT's commitment to community service is integrated into its curriculum, with programs like the National Service Training Program (NSTP) and ROTC encouraging students to contribute meaningfully to the well-being of the community. The institution's outreach programs demonstrate its dedication to social accountability, environmental protection, and the overall advancement of the local population.

### **Educational and Health Initiatives:**

By promoting educational and health initiatives to enhance community well-being, SIT plays a vital role in programs that improve access to learning and healthcare resources. These initiatives not only empower individuals with essential knowledge and skills but also ensure that community members have the necessary support to lead healthier lives. Through its dedicated efforts, SIT contributes significantly to building a stronger, more resilient community where everyone has the opportunity to thrive. In line with this, Participants 3, 9, 12, and 13 emphasize SIT's educational and health-related outreach. Free technology workshops, health clinics, and educational seminars provide valuable resources to the local

community. These initiatives strengthen SIT's relationship with residents and demonstrate social responsibility.

As proof, Participant 3 said "SIT's community outreach programs, like free tech workshops and health clinics, have strengthened its relationship with the local community, fostering mutual support and engagement. Similarly, Participant 9 mentioned "*SIT's commitment to community engagement is evident through its extensive outreach programs. These programs include free technology workshops, health screenings, and educational seminars aimed at providing valuable resources and support to the local community. By actively participating in community service, SIT strengthens its relationship with the community and demonstrates its dedication to making a positive impact beyond the classroom*".

Interestingly, Participant 12 replied "*Aktibong nakikilahok ang SIT sa iba't ibang community outreach programs upang makatulong sa pag-unlad ng kanilang lokal na komunidad. Ang mga programang ito ay nag-aalok ng libreng educational seminars, health and wellness programs, at mga community clean-up drives. Ang mga outreach activities na ito ay nagpapalakas ng relasyon ng SIT sa mga local na residente at nagbibigay ng mga mahalagang serbisyo na tumutulong sa kanilang pag-unlad.*" ("SIT has involved in various community outreach programs. These include free educational seminars, health and wellness programs and clean-up drives. These programs strengthen linkage between the institute and its stakeholders.")

Finally, Participant 13 exclaimed "*SIT appreciates the local community through some programs of outreach. Some examples of these programs are public health initiatives and community service projects that offer valued resources and meet local needs. As a result of their involvement in these programs, SIT can strengthen its connections with society, show social responsibility, and rise as a leader of the region*".

The study by Bringle and Hatcher explores how higher education institutions can embed service learning into their educational programs to enhance community engagement and institutional effectiveness. The authors provide a comprehensive analysis of various models and strategies for integrating service learning into curricula. They discuss the benefits of service learning for both students and communities, including enhanced learning outcomes and strengthened community partnerships. The study highlights the importance of institutional commitment to service learning as a means to achieve meaningful community impact and educational enrichment.

SIT ensures smooth connection with the community by implementing activities that are also beneficial to the external stakeholders. Some of these include educational seminars, health screenings, and health and wellness programs. Fostering relationships with the community is SIT's mission and goals which are indeed timely and relevant. Moreover, Green (2019) emphasized the transformative impact of outreach programs aimed at underrepresented communities. He argued that these initiatives play a crucial role in providing access to education for individuals who might otherwise face barriers to academic opportunities.

Through its educational and health initiatives, the institute enhances community well-being by offering free technology workshops, health clinics, and educational seminars. These outreach programs deliver valuable resources and support, fortifying the relationship with residents and showcasing a strong commitment to social responsibility. Active participation in such community services improves access to learning and healthcare, reinforcing the institute's role as a responsible and engaged community member. These efforts emphasize the institute's dedication to driving positive change and addressing local needs beyond its academic objectives.

**Environmental Stewardship:**

SIT is committed to environmental stewardship by actively implementing sustainable practices and initiatives that promote ecological responsibility and protect the natural environment. Through a variety of programs, the institution strives to reduce its ecological footprint while raising awareness about environmental issues among students and the community. This dedication to sustainability not only fosters a culture of environmental consciousness but also contributes to the long-term health of our planet for future generations. For instance, Participants 10, 14, and 16 mention environmental programs such as tree-planting activities, waste management campaigns, and clean-up drives. SIT's commitment to environmental protection contributes to goodwill and community well-being.

In essence, Participant 10 cited *"In the curriculum of all the programs offered, the National Service Training Program and its components, primarily concerning outreach programs not only in the inside but the outside of the institution, or the community. Organizations inside the school and administration are also extending outreach programs like volunteering, blood drives, community clean-ups, donations, recycling programs, planting trees, and a lot more. It is already the culture of SIT and SIT is known for it. Agreements, partnerships, and/or memberships with the local community programs and projects are evidence of a stronger relationship being treasured.*

Besides, Participant 14 said *"SIT interacts with the local populace using various outreach schemes. Such programs encompass free symposiums, public talks, and community development activities which give residents access to useful resources plus support. Also, through these actions, SIT contributes to community requirements, establishes firm contacts with neighborhood organizations, and strengthens its dedication towards social accountability"*.

Truly, Participant 16 stated *"They conducted feeding activities sa mga malnourished, clean up drive sa mga school at barangay iilan lang yan sa mga serbisyo na ginagawa ng mga studyante ng sit Ang ganitong mga Gawain ay nakakatulong upang ipakita na katuwang ang SIT ng mamamayan hindi lang sa estado ng edukasyon at teknolohiya maging sa langaran ng kalinisan, environmental proteksyon at peace and order"*. ("...to malnourished and clean up drives in schools and communities. These endeavors mirror the goals of SIT not only as an educational institute but a champion of environmental protection and awareness.")

Concerning the result presented, Ozkan (2022) defined an ecological leader as a leader who takes environmental actions at school, protects the environment, sets an example in protecting the environment, and uses resources well. He also emphasized that the ability to work collaboratively and sustainability education is essential for promoting sustainable leaders. These leaders are described as visionary, problem-solvers, adapting groups to organizational change, and individuals with emotional intelligence.

SIT's dedication to environmental stewardship is evident through its active engagement in sustainable practices and ecological initiatives. The institution integrates environmental responsibility into its curriculum and outreach programs, reflecting a deep commitment to ecological well-being. Initiatives such as tree-planting activities, waste management campaigns, and community clean-up drives are prominent examples of SIT's efforts to promote environmental protection. These programs are part of a broader culture of sustainability at SIT, where the institution not only educates but also actively participates in environmental preservation. By fostering partnerships and engaging with local communities, SIT enhances its role in environmental stewardship while strengthening its relationship with society and demonstrating its commitment to social responsibility and ecological awareness.

### Collaboration with Local Government Units (LGUs):

Solis Institute of Technology actively collaborates with Local Government Units (LGUs) to drive community development through joint initiatives and the sharing of resources. By leveraging their combined expertise and capabilities, SITs and LGUs create impactful programs that address local needs and promote sustainable growth. This partnership not only strengthens community ties but also fosters a collective commitment to improving the quality of life for all residents. Along with this, Participants 2, 6, 7, and 10 highlight SIT's collaboration with LGUs. SIT actively participates in LGU programs, clean and green initiatives, and community involvement related to military activities. These partnerships strengthen ties between SIT and local government bodies.

Remarkably, Participant 2 specified *“The SIT has always been a part of different community programs of the LGU. It has also a program on clean and green, gift giving and community involvement in the military, to name a few”*. This utterance was supported by Participant 6 claiming *“Engaging community services like feeding program for selected barangays/schools; career guidance; supporting the LGU from different activities like Nutri Walk and tree planting; students/teachers also participate Fiesta sa Kabubudlan; student from Criminology department do feeding program support LGU activities like clean up drive, bloodletting, and others”*.

Likewise, Participant 7 narrated *“The school is always sponsoring a gift giving program especially to the far-flung barangays in the municipality of Bulan, lagi pong nakasuporta ang mga interns at mga namamahala ng school sa anumang adhikain at aktibidad ng lokal na pamahalaan ng Bulan”*. (“...SIT supports LGU Bulan in all its activities.”)

Similarly, Participant 10 recalled *“In the curriculum, of all the programs offered, the National Service Training Program and its components, primarily concerning outreach programs not only in the inside but the outside of the institution, or the community. Organizations inside the school and administration are also extending outreach programs like volunteering, blood drives, community clean-ups, donations, recycling programs, planting trees, and a lot more. It is already the culture of SIT and SIT is known for it. Agreements, partnerships, and/or memberships with the local community programs and projects are evidence of a stronger relationship being treasured”*.

Moe, T. M., & Smith, T. B. (2016) examine how higher education institutions contribute to local development through collaborations with local governments. It explores various practices and approaches, such as joint projects and shared resources, that enhance community development. The authors discuss how universities can leverage their expertise, facilities, and student involvement to support local initiatives, particularly in areas like economic development, social welfare, and environmental sustainability.

Additionally, Kumar, V., & Sanders, C. (2020) evaluate the effectiveness of partnerships between educational institutions and local governments in achieving local impact. The study assesses various collaborative initiatives, including educational programs, health services, and community development projects. The authors provide insights into how these partnerships can be optimized to better meet community needs, enhance resource utilization, and achieve measurable outcomes. The paper emphasizes the importance of clear objectives, effective communication, and ongoing evaluation in successful university-local government collaborations.

Collaboration with Local Government Units (LGUs) is a key aspect of community engagement, focusing on joint initiatives and resource-sharing to foster local development. Actively participating in various LGU programs, the institution is involved in clean and green campaigns, community service projects,



and military support activities. These partnerships illustrate a commitment to enhancing community well-being and demonstrate an effective integration of outreach programs into institutional culture, thereby strengthening ties with local government bodies. It is noticeable that SIT as an educational institute fosters collaboration and partnership with the community. Some of its tangible programs comprise LGU's teamwork and community involvement. Active participation of the institute in communities' endeavors reflects its aspirations to share tokens of alliance with its stakeholders.

#### **Positive Image and Social Accountability:**

Through its proactive engagement in community service and commitment to ethical practices, SIT cultivates a positive image and exemplifies social accountability. By actively participating in initiatives that address community needs, the institution not only contributes to the well-being of its surroundings but also reinforces its dedication to responsible citizenship. This commitment enhances SIT's reputation as a leader in social responsibility, inspiring others to follow suit and create a lasting impact on the community. For example, Participants 9, 14, and 15 emphasize SIT's commitment to social responsibility. By engaging in outreach programs, SIT creates a positive image and demonstrates its dedication to making a meaningful impact beyond the classroom. These efforts contribute to goodwill and community leadership.

Participant 9 highlighted *"SIT's commitment to community engagement is evident through its extensive outreach programs. These programs include free technology workshops, health screenings, and educational seminars aimed at providing valuable resources and support to the local community. By actively participating in community service, SIT strengthens its relationship with the community and demonstrates its dedication to making a positive impact beyond the classroom"*.

Furthermore, Participant 14 noted *"SIT interacts with the local populace using various outreach schemes. Such programs encompass free symposiums, public talks, and community development activities which give residents access to useful resources plus support. Also through these actions, SIT contributes to community requirements, establishes firm contacts with neighborhood organizations, and strengthens its dedication towards social accountability"*.

Similarly, Participant 15 emphasized *"Scholarship programs, tree-planting activities, waste management campaigns, and feeding programs. By demonstrating the institute's commitment to social responsibility. While creating a positive image and fostering goodwill"*.

In line with this, Harris (2019) emphasized the importance of educational institutions forming robust partnerships with local businesses and community organizations. He argued that such collaborations are essential for providing students with practical learning opportunities that bridge the gap between academic theory and real-world application. By engaging with these local entities, educational programs can be tailored to meet the specific needs and demands of the local economy, ensuring that students are well-prepared for the workforce upon graduation.

Moreover, Nguyen (2019) highlighted the significance of community engagement in education, emphasizing that it fosters a sense of shared responsibility and collaboration among all stakeholders. By actively involving local stakeholders, such as parents, community leaders, and organizations, schools can create a more inclusive and supportive educational environment. This collaborative approach ensures that various perspectives and needs are considered, leading to more comprehensive and effective solutions to educational challenges.

Active engagement in community service and ethical practices not only fosters a positive image but also reinforces a deep sense of social accountability. By consistently participating in initiatives that address

community needs, the institution demonstrates its commitment to making a meaningful impact beyond academics. This integration of positive image and social responsibility strengthens the institution's reputation as a leader in community engagement. Moreover, these efforts build trust with local stakeholders, solidify partnerships, and enhance the institution's role as a socially accountable entity. Through such actions, the institution creates a lasting legacy of goodwill, leadership, and ethical responsibility within the community.

