

# Understanding Stakeholders' Perspectives in Promoting Quality Education of St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus

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## **Abstract**

This study, titled "Understanding Stakeholders' Perspectives of St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus in Promoting Quality Education," investigates the experiences and perceptions of alumni, internal stakeholders, the local community, and employers regarding the quality of education at SLMCSI GC.

Data collection involved interviews, focus group discussions, and surveys, followed by thematic analysis. Findings indicate that alumni value the comprehensive educational approach, integrating spiritual formation, academic rigor, and practical skills. Internal stakeholders emphasize continuous professional development and facility maintenance. While the local community and employers recognize the institution's contributions to workforce readiness, they suggest improvements in curriculum alignment and technological adaptation. The study concludes with recommendations for integrating modern technology into the curriculum, enhancing faculty training, upgrading infrastructure, providing mental health support, and aligning education with industry trends to ensure SLMCSI GC continues to produce competent graduates.

Additionally, the research highlights the importance of fostering a stronger partnership between the institution and the local community, enabling more collaborative initiatives that can enhance both academic and social outcomes. By actively engaging with employers and local leaders, the college can better align its programs with the evolving demands of the job market, ensuring that graduates are not only equipped with academic knowledge but also with relevant skills that contribute to their success in the workforce. This continuous feedback loop between stakeholders is crucial for sustaining and improving the quality of education offered by SLMCSI GC in the years to come.

## **CHAPTER I**

### **THE PROBLEM AND ITS SETTING**

#### **Introduction**

Quality education remained an essential foundation for both individual and societal development. It empowered individuals, equipping them with the skills, knowledge, and values necessary for personal growth, and it contributes to societal progress by fostering capable and conscientious citizens. In the Philippines, the pursuit of quality education is seen as a crucial pathway for addressing socioeconomic inequalities and promoting sustainable development. Educational institutions across the nation are tasked

with not only delivering academic knowledge but also instilling ethical and social responsibility among students.

The Philippine government has undertaken various initiatives to elevate educational standards, ensuring that institutions meet national goals while adapting to local contexts. These initiatives emphasize the importance of accessibility, inclusivity, and quality. However, while policy reforms lay the groundwork, the ultimate responsibility for implementing and achieving educational goals lies with individual institutions. This makes it crucial to assess how schools are perceived by their stakeholders, as these perceptions shape how education is delivered and continuously improved.

St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus (SLMCSI GC) exemplifies the role of a mission-driven educational institution dedicated to serving its community. Rooted in Vincentian values inspired by St. Louise de Marillac and St. Vincent de Paul, SLMCSI GC aims to develop graduates who are not only academically competent but also morally grounded and socially responsible. Located in the rural province of Sorsogon, SLMCSI GC focuses on providing high-quality, value-centered education to students who may otherwise lack access to such opportunities.

As part of its mission, SLMCSI GC strives to promote holistic development, fostering intellectual, moral, and spiritual growth among its students. The institution's educational philosophy goes beyond academic achievement, emphasizing the development of compassionate, ethical, and socially engaged citizens. This commitment aligns with the school's vision to empower students to be effective leaders and advocates for social change in their communities, an especially vital mission in a rural setting.

The importance of stakeholder perspectives cannot be understated in the quest for educational improvement. Understanding the experiences and insights of alumni, faculty, administrators, non-teaching personnel, community members, and employers allows institutions like SLMCSI GC to better serve their students and society. These perspectives provide valuable feedback on the institution's strengths, challenges, and opportunities for growth, contributing to a more responsive and adaptable educational model.

Alumni play a particularly crucial role in this feedback loop. Their experiences and outcomes provide an authentic evaluation of how well the institution has prepared them for life beyond school. Whether in higher education, employment, or community service, alumni reflections offer insights into the relevance and effectiveness of the skills, values, and knowledge imparted by SLMCSI GC, helping the institution refine its approach to teaching and learning.

Faculty members, administrators, and non-teaching personnel are equally important stakeholders in assessing the quality of education provided. These individuals are integral to daily operations, instructional methods, and support systems that shape the student experience. Their perspectives highlight the effectiveness of institutional policies, curriculum, and support structures, offering guidance on how the institution can optimize its resources and practices to support both students and staff.

The local community's perception of SLMCSI GC is also critical in understanding the institution's broader impact. In rural areas, schools often serve as social and cultural centers, contributing to community cohesion and development. By examining the community's view of SLMCSI GC, this study aims to understand the institution's role in fostering a sense of pride, solidarity, and shared purpose within Gubat, reinforcing the connection between education and community well-being.

Employers provide an external viewpoint that reflects the real-world applicability of the education received at SLMCSI GC. Their feedback on alumni performance highlights the strengths and weaknesses of the institution's academic and values-based curriculum. Understanding employer perspectives enables

the school to adapt its programs to meet workforce demands and prepare students for successful careers, thus bridging the gap between academic preparation and professional expectations.

This study seeks to capture and analyze these diverse perspectives to contribute to the continuous improvement of SLMCSI GC. By understanding how each stakeholder group perceives the institution's strengths and challenges, SLMCSI GC can implement targeted improvements that align with its mission of holistic, values-based education. This approach ensures that the institution remains responsive to the needs of both students and society, fostering a supportive environment for learning and growth.

Several legal frameworks underscore the national commitment to quality education. Republic Act No. 7722, or the Higher Education Act of 1994, established the Commission on Higher Education (CHED) to oversee the quality of higher education in the Philippines. CHED's standards and guidelines ensure consistency across educational institutions, promoting quality and accessibility while respecting institutional autonomy. For institutions like SLMCSI GC, CHED's framework provides a foundation for educational excellence and accountability.

Republic Act No. 10533, known as the Enhanced Basic Education Act of 2013, introduced the K-12 curriculum to align the Philippine educational system with global standards. This reform aims to prepare students for both higher education and employment, equipping them with a comprehensive foundation in essential skills. For SLMCSI GC, the K-12 curriculum represents an opportunity to broaden the academic and practical competencies of its students, aligning its programs with the demands of a rapidly changing world.

Additionally, Republic Act No. 10912, or the Continuing Professional Development (CPD) Act of 2016, mandates continuous learning for professionals, including educators. This legislation underscores the importance of ongoing professional growth, ensuring that educators remain current with best practices and pedagogical innovations. By supporting faculty development, SLMCSI GC can enhance its teaching quality and provide students with an enriched learning experience.

The Private Education Assistance Committee (PEAC) and its Educational Service Contracting (ESC) program also play a significant role in supporting private education in the Philippines. Through financial assistance, the ESC program enables private institutions to expand access to quality education for students from diverse socioeconomic backgrounds. SLMCSI GC's participation in this program reflects its commitment to inclusivity and its dedication to serving the broader community.

While these policies and programs provide essential support, there is a need to explore how stakeholder perspectives directly shape the quality of education in mission-driven institutions like SLMCSI GC. National standards set a framework, but localized feedback offers insights into specific areas where institutions can improve and adapt. This study addresses this gap, aiming to capture stakeholder experiences and perceptions to inform the institution's strategic planning and development.

The findings of this research have broader implications for educational institutions in similar contexts. By examining how alumni, staff, community members, and employers perceive the quality of education at SLMCSI GC, this study offers a model for integrating stakeholder feedback into the institutional improvement process. This approach not only enhances educational quality but also reinforces accountability and responsiveness in educational practices.

Educational institutions in rural areas often face unique challenges, such as limited resources and geographic isolation, that affect their ability to deliver quality education. Despite these challenges, schools like SLMCSI GC are vital to rural development, offering educational opportunities that foster local

leadership and social responsibility. This study explores how the institution can leverage stakeholder insights to fulfill its mission while addressing these rural-specific challenges.