#### **4.2 Solis Institute of Technology's (SIT) Partnerships and Collaborations with Local Industries:**

Solis Institute of Technology (SIT) has established a strong network of partnerships and collaborations with local industries, playing a crucial role in bridging the gap between academia and the professional world. These strategic alliances enable SIT to enhance its curriculum, provide real-world experiences for students, and contribute to local economic development. By working closely with industry partners, SIT not only enriches its educational offerings but also ensures that its graduates are well-prepared for the evolving demands of the workforce.

##### **Internships and Practical Training:**

Internships and practical training at Solis Institute of Technology (SIT) offer students invaluable hands-on experience and real-world skills, effectively bridging the gap between academic learning and professional practice. By immersing students in real-world environments, these opportunities allow them to apply theoretical knowledge in practical settings, enhancing their understanding and readiness for the workforce. This experiential learning approach not only equips graduates with essential competencies but also fosters confidence and adaptability in their chosen careers. To support this, Participants 1, 2, 6, 9, 11, 12, 13, 14, and 16 emphasize SIT's partnerships for internships, practical training, and job placements. These collaborations allow students to gain real-world experience and enhance their employability. Industries benefit by receiving well-prepared graduates who can immediately contribute to their work environment.

Correspondingly, Participant 1 revealed *"We have the LGU such as the office of the Mayor, BFP, and the Army for Criminology and Banks, Business firms for BSBA, Elementary and High School for Education programs. SIT maintains a good relationship with its partner industries to further the experience and learnings of our students in their fields. This is possible after a signed Memorandum of Agreement between the parties"*.

Likewise, Participant 2 stressed *"Through the on-the-job training program of the school, it has built collaboration of the school and community. The school orients and instills to students respect and cooperation to have a fruitful encounter with the community"*. In the same manner, Participant 6 shared *"Partnership in terms of enhancing educational opportunities and contributing to economic growth. Internship and Co-op programs (on-the-job training) for students to gain practical skills, professional experience, and potential job opportunities. Professional Development and Continuing Education – for industries to ensure employees stay updated with the latest knowledge and skills"*

Besides, Participant 9 shared *"The partnerships SIT has forged with local industries are integral to its approach. These collaborations create opportunities for students to gain practical experience through internships, co-op programs, and job placements. Additionally, these partnerships help industries by supplying a skilled and knowledgeable workforce, fostering mutual benefits that contribute to the overall economic development of the region"*.

Moreover, Participant 11 answered *"Partnerships and collaborations have always been a fundamental venture for the stronger relations between the school and the community. Collaborations such as these*

*benefit the institution by creating networks and opportunities from the industry involved and in return agencies or NGO's will have a reliable partner institution in the field of education through SIT”.*

Similarly, Participant 12 responded *“Ang SIT ay may mga matibay na partnerships sa mga lokal na industriya na nagbibigay sa mga estudyante ng access sa internships, practical training, at job placements. Ang mga partnership na ito ay hindi lamang nakakatulong sa mga estudyante na magkaroon ng real-work experience kundi pati na rin sa mga lokal na negosyo na nakakakuha ng mga handang magtrabaho na graduates. Ang ganitong mga collaborative efforts ay nagpapalakas ng ekonomiya at nagbubukas ng mga bagong oportunidad para sa parehong institusyon at industriya”.* (“SIT has built a strong linkage with local industries which provide access to internships, practical training and job placements. The partnerships enable SIT students for real-work experience and employment opportunities., which in reality strengthen both the economic capabilities of the institute and the partner industries”.)

Furthermore, Participant 13 uttered *“SIT’s partnerships with the local industries are key aspects of its strategy to connect education with the real world. These collaborations provide internships, co-op programs, and industry projects to students, thus enhancing their practical skills and employability. There are also advantages for local businesses that receive well-trained graduates at their disposal that can be integrated into their work environment immediately after graduation. It is through SIT’s cooperation with some industries within the region that its economic development is supported while reciprocal growth occurs between them”.*

Correspondingly, Participant 14 said *“SIT’s collaboration with local industries is paramount in narrowing down the dissimilarity in job training. Students get enough experience through co-op programs, industry projects, and internship schemes based on this relationship. Moreover, it serves as a source of skilled graduates ready for these enterprises benefitting them in the implementation of different activities. The connection between SIT and other proximal industries improves students’ academic journey while benefiting them economically around.”.*

Likewise, Participant 16 mentioned *“Ang institution ng SIT ay nakikipag collaborate and cooperate sa ibat ibang institution at industries upang mas lalong maging produktibo ang mga estudyante at mga guro upang maging kapaki pakinabang pag labas ng institution ng SIT, at pagka graduate ay nanaguing competent at productive ang bawat individual”.* (“SIT collaborates and cooperates with other institutions and industries to train students to be competent and productive in their chosen fields and careers”.)

Accordingly, White (2020) emphasized the significant benefits of collaborative initiatives between universities and local industries. He argued that such partnerships are crucial for fostering innovation and driving economic development. By working together, universities and industries can share resources, knowledge, and expertise, leading to the creation of new technologies, products, and services. These collaborations not only enhance the research capabilities of universities but also help local industries stay competitive and at the forefront of technological advancements.

Solis Institute of Technology (SIT) has established strong partnerships and collaborations with local industries, bridging the gap between academia and the professional world. These strategic alliances enhance SIT’s curriculum, provide students with hands-on experience through internships and practical training, and prepare them for the workforce. By engaging with industry partners, SIT ensures that its graduates are equipped with real-world skills, improving their employability and benefiting the local economy. These partnerships are mutually beneficial, as they provide industries with a skilled workforce

while fostering economic growth and professional development opportunities for both students and employees. The institution's collaborations with local businesses strengthen the connection between education and industry, contributing to overall community and economic development.

### **Mutual Benefits and Economic Growth:**

Solis Institute of Technology's partnerships and collaborations create mutual benefits for both the institution and local industries, driving economic growth and fostering a vibrant community. By aligning academic programs with industry demands, SIT equips students with relevant skills while providing local businesses with a skilled workforce, contributing to the overall prosperity and sustainability of the community. For instance, Participants 4, 10, 11, 12, and 13 highlight the mutual benefits of SIT's collaborations. These partnerships create opportunities for both the institution and industries. SIT contributes to economic development, while industries supply skilled workers. The relationships foster reciprocal growth.

For instance, Participant 4 replied *“The institution creates collaborations with Local industries and other institutions by involving them in academic activities of the students. These institutions or industries play a big part through providing training or imparting knowledge”*. Likewise, Participant 10 exclaimed *“Partnerships on environment, safety and health programs, empowerment, education, sports, peace and order, and training are the common collaborations. These programs benefit both parties involved because of their good feedback and successful results that make both parties stronger and known for their good intention for the environment and humanity.*

Moreover, Participant 11 cited *“Partnerships and collaborations have always been a fundamental venture for the stronger relations between the school and the community. Collaborations such as these benefit the institution by creating networks and opportunities from the industry involved and in return agencies or NGO's will have a reliable partner institution in the field of education through SIT”*.

In the same manner, Participant 12 told *“Ang SIT ay may mga matibay na partnerships sa mga lokal na industriya na nagbibigay sa mga estudyante ng access sa internships, practical training, at job placements. Ang mga partnership na ito ay hindi lamang nakakatulong sa mga estudyante na magkaroon ng real-world experience kundi pati na rin sa mga lokal na negosyo na nakakakuha ng mga handang magtrabaho na graduates. Ang ganitong mga collaborative efforts ay nagpapalakas ng ekonomiya at nagbukas ng mga bagong oportunidad para sa parehong institusyon at industriya”*. (“SIT has built a strong linkage with local industries which provide access to internships, practical training and job placements. The partnerships enable SIT students for real-work experience and employment opportunities., which strengthen both the economic capabilities of the institute and the partner industries”.)

Interestingly, Participant 13 stated *“SIT's partnerships with the local industries are key aspects of its strategy to connect education with the real world. These collaborations provide internships, co-op programs, and industry projects to students, thus enhancing their practical skills and employability. There are also advantages for local businesses that receive well-trained graduates at their disposal that can be integrated into their work environment immediately after graduation. It is through SIT's cooperation with some industries within the region that its economic development is supported while reciprocal growth occurs between them”*.

To support this claim, Hughes (2022) further emphasized that these collaborations help align educational initiatives with community needs and priorities. Local governments have a deep understanding of the socio-economic and cultural contexts of their communities, which can inform and shape educational



policies and programs. By integrating this local knowledge, educational institutions can design curricula and initiatives that are more relevant and beneficial to their students. This alignment ensures that the education provided is not only academically rigorous but also socially and economically responsive, ultimately leading to better educational outcomes and community development.

Partnerships and collaborations between Solis Institute of Technology (SIT) and local industries generate substantial mutual benefits, driving economic growth and fostering a thriving community. These strategic alliances provide SIT students with practical experience through internships, training, and job placements, while local businesses benefit from a steady supply of skilled and well-prepared graduates. By strengthening students' employability and enhancing the economic capabilities of both SIT and its industry partners, these collaborations contribute to regional development. Additionally, joint efforts in areas such as the environment, education, and community development further elevate the reputation of both SIT and its partners, reinforcing their commitment to social responsibility. Ultimately, SIT's partnerships foster reciprocal growth, advancing both educational and industrial sectors while supporting a dynamic, skilled workforce that drives broader economic progress.

#### **Industry-Relevant Curriculum and Resources:**

By consistently updating its programs in partnership with industry leaders, SIT ensures that its curriculum and resources are closely aligned with current market demands. This collaborative approach allows the institution to adapt to emerging trends and technologies, equipping students with relevant skills and knowledge essential for success in their careers. Through ongoing dialogue with industry partners, SIT enhances the educational experience, preparing graduates to meet the challenges of a dynamic job market. To support this, Participants 9, 13, 14, and 15 mentioned industry-sponsored scholarships, cooperative education programs, and curriculum development. SIT's partnerships ensure that students receive relevant education and access to resources. Industries benefit from a steady supply of skilled graduates.

To be specific, Participant 9 specified *“The partnerships SIT has forged with local industries are integral to its approach. These collaborations create opportunities for students to gain practical experience through internships, co-op programs, and job placements. Additionally, these partnerships help industries by supplying a skilled and knowledgeable workforce, fostering mutual benefits that contribute to the overall economic development of the region”*.

Similarly, Participant 13 acclaimed *“SIT's partnerships with the local industries are key aspects of its strategy to connect education with the real world. These collaborations provide internships, co-op programs, and industry projects to students, thus enhancing their practical skills and employability. There are also advantages for local businesses that receive well-trained graduates at their disposal that can be integrated into their work environment immediately after graduation. It is through SIT's cooperation with some industries within the region that its economic development is supported while reciprocal growth occurs between them”*.

In addition, Participant 14 narrated *“SIT's collaboration with local industries is paramount in narrowing down the dissimilarity in job training. Students get enough experience through co-op programs, industry projects, and internship schemes based on this relationship. Moreover, it serves as a source of skilled graduates ready for these enterprises benefitting them in the implementation of different activities. The connection between SIT and other proximal industries improves students' academic journey while benefiting them economically around”*.

Likewise, Participant 15 recalled *“SIT's partnerships involve cooperative education programs, internships, and industry-sponsored scholarships. These collaborations benefit the institute by providing students with practical experience, industry-relevant curriculum development, and access to resources. For industries, these partnerships ensure a steady supply of skilled graduates”*.

Meanwhile, Williams (2023) highlighted that advocacy and engagement are crucial for sustainable educational leadership. By actively involving stakeholders and advocating for their needs, institutions can ensure ongoing support and alignment with community and industry needs. This proactive approach not only helps secure necessary resources but also fosters a collaborative environment where educational leaders can effectively address challenges and implement initiatives that benefit students and the broader educational community.

Solis Institute of Technology (SIT) maintains strong partnerships with local industries, ensuring its curriculum and resources remain closely aligned with market needs. These collaborations provide students with practical experience through internships, cooperative education programs, and industry-sponsored scholarships, directly enhancing their employability and skills. In turn, industries benefit from a reliable supply of well-trained, job-ready graduates who can immediately contribute to their work environments. By working together on curriculum development and offering hands-on opportunities, SIT and its industry partners foster mutual growth, supporting regional economic development and creating a more dynamic workforce. This integration of real-world experience into education ensures that students are equipped with the skills and knowledge required to thrive in an evolving job market, benefiting both the institution and the industries involved.