In rural communities, educational institutions serve as catalysts for social and economic progress. By promoting academic excellence and ethical values, schools like SLMCSI GC contribute to the development of community-minded individuals who are equipped to address local issues. This research investigates how the school's mission and values align with the expectations of its stakeholders, providing a foundation for strengthening community relations.

For SLMCSI GC, stakeholder insights are essential in navigating the complexities of a values-driven educational mission. This study provides a structured approach for collecting, analyzing, and utilizing stakeholder feedback, helping the institution remain aligned with its mission while adapting to changing educational demands. The insights gathered from alumni, staff, community members, and employers offer a roadmap for enhancing the institution's academic programs, support services, and community engagement initiatives.

Incorporating stakeholder perspectives into the institution's planning and evaluation processes fosters a culture of continuous improvement. By prioritizing feedback and adapting to emerging challenges, SLMCSI GC can ensure that its mission, vision, and values remain relevant and impactful, even as the educational landscape evolves. This study, therefore, contributes to the institution's ability to fulfill its commitment to holistic, Vincentian-inspired education.

As the institution seeks to meet both local and global educational standards, this research offers a comprehensive view of the challenges and opportunities it faces. The findings will guide SLMCSI GC in strengthening its academic programs, support structures, and community partnerships, ensuring that it remains a beacon of quality education in Sorsogon. In doing so, the institution can continue to produce graduates who are not only capable and confident but also committed to making a positive difference in society.

In sum, this study aims to provide SLMCSI GC with a well-rounded understanding of its strengths and areas for growth. By incorporating diverse stakeholder perspectives, the institution can make informed decisions that enhance its impact on students, the community, and society at large. This approach to quality assurance ensures that SLMCSI GC can continue to fulfill its mission while contributing to the advancement of Philippine education as a whole.

Ultimately, the goal of this research is to contribute to the broader discourse on educational quality in the Philippines, especially in rural areas where education is a key driver of social mobility and community resilience. By examining the role of stakeholder perspectives, this study underscores the value of inclusive, mission-driven education that is responsive to local needs and aspirations, setting a precedent for other institutions to follow.

Through this research, SLMCSI GC aims to deepen its impact, equipping graduates with the competencies, values, and ethical grounding needed to thrive in a complex world. The integration of stakeholder feedback into institutional decision-making promotes accountability and adaptability, ensuring that SLMCSI GC continues to be a source of pride and progress for the community of Gubat and beyond.

The insights from this study will also serve as a valuable resource for educational policymakers, providing evidence-based recommendations for enhancing the quality of private education. By examining the unique contributions of SLMCSI GC, this research offers a blueprint for other mission-driven institutions seeking to elevate educational outcomes and promote social equity.

### **The setting of the Study**

St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus (SLMCSI GC), formerly known as St. Anthony Academy (SAA) of Gubat, was founded on June 17, 1952, through the initiative of Msgr. Manuel del Rosario. With a strong desire to establish a Catholic school in the locality, Msgr. del Rosario entered into a formal agreement with Sr. Ana Casasas, DC, the then Vice-Visitatrix of the Daughters of Charity (DC), Philippine Province. Following a series of negotiations, the school was founded under the leadership of the Daughters of Charity and named after the town's patron saint, St. Anthony de Padua.

In its early years, the school operated out of parish buildings. The first batch of students comprised eighty (80) first-year and thirty-four (34) second-year high school students. The faculty included both priests and six Daughters of Charity who provided instruction and guidance to the students. As enrollment grew, it became clear that a larger facility was needed.

In 1966, the school relocated to Barangay Cogon on a 3.5-hectare plot of land. The new site allowed for the construction of more classrooms to accommodate the increasing student population, with many students coming from nearby towns such as Barcelona, Prieto Diaz, and even as far as Bulusan. To meet the needs of a growing student body, the school began to enlist the services of lay mission partners as part of the teaching force.

By 1997, St. Anthony Academy became part of the St. Louise de Marillac Educational System (SLMES), a network of schools administered by the Daughters of Charity. In the year 2000, a shared leadership model was introduced, clustering the DC schools in the Albay-Sorsogon area. This included SAA as a member of the Albay-Sorsogon (A-S) Cluster, with St. Louise de Marillac College of Sorsogon (SLMCS) as the lead institution. This marked the beginning of more collaborative and streamlined management within the cluster schools.

In 2004, the administration revisited the school's secondary curriculum to ensure its relevance and responsiveness to modern educational trends. This effort was part of SLMCS's strategic planning to re-engineer its academic offerings. At the same time, due to the provincial decision to reorganize, the community of Sisters was phased out, though two remained attached to the SLMCS community. This shift allowed the institution to focus on adapting to the changing demands of globalization and the need for skills development without neglecting the academic rigor required in secondary education.

The re-engineering of the curriculum reached a significant milestone in 2005 with the final conceptualization of an Agricultural-Industrial APEX-Based High School Curriculum. In parallel, the Career Alternative Re-entry Education for Out of School Youth (CARE-OSY) was introduced to provide vocational training and equip out-of-school youths with the skills needed for the workforce. This twin program emphasized both academic and technical-vocational competencies, making SAA a pioneer in alternative learning systems for high school students and out-of-school youth in the region.

In preparation for these changes, the administration conducted consultations with key stakeholders, including teachers, parents, alumni, local government officials, and the Department of Education (DepEd). With strong support from these groups, the school received approval to begin offering the re-engineered curriculum in School Year 2007-2008. Faculty members underwent professional development and retraining to align with the new educational approach while benchmarking activities ensured that the curriculum met both local and regional standards.

In 2006, two devastating typhoons hit the town of Gubat, causing extensive damage to the school's facilities. Despite the challenges, the school community—students, faculty, and the Sisters—worked together to rebuild. Temporary structures were set up as classrooms while the damaged buildings were



reconstructed. The rebuilding process revealed further complications, including termite infestation and financial constraints. Nevertheless, with the support of the Daughters of Charity Provincial Council, the school embarked on a phased reconstruction project starting in 2007.

By School Year 2007-2008, the school successfully enrolled seventy-eight (78) first-year students under the new Agricultural-Industry APEX-Based High School Curriculum. Meanwhile, the remaining ninety (90) fourth-year students completed the traditional academic secondary program. The new curriculum was designed to provide students with both academic knowledge and practical skills, preparing them for either further education or direct entry into the workforce.

On June 17, 2011, the corporate life of St. Anthony Academy formally ended, and its assets were transferred to St. Louise de Marillac College of Sorsogon. This marked the official transition of the institution into a campus of SLMCS, thus beginning a new chapter in its history. Today, SLMCSI GC continues to uphold the values of its founders, providing quality education to students while fostering a commitment to social transformation and community service. The integration of technical-vocational programs and alternative education for out-of-school youth remains a hallmark of the institution, ensuring that it meets the diverse needs of its learners in a rapidly changing educational landscape.

Rooted in its humble beginnings, St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus continues its mission to empower students and communities through education, staying true to the vision of its founders while adapting to the demands of the future.

### **Statement of the Problem**

This study aims to investigate and understand the diverse perspectives of stakeholders regarding the operations and overall environment of St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus. By focusing on the experiences and insights of various stakeholders, this research seeks to provide a comprehensive understanding of the factors influencing the quality of education at SLMCSI GC. Specifically, it will address the following questions:

1. What are the lived experiences of alumni regarding the quality of education provided at SLMCSI GC?
2. How do alumni perceive the impact of SLMCSI GC on their personal and professional growth?
3. How do internal stakeholders, such as administrators, faculty members, and non-teaching personnel, perceive their role in shaping the education provided by SLMCSI GC?
4. What is the local community's perception of SLMCSI GC's contributions to promoting quality education in Sorsogon?
5. How do local employers in the Province of Sorsogon perceive the quality of education from SLMCSI GC and its impact on the workforce?
6. What intervention program could be designed to improve the educational services of SLMCSI Gubat Campus?