#### **Real-World Connections and Networks:**

Strategic partnerships facilitate the establishment of real-world connections and networks, significantly enhancing the practical relevance of academic programs. These collaborations provide valuable opportunities for both students and professionals, enabling them to engage with industry experts, gain insights into current practices, and participate in hands-on experiences. By bridging the gap between theory and practice, these connections empower students to develop essential skills and competencies, ensuring they are well-prepared to thrive in their future careers. To support this, Participants 11, 13, and 14 emphasize the importance of partnerships in creating networks and opportunities. SIT's collaborations connect education with the real world, benefiting both the institution and the community. Reliable partnerships enhance the institution's reputation.

Correspondingly, Participant 11 highlighted *“Partnerships and collaborations have always been a fundamental venture for the stronger relations between the school and the community. Collaborations such as these benefit the institution by creating networks and opportunities from the industry involved and in return agencies or NGO's will have a reliable partner institution in the field of education through SIT”*.

Furthermore, Participant 13 noted *“SIT's partnerships with the local industries are key aspects of its strategy to connect education with the real world. These collaborations provide internships, co-op programs, and industry projects to students, thus enhancing their practical skills and employability. There are also advantages for local businesses that receive well-trained graduates at their disposal that can be integrated into their work environment immediately after graduation. It is through SIT's cooperation with some industries within the region that its economic development is supported while reciprocal growth occurs between them”*.

Likewise, Participant 14 emphasized *“SIT's collaboration with local industries is paramount in narrowi-*

ng down the dissimilarity in job training. Students get enough experience through co-op programs, industry projects, and internship schemes based on this relationship. Moreover, it serves as a source of skilled graduates ready for these enterprises benefitting them in the implementation of different activities. The connection between SIT and other proximal industries improves students' academic journey while benefiting them economically around".

The partnership and connection established by SIT and industries have a great impact on each other. As a result. Real-world connections were strengthened, networks were recognized, and reputation was well-preserved. These outcomes motivate all the people who keep them operating smoothly and organized. As proof, Patel (2023) further stressed that this holistic approach not only supports student well-being but also enhances academic success. By addressing socioeconomic barriers and providing targeted support, educational institutions can create a more inclusive and supportive learning environment. This comprehensive understanding of the broader context in which students live and learn contributes to improved educational outcomes and fosters a more equitable and effective educational experience.

Strategic partnerships at Solis Institute of Technology (SIT) play a crucial role in establishing real-world connections and networks that enhance the practical relevance of academic programs. These collaborations provide valuable opportunities for students, such as internships, co-op programs, and industry projects, directly linking education with real-world applications and significantly improving their employability. By connecting education with local industries, SIT not only enhances its reputation but also supports community and economic development. The mutual benefits of these partnerships ensure that students gain hands-on experience and that industries receive skilled graduates ready to contribute immediately. This integration of the academic and professional worlds fosters reciprocal growth and strengthens the institution's role as a vital player in regional development.

### **Social Responsibility and Productivity:**

The integration of social responsibility and productivity is achieved through initiatives that promote ethical practices, enhancing both community well-being and organizational efficiency. By prioritizing sustainable engagement, organizations can create a positive social impact while improving operational effectiveness, leading to long-term success. In connection with this, Participants 10, 15, and 16 mention SIT's commitment to productivity. Collaborations contribute to students' competence and productivity upon graduation. SIT's cooperative efforts demonstrate social responsibility and benefit individuals and the community.

In line with this thought, Participant 10 revealed "*Partnerships on environment, safety and health programs, empowerment, education, sports, peace and order, and training are the common collaborations. These programs benefit both parties involved because of their good feedback and successful results that make both parties stronger and known for their good intention for the environment and humanity.*

In addition, Participant 15 highlighted "*SIT's partnerships involve cooperative education programs, internships, and industry-sponsored scholarships. These collaborations benefit the institute by providing students with practical experience, industry-relevant curriculum development, and access to resources. For industries, these partnerships ensure a steady supply of skilled graduates*".

Truthfully, Participant 16 noted "*Ang institution ng SIT ay nakikipag collaborate and cooperate sa ibat ibang institution at industries upang mas lalong maging produktibo ang mga estudyante at mga guro upang maging kapaki pakinabang pag labas ng institution ng SIT, at pagka graduate ay nagiging competent at productive ang bawat individual*". ("SIT collaborates and cooperates with other

institutions and industries to train students to be competent and productive in their chosen fields and careers”.)

In essence, Garcia (2020) pointed out the value of educational institutions engaging with their local communities to create a supportive environment for students and their families. She argued that by actively participating in community programs, hosting workshops, and organizing local events, schools can foster stronger connections with the community. These activities not only provide additional resources and support for students but also help build a sense of belonging and mutual support among families, educators, and community members.

The integration of social responsibility with productivity at Solis Institute of Technology (SIT) is exemplified through its strategic partnerships that enhance community well-being and organizational efficiency. These collaborations, which include initiatives in environmental stewardship, health and safety, education, and training, not only foster ethical practices but also significantly boost productivity. By providing students with practical experience through cooperative education programs, internships, and industry-sponsored scholarships, SIT ensures they are well-prepared and productive upon graduation. These efforts benefit both the institution and the community by promoting a skilled, competent workforce and demonstrating a strong commitment to social responsibility, ultimately contributing to the greater good and reinforcing SIT’s role in advancing regional development.

#### **4.3 Community and Industry Engagement Opportunities for SIT Students.**

Solis Institute of Technology (SIT) provides students with numerous opportunities to engage with the local community and industry through internships, community service projects, and industry partnerships. These initiatives offer hands-on experience and help build valuable professional connections. By participating, students enhance their academic experience and prepare for successful careers while contributing to community development.

##### **Internships and Practical Training:**

Internships and practical training at Solis Institute of Technology provide students with invaluable hands-on experience and industry insights, effectively bridging the gap between academic learning and professional practice. These immersive opportunities allow students to apply theoretical knowledge in real-world settings, fostering essential skills and competencies that enhance their readiness for the workforce. By engaging directly with industry professionals, students gain a deeper understanding of workplace dynamics, preparing them for successful careers in their chosen fields. Moreover, Participants 3, 4, 6, 9, 11, 12, 13, 14, and 15 highlighted SIT’s focus on internships, on-the-job training, and industry exposure. These opportunities allow students to apply theoretical knowledge in real-world settings, gain practical skills, and build connections with professionals.

As evidence, Participant 3 emphasized “*SIT provides ample opportunities for students to engage with the community and industry, enhancing their practical knowledge and preparing them for real-world challenges through internships, service projects, and industry visits*”. Besides, Participant 4 also revealed “*On the Job training is an example of this. The students are provided real-life job training which makes them prepared to pursue their professional careers*”.

Accordingly, Participant 6 stressed “*School provides various opportunities for students to engage with the local community and industry like internship (on-the-job training) which is also part of the curriculum. Students benefit from a real-world application of knowledge, exposure to industry practices; service learning, and community service – workshops, seminars, and conferences. Events organized*



*with local industry participation, where students can learn about the latest developments and network with professionals”.*

Furthermore, Participant 9 shared *“SIT provides numerous opportunities for students to engage with both the community and industry. Through internships, service-learning projects, and industry visits, students gain hands-on experience and practical knowledge that enhance their academic learning. These experiences also help students build professional networks and prepare for their future careers, bridging the gap between education and the workforce”.*

Similarly, Participant 11 answered *“The SIT immersed their students to the community, through training, seminar & workshop, as well as to a competition but not limited to. Some of these activities ensure that the students will have a good career. The students encounter different professionals whose dreams and aspirations somehow mirror theirs, which led them to perform excellently not just in class but also in life”.*

In addition, Participant 12 honestly responded *“Nagbibigay ang SIT ng maraming pagkakataon para sa mga estudyante na makilahok sa mga community at industry-related activities. Kabilang dito ang mga volunteer programs, industry exposure trips, at mga proyekto na may kinalaman sa local community needs. Ang mga oportunidad na ito ay hindi lamang nag-aambag sa holistic development ng mga estudyante kundi nagbibigay din sa kanila ng valuable na karanasan na magagamit nila sa kanilang mga future career”.* (“SIT provides opportunities for learners to be involved in community and industry-related activities such as volunteer programs, industry exposure trips and other school projects linked to local community needs. These activities provide avenue for learners to immerse themselves in real-work scenarios and develop themselves holistically”.)

In line with this, Participant 13 uttered *“SIT provides several platforms for students to interact with members of the society and businesses thereby making their educational journeys more meaningful as they gear up for professional life. Internships, service-learning initiatives, and industrial tours yield real-time experiences that foster competency development. These platforms enable students to create positive contacts within specific domains as well as uncover hidden information about this industry; hence merging theory and practice by closing the gap existing between them”.*

Moreover, Participant 14 said *“SIT offers students tickets for connecting with their society as well as industries. Students can gain hands-on knowledge and fine-tuned expertise employing industry occasions; service projects where they offer help or assistance as well as attachment opportunities for summer vacations- this enables them to become professionals at what they do. Such events provide both academic enrichment and readiness for future successful professions since they reflect our daily dilemmas hence making students ready to tackle them smoothly”.*

Finally, Participant 15 mentioned *“Students can participate in various initiatives to address community needs; gain practical experience in local businesses and organizations; and industry experts can share their knowledge and insights with students. These opportunities enhance students' learning by establishing connections with potential employers while contributing to the community's development”.*

Furthermore, Martinez (2022) further stressed that these industry partnerships play a critical role in bridging the gap between education and employment. By engaging in internships and apprenticeships, students gain practical skills, industry insights, and professional experience that enhance their readiness for the workforce. This direct engagement with industry not only enriches their academic experience but also improves their employability and career prospects, making them better prepared to meet the demands of their chosen fields.

Students at Solis Institute of Technology (SIT) benefit from numerous opportunities to engage with the local community and industry, significantly enhancing their academic experience and career readiness. Through initiatives such as internships, community service projects, and industry partnerships, students gain practical experience, apply theoretical knowledge, and build valuable professional networks. These hands-on activities not only prepare students for successful careers but also contribute to community development. By integrating real-world connections into its educational approach, SIT ensures that its students are well-equipped to navigate their future careers and make meaningful contributions to society.

### **Community Engagement and Service Learning:**

At Solis Institute of Technology, community engagement and service-learning programs prioritize opportunities for students to apply their knowledge in real-world settings while making meaningful contributions to the local community. These initiatives allow students to address community needs and develop essential skills such as teamwork, problem-solving, and civic responsibility, fostering a strong connection to their community. In line with this, Participants 1, 6, 10, 11, 12, and 15 emphasized SIT's commitment to community engagement. Students participate in volunteer programs, workshops, seminars, and community service projects. These experiences foster empathy, responsibility, and a deeper understanding of societal needs.

Participant 1 replied *“Once exposed to the community they have a practical and closer encounter with the system of life compared to theoretical-based learning which is learned inside the classroom. Children gain empathy and concern for others as they work and learn from their own experience, which is beneficial as they become more interactive, thus responsive and adaptive”*.

Moreover, Participant 6 exclaimed *“School provides various opportunities for students to engage with the local community and industry like internship (on-the-job training) which is also part of the curriculum. Students benefit from a real-world application of knowledge, exposure to industry practices; service learning, and community service – workshops, seminars, and conferences. Events organized with local industry participation, where students can learn about the latest developments and network with professionals”*.

In addition, Participant 10 cited *“Providing opportunity to students to become responsible and accountable to its role and duty to the community. The opportunity also to land a job after graduation because of the exemplary performance shown and enhanced during the engagement of projects”*.

Similarly, Participant 11 said *“The SIT immersed their students to the community, thru a training, seminar & workshop, as well as to a competition but not limited to. Some of these activities ensure that the students will have a good career. The students encounter different professionals whose dreams and aspirations somehow mirror theirs, which led them to perform excellently not just in class but also in life”*.

Remarkably, Participant 12 stated *“Nagbibigay ang SIT ng maraming pagkakataon para sa mga estudyante na makilahok sa mga community at industry-related activities. Kabilang dito ang mga volunteer programs, industry exposure trips, at mga proyekto na may kinalaman sa local community needs. Ang mga oportunidad na ito ay hindi lamang nag-aambag sa holistic development ng mga estudyante kundi nagbibigay din sa kanila ng valuable na karanasan na magagamit nila sa kanilang mga future careers”*. (“SIT provides opportunities for learners to be involved in community and industry-related activities such as volunteer programs, industry exposure trips and other school projects linked to local community needs. These activities provide avenue for learners to immerse themselves in real-work scenarios and develop themselves holistically”.)

Along with this, Participant 15 specified *“Students can participate in various initiatives to address community needs; gain practical experience in local businesses and organizations; and industry experts can share their knowledge and insights with students. These opportunities enhance students' learning by establishing connections with potential employers while contributing to the community's development”*.

As support to the data presented, Lee (2021) noted the importance of educational leaders prioritizing the building of relationships with local stakeholders to foster an environment of mutual support and shared goals. He argued that strong connections with stakeholders, including parents, local businesses, community organizations, and governmental bodies, are essential for creating a cohesive and supportive educational ecosystem. These relationships enable educational leaders to align their institution's objectives with the needs and aspirations of the broader community.

Community engagement and service learning at Solis Institute of Technology (SIT) are integral to the educational experience, offering students numerous opportunities to apply their knowledge in real-world settings and contribute meaningfully to the local community. SIT's commitment to these programs ensures that students become more interactive and responsive, fostering skills and qualities that benefit both their professional lives and the communities they serve. The narratives expressed how SIT provides learners with worthwhile and meaningful encounters in the local community which prepares them for life after college. These activities comprise community engagement and service learning. These meetings hone their knowledge and skills as they step out of the institution.

#### **Career Readiness and Networking:**

Solis Institute of Technology equips students with career readiness by offering numerous opportunities for skill development and professional networking. These initiatives enhance competencies and facilitate valuable connections with industry professionals, empowering graduates to navigate the job market confidently and make meaningful contributions to their fields. In addition, Participants 9, 11, 13, 14, and 15 discuss how SIT's opportunities enhance students' career readiness. By interacting with professionals, attending industry events, and building positive contacts, students prepare for successful professions. Networking bridges the gap between education and the workforce.

Remarkably, Participant 9 claimed *“SIT provides numerous opportunities for students to engage with both the community and industry. Through internships, service-learning projects, and industry visits, students gain hands-on experience and practical knowledge that enhance their academic learning. These experiences also help students build professional networks and prepare for their future careers, bridging the gap between education and the workforce”*.

Moreover, Participant 11 narrated *“The SIT immersed their students to the community, thru a training, seminar & workshop, as well as to a competition but not limited to. Some of these activities ensure that the students will have a good career. The students encounter different professionals whose dreams and aspirations somehow mirror theirs, which led them to perform excellently not just in class but also in life”*. Similarly, Participant 13 recalled *“SIT provides several platforms to students to interact with members of the society and businesses thereby making their educational journeys more meaningful as they gear up for professional life. Internships, service-learning initiatives, and industrial tours yield real-time experiences that foster competency development. These platforms enable students to create positive contacts within specific domains as well as uncover hidden information about this industry; hence merging theory and practice by closing the gap existing between them”*.

Furthermore, Participant 14 highlighted *“SIT offers students tickets for connecting with their society as well as industries. Students can gain hands-on knowledge and fine-tuned expertise utilizing industry*

occasions; service projects where they offer help or assistance as well as attachment opportunities for summer vacations- this enables them to become professionals at what they do. Such events provide both academic enrichment and readiness for future successful professions since they reflect our daily dilemmas hence making students ready to tackle them smoothly”.

Lastly, Participant 15 noted “Students can participate in various initiatives to address community needs; gain practical experience in local businesses and organizations; and industry experts can share their knowledge and insights with students. These opportunities enhance students' learning by establishing connections with potential employers while contributing to the community's development”.

Delving deeper into the details given, Johnson (2021) emphasized the crucial role of stakeholder engagement in developing relevant and responsive educational curricula. He argued that active collaboration with industry and community partners allows educational institutions to gather valuable insights and feedback that can inform their program offerings. This engagement ensures that the curricula are aligned with the latest industry trends and community needs, making the education provided more applicable and beneficial for students.

By offering extensive opportunities such as internships, service-learning projects, and industry visits, Solis Institute of Technology ensures that students are well-prepared for career readiness and professional networking. These strategic initiatives allow students to gain practical experience, build essential professional connections, and bridge the gap between education and the workforce. Engaging in real-world scenarios helps students develop key competencies and create valuable industry contacts, positioning them for successful careers. This comprehensive approach integrates hands-on knowledge with real-world expertise, facilitating a smooth transition from academic environments to professional fields while addressing community needs.

### **Holistic Development and Valuable Experiences:**

Through a variety of programs and experiential learning opportunities, Solis Institute of Technology fosters holistic development, providing students with valuable experiences that enhance both personal and professional growth. These initiatives encourage students to explore their interests, develop critical skills, and gain practical insights, ultimately preparing them for success in their careers and enriching their overall educational experience. In this connection, Participants 12, 13, and 14 highlight SIT's holistic approach. Students gain valuable experiences beyond academics through volunteer programs, industry exposure trips, and community-related projects. These opportunities contribute to personal growth and future career success.

For example, Participant 12 emphasized “*Nagbibigay ang SIT ng maraming pagkakataon para sa mga estudyante na makilahok sa mga community at industry-related activities. Kabilang dito ang mga volunteer programs, industry exposure trips, at mga proyekto na may kinalaman sa local community needs. Ang mga oportunidad na ito ay hindi lamang nag-aambag sa holistic development ng mga estudyante kundi nagbibigay din sa kanila ng valuable na karanasan na magagamit nila sa kanilang mga future careers*”. (“SIT provides opportunities for learners to be involved in community and industry-related activities such as volunteer programs, industry exposure trips and other school projects linked to local community needs. These activities provide avenue for learners to immerse themselves in real-work scenarios and develop themselves holistically”.)

Likewise, Participant 13 revealed “*SIT provides several platforms for students to interact with members of the society and businesses thereby making their educational journeys more meaningful as they gear up for professional life. Internships, service-learning initiatives, and industrial tours yield real-time*



*experiences that foster competency development. These platforms enable students to create positive contacts within specific domains as well as uncover hidden information about this industry; hence merging theory and practice by closing up the gap existing between them”.*

Moreover, Participant 14 stressed *“SIT offers students tickets for connecting with their society as well as industries. Students can gain hands-on knowledge and fine-tuned expertise utilizing industry occasions; service projects where they offer help or assistance as well as attachment opportunities for summer vacations- this enables them to become professionals at what they do. Such events provide both academic enrichment and readiness for future successful professions since they reflect our daily dilemmas hence making students ready to tackle them smoothly”.*

Analyzing the narratives of the participants, it can be deduced that SIT provides opportunities for students to engage with the local community. This would mean holistic development on the part of the students since they experienced valuable encounters with individuals who could provide them with firsthand information on the subject they are studying.

Garcia (2020) further emphasized that such engagement can significantly enhance the overall educational experience. By integrating community involvement into the school’s activities, educational institutions can create a more holistic learning environment that extends beyond the classroom. This approach helps students develop social and emotional skills, encourages parental involvement, and leverages local expertise and resources to enrich the curriculum. Ultimately, these efforts contribute to a more cohesive and resilient community, where education is seen as a shared responsibility and a communal asset.

The Solis Institute of Technology promotes holistic development and provides students with invaluable experiences necessary for both personal and professional growth through a variety of programs and chances for experiential learning. Students receive practical experience through programs like volunteer work, industrial visits, and community service that improve their academic path and get them ready for the workforce. In addition to fostering personal growth, these experiences assist students in developing significant relationships and useful skills. This all-encompassing approach guarantees that students are well-rounded, flexible, and prepared to tackle real-world problems, bridging the knowledge gap between theory and practice while making a constructive contribution to their communities.

### **Mutual Understanding and Professional Relationships:**

Solis Institute of Technology promotes collaboration among students, faculty, and industry partners to foster mutual understanding and build strong professional relationships. This approach enhances learning experiences and expands career opportunities, preparing students to thrive in their chosen fields. To support this, Participants 15 and 16 mention mutual understanding between SIT and various institutions and industries. These collaborations create positive relationships, benefit both students and employees and pave the way for desired careers.

Participant 15 shared *“Students can participate in various initiatives to address community needs; gain practical experience in local businesses and organizations; and industry experts can share their knowledge and insights with students. These opportunities enhance students' learning by establishing connections with potential employers while contributing to the community's development”.*

Furthermore, Participant 16 answered *“Sa pakikipag ugnayan sa ibat ibang institution at industrisya nag kakaruon ng magandang ugnayan ang school at mga institution nakung saan ang magandang ugnayan ng ito ay nakikilala ang paaralan ng SIT at nagbibigay daan sa mga empleyado at mga mag aaral ng upang mag karuon ng mutual understanding Lalo na po sa linya ng ibat Ibang pinapangarap*

*na trabaho at industrisya.* (“Through linkage and connection, SIT became known to the community thus, develop mutual understanding with other stakeholders for employability purposes.”)

According to Johnson (2021) he said that the crucial role of stakeholder engagement in developing relevant and responsive educational curricula. He argued that active collaboration with industry and community partners allows educational institutions to gather valuable insights and feedback that can inform their program offerings. This engagement ensures that the curricula are aligned with the latest industry trends and community needs, making the education provided more applicable and beneficial for students.

Interestingly, Lee (2021) highlighted the importance of educational leaders prioritizing the building of relationships with local stakeholders to foster an environment of mutual support and shared goals. He argued that strong connections with stakeholders, including parents, local businesses, community organizations, and governmental bodies, are essential for creating a cohesive and supportive educational ecosystem. These relationships enable educational leaders to align their institution’s objectives with the needs and aspirations of the broader community.

Building solid professional partnerships and mutual understanding through active engagement with a variety of institutions and businesses is a top priority for Solis Institute of Technology. This clever partnership creates a supportive atmosphere where students gain useful networking opportunities and real-world experience. Students' professional preparation is increased by their involvement in community and industry activities, which provide them with practical knowledge and contacts to possible employers. This strategy not only improves the institute's standing but also fosters understanding and respect between all parties involved, opening doors for prosperous professional careers and partnerships. In summary, student engagement with the local community led to the establishment of professional ties and mutual understanding. This occurs when students engage in negotiation and social interaction, thereby fostering self-confidence and trust.

### **5.1 Community-Driven Partnerships and Outreach Programs**

Collaboration and partnerships with local communities are vital for institutions to cultivate mutual understanding and shared responsibilities. By engaging in open dialogue and actively involving community members, institutions can tailor their efforts to address specific needs and concerns. These relationships build trust and loyalty, fostering a commitment to open communication and enabling both parties to champion meaningful initiatives together. Ultimately, such partnerships not only enhance community well-being but also enrich the educational experience, creating a shared sense of purpose and investment in collective success.

#### **Community Engagement and Service Programs:**

Through community engagement and service programs, Solis Institute of Technology empowers students to apply their skills in real-world contexts, making meaningful contributions to societal improvement. These initiatives not only enhance students' practical experience but also foster a sense of civic responsibility, enabling them to positively impact their communities while gaining valuable insights into the challenges and needs of the society around them. Furthermore, Participants 1, 6, 7, 10, 11, and 15 emphasize SIT’s active involvement in community service, gift-giving, and cleaning programs. These initiatives demonstrate the institution’s commitment to social responsibility and create positive relationships with the local community.