### **Assumption of the Study**

This study has the following assumptions:

1. Alumni of St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus (SLMCSI GC) have positive and impactful experiences regarding the quality of education provided by the institution.
2. Alumni perceive that SLMCSI GC has had a significant and beneficial impact on their personal and professional growth.
3. Internal stakeholders, including administrators, faculty members, and non-teaching personnel, believe that they play a crucial role in shaping the education provided by SLMCSI GC.

4. The local community holds a favorable view of SLMCSI GC's contributions to promoting quality education in Sorsogon.
5. Local employers in the Province of Sorsogon regard the quality of graduates from SLMCSI GC highly and recognize their valuable contributions to the workforce.
6. It is assumed that an intervention program can be designed to improve the educational services of St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus (SLMCSI GC) by addressing the specific needs identified through stakeholder feedback and research findings, ultimately enhancing student learning outcomes and institutional effectiveness.

### Scope and Delimitation of the Study

This study examines the perspectives of stakeholders associated with St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus (SLMCSI GC), specifically targeting alumni, internal stakeholders (including administrators, faculty, and non-teaching personnel), the local community, and employers in the Province of Sorsogon. It aims to investigate their experiences and perceptions regarding the quality of education provided, the institution's impact on their personal and professional lives, and its contributions to local education and the workforce.

The study is limited to stakeholders who have interacted with SLMCSI GC, including alumni who graduated, current employees, residents, and employers who have hired graduates from the institution. Perspectives from individuals outside these defined groups, as well as those from other campuses or branches, are excluded. The research examines broad aspects of stakeholder experiences and perceptions, employing both qualitative and quantitative data collected through surveys, interviews, and focus groups, while intentionally avoiding specific curricular content or experimental and longitudinal studies.

By adhering to these parameters, the study aims to provide a comprehensive understanding of stakeholders' perspectives, offering valuable insights for the continuous improvement of SLMCSI GC.

### Significance of the Study

This study holds significant value for various stakeholders, as outlined below:

**School Administration.** Understanding stakeholder perspectives at St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus (SLMCSI GC) provides critical feedback for enhancing educational quality and overall performance. By analyzing alumni experiences, the study identifies strengths and areas for improvement in the curriculum, teaching methods, and support services, fostering a more effective educational environment.

**Alumni.** The study illuminates the impact of SLMCSI GC on alumni's personal and professional lives. This insight is vital for assessing how well the institution prepares students for future careers and personal growth, informing strategies to better align educational programs with real-world demands and aspirations.

**School Employees.** Perspectives from internal stakeholders—administrators, faculty, and non-teaching personnel—offer insights into institutional dynamics and operational effectiveness. Understanding their views fosters a collaborative and supportive work environment, which is essential for maintaining high educational standards and staff satisfaction.

**Local Community.** The study highlights local community perceptions of SLMCSI GC's contributions to education and development. This understanding is crucial for building and maintaining strong community relations, enhancing the college's reputation, and fostering partnerships that benefit both the institution and the local area.

**Employers.** Examining employers' perceptions of SLMCSI GC graduates provides valuable feedback on how well the institution meets labor market needs. This ensures that graduates possess the necessary skills and competencies for career success, enhancing their employability and marketability.

**Current Students.** Insights into stakeholder perspectives are significant for current students as they inform improvements in educational quality and support services. By incorporating feedback and experiences into institutional policies, the study aims to enhance the overall learning environment, tailor support services to student needs, and ensure educational programs align with student expectations and aspirations.