As proof, Participant 1 responded “*SIT extends its hands naturally in any help it can manage to provide in different circumstances. The community expects that already since the founding fathers instilled it in*

*this school leaders which is continued down to the students. Student leaders like the CSC, ROTC, CWTS, and Criminology, as the Academic leaders such as the SBP and the higher management all have a consistent community program from feeding, gift-giving, and cleaning programs just some of it. The different organizations under this Institution even have under their bylaws a percentage of their budget towards community programs which are supported and encouraged by the Management”.*

In addition, Participant 6 uttered, *“Community engagement programs, industry-academic partnerships (on-the-job training), public-private partnerships (for the on-the-job training of students) by developing these collaborative initiatives, schools can create a rich, diverse, and dynamic educational environment that prepare students for success in their careers and contribution to society”.*

Moreover, Participant 7 said *“School is engaged in OJT, particularly in banks, BFP, BJMP, PNP where students from criminology department are giving services to these companies where they are also taught to enhance their skills. Gift giving, community service as well”.* Moreover, Participant 10 mentioned *“Collaborative like maintaining peace and order extended by the Criminology students and trainees in most significant events in the community. Business students have their training in different offices to lighten the work of the employees and increase productivity. Student teachers who give more knowledge and guidance to students, help the teachers and the parents in the school community”.*

Remarkably, Participant 11 replied *“One of the most significant collaborative initiatives of SIT was implemented during COVID Pandemic. It was a collaboration with the Computer Communication Development Institute of Sorsogon. A non-profit, private education institution that offers I.T.-related programs. These collaborations give way to the launching of SIT LMS or Learning Management System. A very crucial tool for long-distance learning modality. This project enhanced visibility and reputation as it was the first of its kind in town during the pandemic. Creating a venue for students and teachers to carry on their learning and teaching in the midst”.*

Lastly, Participant 15 exclaimed *“Partnering with local government or NGOs on community development projects, demonstrating the institute's commitment to social responsibility during the pandemic”.*

The narratives point out that SIT developed significant collaborative initiatives including community engagement and service programs. These programs enhanced the institute’s visibility and reputation since the latter’s involvement supported the local community to champion their cause and aspirations.

In addition to this, Morris (2022) further expounded that these interdisciplinary collaborations not only benefit students but also offer significant advantages for educators. Teachers and faculty members can engage in collaborative research and share best practices, leading to professional growth and the refinement of instructional strategies. This synergy fosters a more integrated and holistic approach to education, where complex problems are addressed from multiple angles, ultimately improving the quality of education and preparing students for a diverse and interconnected world.

The Solis Institute of Technology (SIT) personifies its dedication to social responsibility and cooperative collaborations through its vibrant community participation and service initiatives. SIT actively cultivates positive relationships with local communities by organizing a variety of initiatives, including gift-giving, community clean-ups, and feeding programs. This demonstrates the organization's commitment to improving society. This involvement includes public-private partnerships and industry-academic alliances that improve students' professional and educational experiences, preparing them for the workforce of the future while meeting societal demands. SIT's innovative approach to the COVID-19 pandemic is highlighted by its proactive response, which included launching a Learning Management

System in collaboration with the Computer Communication Development Institute of Sorsogon. This solidifies SIT's position as a cornerstone in community development and support.

### **Industry-Academic Partnerships and On-the-Job Training (OJT):**

Through community engagement and service programs, Solis Institute of Technology actively promotes social responsibility by involving students and faculty in initiatives that address local needs and enhance societal well-being. By engaging in these meaningful projects, participants not only contribute to their communities but also develop a deeper understanding of social issues, fostering a commitment to positive change and lifelong civic involvement. With this, Participants 3, 4, 5, 6, 7, 9, 11, and 14 highlight SIT's collaborations with technology firms, agencies, and organizations for OJT and specialized training programs. These partnerships enhance students' skills, provide valuable credentials, and position SIT as a leader in tech education.

Participant 3 cited *“One of the most significant collaborative initiatives developed by SIT is its partnership with technology firms to offer certification programs. These programs have enhanced the institute's visibility and reputation, positioning SIT as a leader in tech education within the local community. This collaborative initiative was during their offering of technical courses under TESDA, where they offered nominal hours for the community to be able to get to know how to use the computer. They also catered that time teachers who wished to know computers, particularly MS Word, Excel, Adobe, PowerPoint, and other basic computer courses”*.

Additionally, Participant 4 supposed, *“On-the-job training is a program that collaborates the institution and the stakeholders. With these, the institution provides service to the community through its student's involvement”*. Meanwhile, Participant 5 stated, *“OJT for our 4-year courses/program. There is MOA from the different agencies such as BJMP, PNP, LGU, BFP, different elementary and high schools, banks, private and public organizations too”*.

Furthermore, Participant 6 specified *“Community engagement program, industry-academic partnerships (on-the-job training), public-private partnerships (for the on-the-job training of students) by developing these collaborative initiatives, schools can create a rich, diverse, and dynamic educational environment that prepare students for success in their careers and contribution to society”*.

Interestingly, Participant 7 claimed *“School is engaged in OJT, particularly in banks, BFP, BJMP, PNP where students from criminology department are giving services to these companies where they are also taught to enhance their skills. Gift giving, community service as well”*.

Moreover, Participant 9 narrated *“SIT has established several noteworthy collaborative initiatives that have strengthened its position in the educational landscape. Collaborations with firms, for instance, have led to the development of specialized certification programs and cutting-edge workshops. These initiatives have not only provided students with valuable credentials but have also enhanced SIT's visibility and reputation in the Solisian community”*.

Likewise, Participant 11 recalled *“One of the most significant collaborative initiatives of SIT was implemented during COVID Pandemic. It was a collaboration with the Computer Communication Development Institute of Sorsogon. A non-profit, private education institution that offers I.T.-related programs. These collaborations give way to the launching of SIT LMS or Learning Management System. A very crucial tool for long-distance learning modality. This project enhanced visibility and reputation as it was the first of its kind in town during the pandemic. Creating a venue for students and teachers to carry on their learning and teaching during the pandemic”*.



Finally, Participant 14 highlighted *“SIT has created several important collaborative projects that have made the institution one of the most respected in the field of education and professions. For instance, these include working with international technology companies to provide specialized training programs, different educational institutions in Research-based projects, or hosting events where both students and industry leaders come together. In this way, this enhances the visibility of SIT while offering unique opportunities for students and confirming its position as a center for innovation”*.

Analyzing the testimonies presented, it was evident that the institute collaborated with the local community in terms of industry-academic partnerships, OJT, and specialized training. These endeavors uplift the reputation of SIT by winning the trust and loyalty of stakeholders involved in various endeavors.

In addition, Nguyen and Tach (2021) pointed out that students authentically experience this program as part of their lives rather than separate entities that are often marked in OJT evaluative frameworks. The way they find their OJT experiences authentic goes beyond their awareness of learning that is forged by OJT evaluative frameworks or supervisors' instructions to how they make sense of their present experiences concerning their interactions with others in the workplace to fulfill their future aspirations for work and life.

The Solis Institute of Technology (SIT) has improved its standing through community engagement initiatives and smart industry-academic collaborations. Partnerships with IT companies and other groups have improved students' qualifications and abilities while establishing SIT as a pioneer in tech education. Through vibrant community engagement and service initiatives, Solis establishes collaborations that foster a dynamic educational environment, equipping students for success in the workforce and enhancing SIT's visibility and influence within the community.

#### **Innovative Initiatives During COVID-19 Pandemic:**

During the COVID-19 pandemic, Solis Institute of Technology launched innovative initiatives, such as virtual learning platforms and community support programs, to ensure uninterrupted education and meaningful social impact amidst unprecedented challenges. These proactive measures not only facilitated the continuity of learning but also strengthened community resilience, demonstrating the institution's commitment to adaptability and support during difficult times. Moreover, Participant 11 mentions the collaboration with the Computer Communication Development Institute of Sorsogon, resulting in the launch of SIT's Learning Management System (LMS). This project enhanced SIT's visibility during the pandemic and provided a crucial tool for distance learning.

Remarkably, Participant 11 noted *“One of the most significant collaborative initiatives of SIT was implemented during COVID Pandemic. It was a collaboration with the Computer Communication Development Institute of Sorsogon. A non-profit, private education institution that offers I.T.-related programs. These collaborations give way to the launching of SIT LMS or Learning Management System. A very crucial tool for long-distance learning modality. This project enhanced visibility and reputation as it was the first of its kind in town during the pandemic. Creating a venue for students and teachers to carry on their learning and teaching amid the pandemic”*.

Similarly, Wong, A. (2020) provided a comprehensive review of how educational institutions adapted to the COVID-19 pandemic through technological innovations. The paper explored the rapid shift to online learning platforms, the implementation of virtual classrooms, and the challenges faced by both educators and students. It highlights successful strategies for maintaining educational continuity, such as the

integration of new digital tools and platforms that facilitate remote instruction. The study emphasizes the importance of technology in ensuring that education remains accessible and effective during crises.

Additionally, García, E., & Weiss, E. (2021) examined the broad impact of the pandemic on higher education institutions, focusing on the innovative responses adopted to cope with the disruption. The study details how colleges and universities implemented Learning Management Systems (LMS) and other remote learning technologies to facilitate distance education. It also discusses the development of new online course offerings and the expansion of digital resources. The paper analyzes the effectiveness of these innovations and their role in supporting student learning during the pandemic.

SIT displayed incredible creativity and adaptation during the COVID-19 epidemic by putting important services like online learning environments and community assistance programs into place. SIT has closed the gap between traditional and remote education by developing an essential instrument for distance learning, preserving academic advancement, and assisting the community in these unheard-of times.

### **Exchange Programs and Joint Projects:**

Exchange programs and joint projects at Solis Institute of Technology offer students and faculty valuable global learning opportunities and collaborative experiences that significantly enhance academic and professional growth. These initiatives enable participants to engage with diverse perspectives, fostering cross-cultural understanding and enriching their educational journeys. By facilitating collaboration with international institutions, SIT prepares its community to thrive in an increasingly interconnected world. To support this, Participant 12 discussed SIT's partnerships with educational institutions, creating opportunities for exchange programs and joint projects. These collaborations strengthen SIT's visibility in the education sector and bring best practices from different parts of the world. She emphasized "*Ang SIT ay mayroong mga makabuluhang collaborative initiatives tulad ng partnerships sa mga educational institutions na nagbukas ng pagkakataon para sa exchange programs at joint projects. Ang mga pagsasanib na ito ay nagbigay sa SIT ng mas mataas na visibility sa education sector at nag-enhance ng kanilang academic reputation. Ang mga collaborative projects ay nagpapalakas ng learning opportunities para sa mga estudyante at nagdadala ng mga best practices sa SIT mula sa iba't ibang bahagi ng mundo*" (SIT developed relevant collaborative initiatives with other educational institutions which paved way for exchange programs or joint projects. This enabled SIT for higher visibility in the education sector and a good reputation. The learning opportunities opened doors for students to benchmark best practices that could be utilized by the institute".)

As proof, Johnson (2021) further highlighted that incorporating feedback from these stakeholders helps institutions anticipate and adapt to future changes and demands. By maintaining an ongoing dialogue with industry and community partners, schools can continuously refine and update their programs to stay ahead of emerging challenges and opportunities. This proactive approach not only enhances the quality and relevance of education but also prepares students to meet the evolving requirements of the workforce and society, ensuring they are well-equipped for their future careers.

Exchange programs and joint projects at Solis Institute of Technology provide students and faculty with valuable global learning experiences that significantly enhance academic and professional growth. The institution's partnerships with various educational organizations facilitate exchange programs and collaborative projects, which bolster SIT's visibility in the education sector and introduce best practices from around the world. These initiatives not only elevate the academic reputation of SIT but also expand

learning opportunities for students by integrating diverse practices and perspectives into their education, thus enriching their overall academic and professional development.

### **Standard of Education and Discipline:**

Solis Institute of Technology maintains a commitment to high educational standards and discipline, ensuring that academic rigor and ethical behavior are fundamental aspects of the student experience. This dedication not only fosters a culture of excellence but also prepares students to navigate their academic and professional lives with integrity and responsibility, empowering them to become ethical leaders in their fields. With this, Participant 16 emphasizes SIT's standard of education, discipline, and good reputation within the community. The institution's commitment to maintaining moral values contributes to its recognition and student satisfaction. He revealed *"Isa sa mga magagandang pakikipag ugnayan ng SIT ay ang ibat-ibang collaboration sa mga institution at dahil dito nakilaka rin ang SIT na may roong standard pag dating sa edukasyon, disiplina at magandang reputasyon sa community at dahil dito higit na nakilala ang SIT at Napanatili into ang moral ng paaralan pati ang mga estudyante"*. (One of the major collaborative efforts conducted by SIT was partnership with other educational institutions. This set-up contributed to the institute's high standard of learning, discipline, morale, and reputation".)

In 2019, Green emphasized the transformative impact of outreach programs aimed at underrepresented communities. He argued that these initiatives play a crucial role in providing access to education for individuals who might otherwise face barriers to academic opportunities. By targeting these communities, outreach programs help bridge educational gaps and ensure that more people have the chance to pursue higher education. This increased access is essential for promoting equity and inclusion within the educational system.

Through strategic partnerships with other institutions, which support its academic rigor, ethical values, and reputation within the community, Solis Institute of Technology maintains a high standard of education and discipline, ultimately increasing both student satisfaction and institutional recognition.

### **5.2 Community Impact and Institutional Visibility Through Outreach Programs.**

Community outreach programs at Solis Institute of Technology play a pivotal role in enhancing both community impact and institutional visibility. By engaging in initiatives that address local needs and contribute to societal well-being, SIT not only supports the community but also elevates its profile. These programs foster positive relationships with local stakeholders, showcase the institute's commitment to social responsibility, and reinforce its reputation as a proactive and engaged educational institution.

### **Scholarship Programs and Educational Assistance:**

By offering financial aid, grants, and targeted support to students, Solis Institute of Technology (SIT) has empowered individuals to pursue their academic goals and career aspirations, helping to bridge educational gaps and promote equal opportunities for all. These initiatives have significantly contributed to the institution's mission of fostering holistic student development through scholarship programs and educational assistance. To support this, Participants 1, 3, 7, 9, 10, 11, and 12 highlight SIT's commitment to providing scholarships for deserving students, including those from underprivileged backgrounds. These initiatives not only support educational access but also demonstrate SIT's dedication to social responsibility.

Correspondingly, Participant 1 stressed *"There are a few common things that the school is known to reach out to the community. We even have become visible, especially in their social media accounts"*

*which gives us the boost of advertisements. Honestly, SIT as much as possible helps in any manner it could if God permits to so provide. One of the most distinct programs that has been practiced ever since is the scholarship offered to those who apply for it. Now, the program continues to broaden and improve more to cater to its diversity. We even have sports, political families, intelligent and even persevering students, besides the underprivileged. Our employees also have their scholars. Service is the very pillar of this Institution. All is possible through the support of the parents, the community, the interest of the children, the earnest compassion of teachers and staff, with a little encouragement from the management and a lot of organization from the educational leaders, and above all the source of all, the Lord”.*

Meanwhile, Participant 3 shared *“SIT’s community outreach initiatives, including scholarships for disadvantaged students and adult education programs, have boosted its reputation and underscored its commitment to social responsibility and community development”*. Furthermore, Participant 7 answered *“Feeding program from the different barangays in the municipality of Bulan, especially those who are from far-flung barangays, likewise gift giving to the least fortunate ones. Scholarships also from the management itself”*

Additionally, Participant 9 responded *“SIT’s outreach programs are a cornerstone of its commitment to social responsibility. Initiatives such as scholarships for underprivileged students and community education programs highlight the institute’s dedication to supporting educational access and lifelong learning. These programs play a crucial role in enhancing SIT’s reputation and demonstrating its ongoing commitment to the community’s development”*. Likewise, Participant 10 uttered *“To name a few, feeding Program initiative of the admin and students, cash and item donations extended to the local community in time of crisis or natural calamities, bloodletting or donating blood to extend the life of other people are examples of the community outreach programs developed by SIT. These acts of kindness give the school a good reputation to be proud of”*.

Moreover, Participant 11 said *“Feeding programs, educational assistance, and gift giving are one of the many programs that the SIT has continued to pursue and develop. The community was able to grasp the core values, mission, and vision of the SIT”*.

In the same manner, Participant 1 mentioned *“Ang mga community outreach programs ng SIT ay naglalayong magbigay ng suporta at tulong sa mga local na komunidad. Kabilang dito ang mga scholarship programs para sa mga deserving students, mga educational workshops para sa mga magulang at guro, at mga community health drives”*. (SIT’s community outreach programs aimed at supporting local community such as scholarship programs for deserving students and free educational workshops for teachers, parents, and community health drives.”)

Remarkably, the testimonies of the participants highlighted how SIT enhanced its visibility and reputation. This is revealed in programs initiated by the institute to continuously support the local community. Scholarship grants and educational assistance were some of these humanitarian endeavors that put the institution to fame and popularity.

In support of this statement, according to McLennan and Banks (2018), community outreach programs play a pivotal role in enhancing the visibility and reputation of educational institutions. The study emphasizes that institutions that engage in community development activities, such as scholarships and educational assistance, are often perceived as socially responsible and committed to the welfare of their communities. This perception not only enhances the institution's reputation but also builds strong ties with the local community, leading to increased trust and support. The research further highlights that



outreach programs focusing on educational access, like scholarships for underprivileged students, contribute significantly to the institution's visibility and attract more students, donors, and partners.

The main objective of Solis Institute of Technology (SIT) is to increase institutional exposure and its impact on the community through community outreach activities. By taking part in worthwhile projects that deal with regional issues, SIT enhances its standing as an institution that is proactive and socially conscious. These initiatives demonstrate SIT's dedication to supporting students' overall development and making a positive impact on society. By actively participating in the community, SIT upholds its reputation as a preeminent university committed to social responsibility.

### **Community Service and Gift-Giving:**

Through its dedication to outreach and local engagement, Solis Institute of Technology (SIT) has consistently demonstrated its commitment to giving back to the community, strengthening relationships, and fostering goodwill. These efforts are particularly evident in the institution's initiatives focused on community service and gift-giving. In the same manner, Participants 1, 4, 7, 10, and 11 mention community service programs such as feeding programs, gift-giving, and clean-up drives. These activities create bonds with the local community and contribute to SIT's positive reputation.

Truthfully, Participant 1 replied *"There are a few common things that the school is known to reach out to the community. We even have become visible, especially in their social media accounts which gives us the boost of advertisements. Honestly, SIT as much as possible helps in any manner it could if God permits to so provide. One of the most distinct programs that has been practiced ever since is the scholarship offered to those who apply for it. Now, the program continues to broaden and improve more to cater to its diversity. We even have sports, political families, intelligent and even persevering students, besides the underprivileged. Our employees also have their scholars. Service is the very pillar of this Institution. All is possible through the support of the parents, the community, the interest of the children, the earnest compassion of teachers and staff, with a little encouragement from the management and a lot of organization from the educational leaders, and above all the source of all, the Lord"*.

Consequently, Participant 4 cited *"The institution initiates outreach programs such as clean up drive, feeding programs, and gift giving activities towards the community. With these, the people inside and outside the institution create bond and connection in a deeper sense"*. In addition, Participant 7 thought *"Feeding programs from the different barangays in the municipality of Bulan, especially those who are from far-flung barangays, likewise gift giving to the least fortunate ones. Scholarships also from the management itself"*.

Furthermore, Participant 10 stated *"To name a few, feeding Program initiative of the admin and students, cash and item donations extended to the local community in time of crisis or natural calamities, bloodletting or donating blood to extend the life of other people are examples of the community outreach programs developed by SIT. These acts of kindness give the school a good reputation to be proud of."*

Meanwhile, Participant 11 specified *"Feeding programs, educational assistance, and Gift giving are one of the many programs that the SIT has continued to pursue and develop. The community was able to grasp the core values, mission, and vision of the SIT"*.

To sum up, the narratives, community service, and gift-giving were some of the outreach programs developed by SIT. These empowered the institution and enhanced its visibility and reputation within the local community.

Consequently, Harris (2019) emphasized the importance of educational institutions forming robust partnerships with local businesses and community organizations. He argued that such collaborations are

essential for providing students with practical learning opportunities that bridge the gap between academic theory and real-world application. By engaging with these local entities, educational programs can be tailored to meet the specific needs and demands of the local economy, ensuring that students are well-prepared for the workforce upon graduation.

Through dedicated outreach and engagement efforts, the institution demonstrates a strong commitment to community service and goodwill, fostering meaningful connections and enhancing its positive reputation. These initiatives reflect a deep-seated dedication to social responsibility and embody the core values and mission of the institution. By continually expanding its community-focused efforts, it reinforces its role as a proactive and socially responsible entity.

### **Health Drives and Workshops:**

Through a combination of health drives and workshops, Solis Institute of Technology (SIT) not only promotes preventive care and awareness but also equips participants with practical knowledge on maintaining a healthy lifestyle. These initiatives have strengthened community well-being, offered accessible resources, and fostered a culture of health consciousness among students and residents alike. Remarkably, Participants 12, 13, and 14 discuss community health drives, workshops, and technical training programs. These initiatives address community welfare, promote health, and enhance SIT's visibility.

Interestingly, Participant 12 claimed *“Ang mga community outreach programs ng SIT ay naglalayong magbigay ng suporta at tulong sa mga local na komunidad. Kabilang dito ang mga scholarship programs para sa mga deserving students, mga educational workshops para sa mga magulang at guro, at mga community health drives”*.

In the same manner, Participant 13 narrated *“SIT's outreach activities aim at transforming lives of individual members within local or regional communities effectively. These include inter alia scholarships for the poor, adult training classes, or even workshops on health promotion targeting community members. Thus, they are an example of how the institute can address the issue of accessibility to education as well as community welfare on their own accord. On one hand, such policies promote a good name for SIT; while on another hand help towards progress and empowerment of the masses whom it serves hence defining its status as a socially accountable and people-focused establishment”*.

Also, Participant 14 recalled *“SIT's initiatives towards communities are aimed at contributing positively to their local and regional environments. Some examples include scholarships for economically disadvantaged students, technical workshops for adults, or programs geared towards improving community health among others which show how much the institution values education accessibility as well as promoting the healthiness of its surrounding communities. Other than adding recognition value to SIT these programs help boost overall community growth and delivery systems competency development”*.

Delving deeper into the facts presented, SIT became visible and reputable in the local community because of its outreach programs such as health drives and workshops. It is undeniable that these endeavors were foundations on how individuals unceasingly patronize and respect the institution.

Interestingly, Lopez (2020) highlighted the importance of partnerships between schools and local health organizations in enhancing student well-being. She argued that such collaborations provide students with essential health services and educational resources that might otherwise be inaccessible. By integrating health services into the school environment, these partnerships ensure that students receive timely

medical care, mental health support, and wellness education, which are crucial for their overall well-being and academic success.

Promoting a culture of health consciousness and improving community well-being are greatly aided by health drives and workshops. These programs improve community welfare and general health while also drawing attention to the institute by providing useful information on leading a healthy lifestyle. These initiatives show a strong commitment to social responsibility and uphold the institute's mission of promoting advancement and community empowerment.

#### **Collaborations with Local Government and Agencies:**

By forming strategic partnerships with local government units and various agencies, Solis Institute of Technology (SIT) has enhanced its capacity to deliver impactful programs that benefit both its students and the broader community. These collaborations have fostered shared resources, improved educational opportunities, and strengthened community development efforts. In line with this, Participants 6 and 16 emphasize partnerships with local government units (LGUs) and other public and private agencies. These collaborations strengthen SIT's ties to the community and contribute to its recognition.

Particularly, Participant 6 highlighted “...partnerships with the LGU and other public and private agencies”, while Participant 16 noted “*Ang SIT ay nakilala sa ibat ibang outreach program kagaya ng feeding activity, clean up drive support sa kalinigan program, tree planting activities, nag papadala ng mga volunteers sa oras ng may mga kalamidad kagaya ng bagyo at Iba pa, dahil dito daladala ng mga studyante ang SIT at higit lalong nakikilala at nrerespeto at hinhangaan ang institution ng tao sa community*”. (“SIT is well-known for its outreach programs like feeding activity, cleanup drive, environmental awareness, and disaster management. These institute's activities win the heart of the local community and made it a figure of respect and admiration”.)

To support the data presented, Jones (2021) highlighted the importance of continuous engagement and feedback in the success of outreach programs. She argued that for these programs to be effective, they must remain responsive to the evolving needs and concerns of the communities they serve. By maintaining an open dialogue with community members, outreach programs can gather valuable insights and adjust their strategies accordingly. This ongoing engagement ensures that the programs remain relevant, targeted, and impactful.

Strategic partnerships with local government units and various agencies have significantly amplified the impact of Solis Institute of Technology's programs, benefiting both students and the wider community. These collaborations have facilitated shared resources, enhanced educational opportunities, and bolstered community development efforts. By engaging in a range of outreach activities, the institute has not only strengthened its ties with the community but also gained widespread respect and recognition. Through these efforts, SIT exemplifies a commitment to social responsibility and community enrichment, solidifying its role as a respected and admired institution.