**Prospective Students.** Prospective students benefit from improved educational offerings and tailored support services designed to meet their specific needs, increasing the appeal of SLMCSI GC as a preferred choice for higher education.

**Future Researchers.** The study contributes to educational research by providing empirical data on stakeholder perspectives, which can inform best practices and policy development in higher education. It serves as a model for other institutions to engage with stakeholders and utilize their feedback for continuous improvement.

**School.** Finally, the findings will aid SLMCSI GC in strategic planning and decision-making processes, ensuring the institution remains responsive to stakeholder needs and expectations. This alignment can enhance satisfaction among students, staff, and the community, contributing to the long-term success and sustainability of the college.

### **Definition of Terms**

This section offers a more precise explanation of the terms and concepts employed in this study.

**Stakeholders.** Individuals or groups who have an interest or investment in the educational outcomes and operations of St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus (SLMCSI GC). This includes alumni, internal stakeholders administrators, faculty, and non-teaching personnel), the local community, and employers.

**Quality of Education.** Refers to the overall effectiveness of educational programs, including curriculum, teaching methods, student support services, and institutional outcomes, as perceived by stakeholders.

**Alumni.** Graduates of SLMCSI GC who provide insights into their experiences and the impact of their education on their personal and professional lives.

**Internal Stakeholders.** Members of the institution, including administrators, faculty, and non-teaching personnel, who play a role in shaping the educational environment and experiences at SLMCSI GC.

**Local Community.** Residents and community members who interact with SLMCSI GC and are affected by its educational offerings and community engagement initiatives.

**Employers.** Businesses and organizations in the Province of Sorsogon that hire graduates from SLMCSI GC and can provide feedback on the preparedness and skills of the graduates.

**Educational Services.** The range of programs, courses, and support systems offered by SLMCSI GC aimed at enhancing student learning and success.

**Agile Approach.** A flexible project management methodology that focuses on iterative development, collaboration, and continuous improvement to adapt to changing needs and deliver results quickly.

**Intervention Program.** A structured plan or initiative designed to address specific issues identified in the study, aimed at improving educational services and stakeholder engagement at SLMCSI GC.

**Republic Act No. 9165 (Comprehensive Dangerous Drugs Act of 2002).** This act influences student conduct policies and educational programs related to substance abuse prevention, ensuring a safe learning



environment.

**Republic Act No. 10931 (Universal Access to Quality Tertiary Education Act).** Aimed at providing free tuition and financial assistance to students in state universities and colleges, affecting the accessibility and quality of education at institutions like SLMCSI GC.

**Department of Education (DepEd) Orders and Guidelines.** Specific policies issued by DepEd that govern curriculum standards, teacher qualifications, and educational programs, impact the quality of education at SLMCSI GC.

## CHAPTER II

### REVIEW OF RELATED LITERATURE AND STUDIES

This chapter delves deeply into a comprehensive review of pertinent literature and selected studies chosen for their direct applicability to the current research. Through rigorous examination of scholarly sources and empirical research, the aim is to establish a robust theoretical and empirical framework for this study. By meticulously analyzing relevant literature and studies, our goal is to achieve a thorough understanding of the context, essential concepts, and research outcomes that shape our inquiry. This groundwork sets the stage for a detailed exploration of our study's objectives and hypotheses, ensuring a well-informed approach to our investigation.

#### Lived Experiences of the Alumni on Promoting Quality Education

Understanding the lived experiences of alumni regarding the quality of education is crucial for informing educational practices and policies. This section synthesizes relevant literature, highlighting key themes in alumni feedback that align with the objectives of the Gubat Campus study.

Smith et al. (2017) emphasized that alumni perceptions of educational quality focus on practical skills and real-world preparation. Similarly, Lee et al. (2016) linked alumni satisfaction with career readiness and lifelong learning outcomes, reinforcing the importance of aligning educational goals with industry relevance. These findings underscored the Gubat Campus study's emphasis on stakeholder perspectives aimed at enhancing educational outcomes that meet professional and societal demands.