#### **Active Engagement and Social Impact:**

Solis Institute of Technology (SIT) has demonstrated a strong commitment to active engagement with its community, striving to create meaningful social impact through its various programs and initiatives. By fostering collaboration and addressing local needs, SIT has helped uplift the community while enriching the educational experience of its students. This active involvement has reinforced the institution's role as a catalyst for positive change. Furthermore, Participants 15 and 16 highlight SIT's active engagement in various outreach efforts. By contributing positively to society, SIT positions itself as an integral part of community development and progress.

In essence, Participant 15 emphasized “By actively engaging in various community outreach efforts, SIT positions itself as a vital part of society, contributing to its development and progress”. Moreover, Participant 16 revealed “Ang SIT ay nakilala sa ibat ibang outreach program kagaya ng feeding activity, clean up drive support sa kalinigan program, tree planting activities , nag papadala ng mga volunteers sa Oras ng may mga kalamidad kagaya ng bagyo at Iba pa, dahil dito daladala ng mga studyante ang SIT at higit lalong nakikilala at nrespeto at hinhangaan ang institution ng tao sa community”. (“SIT is well-known for its outreach programs like feeding activity, cleanup drive, environmental awareness, and disaster management. These institute’s activities win the heart of the local community and made it a figure of respect and admiration”.)

As support to the data presented, Lopez (2020) highlighted the importance of partnerships between schools and local health organizations in enhancing student well-being. She argued that such collaborations provide students with essential health services and educational resources that might otherwise be inaccessible. By integrating health services into the school environment, these partnerships ensure that students receive timely medical care, mental health support, and wellness education, which are crucial for their overall well-being and academic success.

Following that, White (2020) emphasized the significant benefits of collaborative initiatives between universities and local industries. He argued that such partnerships are crucial for fostering innovation and driving economic development. By working together, universities and industries can share resources, knowledge, and expertise, leading to the creation of new technologies, products, and services. These collaborations not only enhance the research capabilities of universities but also help local industries stay competitive and at the forefront of technological advancements.

Through its dedicated community engagement and outreach programs, Solis Institute of Technology has established itself as a pivotal force for positive change. By actively addressing local needs and fostering collaborations, the institution has significantly enriched the lives of community members while enhancing the educational experience of its students. This proactive involvement not only demonstrates the institute's commitment to social impact but also reinforces its reputation as a respected and integral part of community development. The comprehensive outreach efforts have cemented its role as a catalyst for progress, earning widespread admiration and respect from the community.

## **SUSTAINABILITY ACTION PLAN**

**Sustainability Action Plan:** Promoting Collaborative Initiatives at Solis Institute of Technology Using Lean Model

### **Rationale**

Promoting Collaborative Initiatives at Solis Institute of Technology Using the Lean Model is designed to address key challenges faced by the institution as it continues to evolve in a rapidly changing educational landscape. As an academic institution committed to providing quality education, Solis Institute of Technology (SIT) recognizes the need for sustainable strategies that will enhance its partnerships, outreach programs, and stakeholder engagement. The Lean model, known for its efficiency in minimizing waste while maximizing value, provides a framework to streamline processes and ensure that SIT remains a forward-thinking, resilient institution.

In recent years, the need for more effective collaboration between educational institutions, industry partners, and communities has grown. SIT’s mission to foster academic excellence, innovation, and social responsibility aligns with the Lean approach, which emphasizes continuous improvement and



optimal use of resources. By adopting Lean principles, the institution can improve its internal operations, strengthen external partnerships, and ensure that its outreach programs have long-lasting, positive impacts on students and the community.

This action plan is essential for enhancing the institution's collaborative initiatives by identifying inefficiencies, refining programs, and promoting better resource management. Through stronger partnerships with local industries, alumni, and community stakeholders, SIT will be able to offer students more opportunities for real-world learning, career development, and civic engagement. Additionally, by streamlining operations and focusing on impactful initiatives, the institution will strengthen its reputation as a leader in academic excellence and community service.

By adopting the Lean model, Solis Institute of Technology will not only improve its operational efficiency but also ensure that its collaborative programs are sustainable and adaptive to future challenges. This approach will help the institution achieve its long-term goals of growth, innovation, and social contribution, positioning SIT as a model of sustainable educational leadership.

### **Objectives**

This Sustainability Action Plan for Solis Institute of Technology (SIT) is designed with clear objectives aimed at enhancing the institution's collaborative efforts, improving career readiness for graduates, and ensuring long-term growth and sustainability.

1. A key objective of the plan is to trace the historical development of SIT as an educational institution. To achieve this, archival research will be conducted alongside interviews with key stakeholders, which will help document SIT's milestones and foundational goals. By implementing Lean practices, this research will ensure efficient data collection and analysis, ultimately producing a comprehensive timeline of SIT's growth and historical impact. This detailed historical overview will serve as a foundation for strategic planning in the future.
2. Another critical objective of the plan is to evaluate how SIT graduates have benefited from their education in terms of career opportunities. The strategy for this involves gathering feedback from alumni to understand how their education at SIT has influenced their professional trajectories. Furthermore, the plan includes establishing alumni-industry partnerships to enhance career preparation and networking opportunities. This effort is expected to increase alumni engagement and lead to data-driven improvements in the curriculum and career services. As a result, current students will benefit from stronger career readiness programs, bridging the gap between education and the workforce.
3. The plan also seeks to assess how the expertise and vision of SIT's educational leaders have contributed to its growth. By highlighting key leadership milestones and initiatives, the Lean model will be employed to identify leadership practices that have enhanced the school's efficiency, innovation, and growth. This will lead to the development of a refined leadership program aimed at nurturing forward-thinking leaders capable of driving SIT's continued success and excellence.
4. The plan aims to enhance SIT's engagement with the local community, industry, and other stakeholders. By fostering partnerships with local industries, government agencies, and community groups, SIT will develop service-learning programs and outreach efforts that provide tangible value to stakeholders while optimizing resource use through Lean processes. This approach is expected to strengthen ties with the local community, resulting in more collaborative projects, internships, and service-learning opportunities for students, thus creating a mutually beneficial relationship between the institution and its stakeholders.

5. The plan focuses on strengthening and sustaining the collaborative initiatives, partnerships, and outreach programs that have been instrumental in establishing SIT's reputation. A thorough review and improvement of existing partnerships will be conducted, eliminating inefficiencies and concentrating on scalable, impactful programs. Lean practices will be implemented to regularly assess and enhance these initiatives, ensuring they remain effective and aligned with SIT's long-term goals. This strategy will lead to the development of sustainable, high-impact collaborative programs, further reinforcing SIT's reputation as a leading educational institution committed to community development.

### **Key Expectations**

The implementation of the Sustainability Action Plan at Solis Institute of Technology (SIT) is expected to deliver several key outcomes that will positively impact the institution's overall performance and reputation.

One of the primary expectations is the streamlining of processes. By incorporating the Lean model's emphasis on reducing waste and maximizing efficiency, SIT will be able to optimize its administrative and operational workflows. This will result in more efficient use of resources, ensuring that the institution can achieve its educational and community objectives in a cost-effective and timely manner.

Another important expectation is enhanced graduate outcomes. By actively gathering feedback from alumni and integrating that data into curriculum improvements and career services, SIT will better align its academic offerings with industry needs. This alignment will increase the competitiveness of its graduates in the job market, leading to higher levels of student satisfaction and improved career readiness. In turn, this will strengthen the institution's reputation as a provider of high-quality education that prepares students for real-world success.

A focus on stronger leadership impact is also a key component of the plan. Leadership practices at SIT will be continually assessed and refined using Lean methodologies, ensuring that the expertise and vision of the institution's educational leaders continue to drive growth and innovation. This will create a leadership culture that is both forward-thinking and responsive to the changing needs of the educational landscape.

Furthermore, the action plan aims to foster deeper community engagement. By enhancing the efficiency and effectiveness of SIT's collaborative initiatives with local communities, industries, and other stakeholders, the institution will strengthen its role as a vital partner in community development. These collaborations will become more impactful, creating a reciprocal relationship that benefits both SIT and the wider society it serves, while also providing students with opportunities for practical, real-world learning experiences.

Finally, the application of Lean principles is expected to result in sustained growth and reputation. By ensuring the long-term sustainability of partnerships and programs, SIT will be better positioned to adapt to future challenges and continue its trajectory of growth. This sustained focus on efficiency, collaboration, and innovation will bolster SIT's standing as a leading educational institution committed to excellence and community impact.

### **Document Historical Development:**

The Solis Institute of Technology (SIT) began in 1992 when Hon. Jose Solis, responding to the lack of computer education in Bulan, set up five computers at his residence to teach local youth basic computer skills. Originally named Datamasters Incorporated Computer School, it offered short-term computer courses informally. By 1994, the school gained permission to operate formal programs, including a one-year Computer Secretarial course and six-month Computer Programming, which were later recognized

by the government. This marked the institution's first steps toward meeting the community's growing need for technical education.

In 1998, the institution was renamed Solis Institute of Technology, expanding its offerings to include two-year programs in computer programming and technician training. The curriculum continued to grow, and by 2000, SIT introduced four-year degree programs such as Business Administration, Education, and Criminology. This shift aligned with its mission to provide accessible, high-quality education that fosters technological and professional development. Over the years, additional facilities, including new buildings and specialized laboratories, were constructed to support the expanding programs.

SIT's growth continued with the opening of a high school department in 2008 and the introduction of Senior High School in 2016, offering tracks in Technical-Vocational, ABM, HUMSS, STEM, and GAS. As the institution evolved, it remained committed to its founding mission of delivering affordable, quality education. Even during the pandemic, SIT adapted by using blended learning modalities to ensure students' education continued. Today, SIT is a dynamic educational institution dedicated to preparing students for success in various fields while staying rooted in its original vision of community service and development.

#### **Assess Graduate Benefits:**

Graduates of the Solis Institute of Technology (SIT) have gained significant advantages in their careers due to the institution's commitment to delivering quality education and practical training. Through a combination of hands-on experience and industry-relevant programs, SIT has equipped its students with both academic and technical skills essential for the modern workforce. The practical training offered across various disciplines prepares students to handle real-world challenges, making them more competitive in the job market. As a result, SIT graduates are not only equipped with the necessary knowledge but also possess the critical problem-solving skills that employers value, leading to increased employability and higher starting salaries.

Moreover, SIT's focus on job readiness has helped foster a strong reputation for producing well-prepared, efficient, and reliable employees. Employers recognize the institution's graduates for their work ethic, adaptability, and proficiency in their fields. Whether in technical, business, or education sectors, SIT alumni have consistently demonstrated the ability to transition seamlessly into professional roles. This emphasis on employability has made SIT a trusted name among employers, further enhancing the career prospects of its graduates and positioning them as sought-after professionals in their respective industries.

#### **Leverage Leadership Expertise:**

The expertise and vision of SIT's educational leaders have been instrumental in driving the institution's growth and success. By establishing a clear and focused vision and mission aligned with SIT's goals and principles, these leaders provided a strong foundation for progress. They implemented strategic initiatives designed to protect the institute's reputation and foster its long-term well-being, ensuring shared goals and a commitment to excellence. Their leadership cultivated a culture of dedication and passion, which has propelled SIT forward.

Additionally, SIT's educational leaders strengthened engagement among stakeholders, promoting collaboration and open communication. This approach fostered inclusivity and teamwork, essential for the institution's continued development. They championed a student-centered approach, encouraging innovation and the adoption of high-tech solutions through research and modern teaching methods. By

leveraging their expertise, these leaders positioned SIT as a forward-thinking institution, ready to adapt to the evolving needs of education and the workforce.

### **Enhance Community Engagement:**

SIT strengthened its engagement with the local community, industry, and other stakeholders through active participation in a wide range of service initiatives. The institution implemented programs such as feeding drives, clean-up campaigns, gift-giving, blood donations, and support for local government activities, reinforcing its role as a key community partner. In addition, SIT offered free technology workshops, educational seminars, health screenings, and wellness programs, addressing the needs of the community while promoting education and well-being.

The institution also demonstrated a strong commitment to environmental stewardship, organizing tree-planting activities, waste management campaigns, and other clean and green initiatives. Through these efforts, SIT not only enhanced its relationships with local and regional stakeholders but also showcased its dedication to sustainability and social responsibility. These initiatives fostered deeper connections with the community and industry, reinforcing SIT's position as a leader in both education and community development.

### **Methodology**

**Value Stream Mapping:** Identify key processes in collaborative initiatives, partnerships, and outreach programs.

Key processes in SIT's collaborative initiatives, partnerships, and outreach programs have been crucial in establishing its strong reputation. These efforts include a variety of community service activities such as gift-giving, health drives, blood donation campaigns, and environmental clean-up projects. These programs demonstrate the institute's commitment to social responsibility and its active role in community welfare.

Additionally, SIT has fostered strong connections with external stakeholders through industry-academic partnerships, job training programs, and specialized training opportunities. The implementation of Learning Management Systems (LMS) and other educational technologies further strengthened collaboration with industry partners, enhancing both student learning and workforce readiness. These initiatives not only reinforced the institute's commitment to education but also solidified its role as a bridge between academia and the broader community.

**Map out current processes to identify areas of waste and opportunities for improvement.**

### **Kaizen (Continuous Improvement):**

Implement small, incremental changes to improve processes.

Encourage feedback from stakeholders to continuously refine initiatives.

### **5S Methodology:**

**Sort:** Eliminate unnecessary activities and focus on value-adding processes.

**Set in Order:** Organize resources and processes for efficiency.

**Shine:** Maintain a clean and organized environment.

**Standardize:** Develop standard operating procedures for consistency.

**Sustain:** Ensure ongoing adherence to improved processes.

### **Key Initiatives**

#### **Historical Documentation:**

**Create:** Develop a comprehensive timeline of the institution's milestones.



**Raise:** Highlight significant achievements and contributions to the community.

**Reduce:** Minimize redundant documentation efforts by centralizing information.

**Eliminate:** Remove outdated or irrelevant records.

**Graduate Career Tracking:**

**Create:** Establish a system to track graduates' career progress and achievements.

**Raise:** Increase engagement with alumni to gather insights and success stories.

**Reduce:** Streamline data collection processes to avoid duplication.

**Eliminate:** Discontinue ineffective tracking methods.

**Leadership Development:**

**Create:** Implement leadership training programs to enhance the skills of educational leaders.

**Raise:** Promote a culture of innovation and strategic thinking.

**Reduce:** Simplify administrative processes to allow leaders to focus on strategic initiatives.

**Eliminate:** Remove bureaucratic barriers that hinder leadership effectiveness.

**Community and Industry Engagement:**

**Create:** Develop new partnerships with local businesses, government agencies, and non-profits.

**Raise:** Increase the frequency and scope of outreach programs.

**Reduce:** Optimize resource allocation to ensure maximum impact.

**Eliminate:** Phase out initiatives that do not align with the institution's strategic goals.

**Expected Outcomes**

**Enhanced Institutional Reputation:** Improved visibility and recognition of Solis Institute of Technology's contributions.

**Increased Graduate Success:** Better career opportunities and outcomes for graduates.

**Stronger Leadership:** More effective and visionary educational leaders.

**Robust Community Ties:** Stronger partnerships and engagement with local stakeholders.

**Timeline:**

Phase 1 (Months 1-3): Conduct value stream mapping and initial process improvements.

Phase 2 (Months 4-6): Implement key initiatives and gather stakeholder feedback.

Phase 3 (Months 7-12): Monitor progress, conduct Kaizen events, and refine processes.

Budget Historical Documentation: 5,000 pesos

Graduate Career Tracking: 10,000 pesos

Leadership Development: 15,000 pesos

Community and Industry Engagement: 20,000 pesos

Contingency: 5,000 pesos

Total: 55,000 pesos

**Conclusion**

By applying the Lean model, Solis Institute of Technology can enhance its collaborative initiatives, partnerships, and outreach programs, ensuring sustainable growth and a strong reputation. This action plan will help the institution continue to make significant contributions to the community and provide valuable opportunities for its graduates.

**CHAPTER V**

**SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

The insights gathered from the participants of this historical-qualitative study were presented in this cha-

pter. These data served as the basis for interpretations, conclusions, and recommendations of this research.

### **Key Concepts**

Educational institutions have always been marked as potent instruments for the success of professionals and career-oriented individuals. These institutions trained and molded them to be efficient, credible, and experts in their field of specialization. They owe their knowledge, aptitude, and skills to these educational leaders who envisioned timely and relevant curricula that would cater to industries' requirements and expectations necessary as students stepped out of the premises of colleges and universities.

Solis Institute of Technology, as a center of learning, celebrates its 32<sup>nd</sup> anniversary since its offset in 1992. A private school in the municipality of Bulan province of Sorsogon, this institute continues to serve its clientele with its relevant, appropriate, and student-centered program. Its educational leaders unceasingly support the attainment of the institution's vision, mission, and goals since it is the very heart of its founder, the late Congressman Atty, Joey Solis, to deliver the common good to its constituents. Doubtless to say, SIT has been a pillar of stability with all its milestones and achievements before and beyond.

This historical-qualitative research explored and narrated the milestones of SIT as an academic institution. The sixteen participants of this study were the most credible individuals who could give concrete, factual, and first-hand testimonies on the history of the institution and its achievements. Their merit is out of question and their reputation is well-known and prominent. With this background, the researcher was able to collect sufficient and truthful accounts of SIT's past and its achievements.

Additionally, this study centered on determining the benefits earned by SIT graduates in terms of career opportunities. Likewise, this historical research discovered and highlighted how educational leaders' expertise and vision contribute to its growth and how the institution engaged with the local community, industry, and other stakeholders. Lastly, this study explored how collaborative initiatives, partnerships, or outreach programs have been instrumental in establishing the institute's reputation.

### **Research Questions**

The study determined the milestones of Solis Institute of Technology as an academic institution.

Specifically, it sought to answer the following questions:

1. What is the historical development of Solis Institute of Technology as an educational institution?
2. How did the graduates benefit from their education at the institute in terms of career opportunities?
3. How did the school's educational leaders' expertise and vision contribute to its growth?
4. How has the institution engaged with the local community, industry, and other stakeholders?
5. What collaborative initiatives, partnerships, or outreach programs have been instrumental in establishing the institute's reputation?

### **Research Process**

This historical-qualitative study cautiously disclosed the milestones of SIT as an academic institution which started in 1992 and has been serving the municipality of Bulan and its neighboring areas for 32 years. SIT as a private institute underwent a shifting and expansion of curriculum from offering computer up to education, business, and criminology courses. In 2022, SIT embarked on offering senior high school academic strands like General Academic Strand (GAS), Accountancy Business and Management (ABM), and Technical-Vocational strand particularly Information Communication

Technology (ICT). To gather information about this study, the researcher underwent systematic and chronological steps to record and recount all the milestones of the institution.

This study was materialized since the researcher is one of the Solisian Board of Pioneers and has been serving as Human Resource Administrator and Administrative Coordinator for almost 28 years. She witnessed how the school advanced from humble beginnings up to the present where acknowledgment and recognition from industries both private and public are eminent. Tracing its roots and sharing what it achieved are the main points of this historical-qualitative research. The researcher is confident enough to inform and enlighten the community on what has become of the dreams and aspirations of its founding leader, the late Congressman Joey G. Solis.

With the objectives in mind, the researcher asked the guidance of her thesis adviser whether this topic would matter. With his consent and guidance, she bravely defended the title with the expertise and proficiency of the respected panel members.

To start with the process of gathering data, the researcher prepared sets of questions for the in-depth interview and focus group discussion (FGD). To validate the instrument, she asked experts in the field like colleagues in the institute together with her adviser. After revisions were made, she advanced with the dry run of the guide questions to ten colleagues at SIT. Then, formal letters were sent to the Dean of Graduate Studies to conduct the study and to the sixteen participants for their consent in collecting data through interviews and FGD.

Through convenience sampling, sixteen (16) participants were identified by the researcher as participants, who were classified as owners, leaders, Solisian Board of Pioneers, teaching and non-teaching staff, alumni, and students. The selection of these participants was based on the idea that they had been part of SIT for many years and had been serving the institution for decades. Likewise, some of these participants witnessed how the institute evolved from the past to the present, making them part of SIT's history.

The interview was conducted through a face-to-face encounter, where the researcher considered the availability and utmost convenience of the participants. For ethical considerations, the researcher allowed some of the participants to write their answers to the guide questions. However, for those who verbally replied to each question, the researcher used a recorder to exactly record the responses. In this phase, the researcher asked permission from the participants before the start of the activity.

With the available information, the researcher sorted the responses and studied the key concepts and emerging themes in the narratives. Since these facts would be the foundation of the discussion, analysis, and interpretation, she consulted her thesis adviser for clarification and finalization.

This historical-qualitative research recounted SIT's history and its milestones as an academic institution. An accurate recording of narratives was done, and a fair analysis of the events was prioritized. At the same time, confidentiality was practiced and avoidance of harming other reputations was taken into consideration.

## Findings

Based on the analysis and interpretation of data, the following are the findings of this study.

1. The historical development of Solis Institute of Technology could be traced to the realization of the founder's vision and motivation to establish an institute that would cater to the academic needs of the local community. From its former name DICS which offered computer education to SIT with its program expansion specifically, BSBA, BEED, BSED, and BS in Criminology, the institute

continued to attract a large number of enrollees from Bulan and the neighboring municipalities. In addition to the above-cited progress, SIT has improved its physical facilities, adding new school buildings, laboratories, offices, and other infrastructures. This milestone gave opportunities for its clientele to experience necessary hands-on activities and enjoy the comfort of learning and working in a conducive and safe space for everyone. Likewise, this improvement empowered both the teaching and non-teaching staff, together with the students to showcase their skills and aptitude, molding the latter to be holistically developed. In terms of community linkages, SIT has established a stable and good rapport with other educational institutions and industry partners, especially in its endeavors like on-the-job training, community services, outreach programs, and civic activities. These events not only enhance its educational landscape but also foster economic growth among local communities and other sectors.

2. SIT's graduates earned numerous advantages in terms of career opportunities. These include providing quality education to the students and enhancing their academic and technical skills through hands-on experience and practical training. With this setup, graduates became attractive to employers and led them to higher starting salaries. The institute's graduates were trained thoroughly for employability and job readiness thereby creating a reputation for good and efficient workers or employees.
3. SIT's educational leaders contributed to its growth and progress by providing a clear vision and mission that are aligned with its goals and principles. Moreover, they implemented strategic initiatives to safeguard the institutes' reputation and well-being, maintained shared goals, and fostered a labor of love. Additionally, educational leaders strengthened stakeholders' engagement, collaboration, and communication thereby promoting inclusivity and teamwork. Also, they promoted a student-centered approach, a positive culture of innovation, and high-tech solutions through research.
4. The institution engaged with the local community, industry, and other stakeholders through active involvement in community service. Programs include feeding, clean-up drives, gift-giving, blood donations, and support for local government activities. Along with this, free technology workshops, educational seminars, health screenings, and health and wellness programs were conducted. Along with environmental stewardship, SIT involved itself in tree-planting, waste management campaigns, and clean and green initiatives.
5. Some collaborative initiatives, partnerships, or outreach programs have been instrumental in establishing the institute's reputation. These include community service, gift-giving, health drives, bloodletting, and cleaning programs. Similarly, LMS, industry-academic partnerships, job training, and specialized training programs were some of the projects implemented to strengthen connection with the external stakeholders.

## Conclusions

Based on the findings, the following conclusions were drawn:

1. Solis Institute of Technology as an educational institution shown historical progress in management, program expansion, infrastructure, and community and industry partnership.
2. SIT provides opportunities for graduates through enhanced academic and technical skills training and development, job readiness, and employability.



3. SIT's educational leaders have effectively planned and implemented programs and projects for its progress and growth.
4. The institute has built strong connections and linkage with the local community through effective, relevant, and timely innovations.
5. Various and numerous collaborative initiatives, partnerships, and outreach programs were instrumental in establishing the institute's reputation and standing.

### Recommendations

From the results of the study, some recommendations were made. These are:

1. Concrete and tangible school improvement plans be crafted and implemented to ensure the continuous growth and development of SIT as an educational institution.
2. Career tracking and monitoring platforms are established to track graduates on their job and employment progress and record.
3. Educational leaders are empowered by providing them support and motivation to continuously serve SIT and its clientele.
4. Effective plans, programs, and projects be made and executed to ensure strong and stable linkage with local the community.
5. Collaborative initiatives, partnerships, and outreach programs are continuously held by the institution to preserve its connection and safeguard its reputation.

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