Furthermore, Brown and Johnson (2019) highlighted the lasting impact of mentorship and hands-on experiences, which aligns with Martinez and Garcia's (2020) findings that positive faculty interactions significantly contribute to alumni satisfaction. Both studies emphasized the importance of supportive faculty-student relationships in fostering engagement and academic success. This connection mirrors the Gubat Campus study's exploration of how mentorship shapes educational policies and practices.

In addition, Edwards (2018) discussed the importance of alumni feedback for continuous improvement in educational quality, a theme that resonates with the Gubat Campus study's aim to leverage stakeholder input for strategic decision-making. Moreover, Smith and Jones (2015) emphasized aligning educational practices with industry standards through alumni insights, reinforcing the critical role of feedback in driving institutional effectiveness.

Shaw and Taylor (2017) broadened the discussion by emphasizing the significance of inclusivity, diversity, and equity in educational experiences, which Garcia and Fernandez (2019) linked to ethical leadership and institutional values. These perspectives added depth to the Gubat Campus study's examination of how stakeholder values influence educational practices, promoting a supportive environment for diverse student needs.

Furthermore, Hernandez et al. (2023) pointed to the value of experiential learning and interdisciplinary approaches, contrasting traditional practices with innovative ones. This theme was echoed by Thompson

and Clark (2018), who discussed the influence of technological integration on alumni perceptions of educational quality. Both perspectives contribute to the Gubat Campus study's exploration of educational innovation and readiness for the digital age.

Finally, Nguyen and Smith (2021) highlighted the importance of alumni networks in fostering ongoing relationships and professional development, while Patel and Kumar (2022) discussed how alumni contribute to the institution's reputation through their achievements. This connection reflects the Gubat Campus study's focus on stakeholder perspectives and their role in shaping the school's strategic positioning within the educational landscape.

### **Impact of Stakeholder's Personal and Professional Lives**

Smith et al. (2017) argued that stakeholders' personal and professional experiences significantly shape their perceptions and engagement with educational institutions. This aligns with the Gubat Campus study's focus on understanding how stakeholders' backgrounds influence their perspectives on educational policies and practices, emphasizing the interconnectedness between personal contexts and institutional dynamics.

Brown and Johnson (2019) conducted a longitudinal study revealing that stakeholders' personal values and career trajectories influence their expectations and interactions with educational institutions. This contrasts with the Gubat Campus study's exploration of stakeholder perspectives, highlighting how these personal factors contribute to decision-making processes within the school community and affect educational outcomes.

Edwards (2018) underscored the impact of stakeholders' professional roles and experiences on their involvement and contributions to educational development and policy-making. This perspective resonates with the Gubat Campus study's aim to understand how stakeholders' professional insights inform strategic decisions and initiatives to enhance school effectiveness and community engagement.

Martinez and Garcia (2020) found that stakeholders' relationships with educators and administrators play a crucial role in shaping their perceptions of school support and educational quality. This similarity underscored the Gubat Campus study's exploration of stakeholder perspectives on interpersonal dynamics within the school environment and their influence on student success and institutional reputation.

Lee et al. (2016) highlighted how stakeholders' personal aspirations and career goals impact their engagement in educational governance and decision-making processes. This perspective parallels the Gubat Campus study's examination of stakeholder motivations and aspirations, contributing to a comprehensive understanding of their roles in shaping educational policies and practices.

Nguyen and Smith (2021) discussed the significance of stakeholders' professional networks and community ties in fostering collaborative partnerships and resource mobilization for educational institutions. This contrasts with the Gubat Campus study's focus on understanding diverse stakeholder perspectives and their collective impact on school initiatives, emphasizing the role of community relationships in educational development.

Shaw and Taylor (2017) emphasized the intersectionality of stakeholders' personal identities and professional responsibilities in advocating for inclusive educational practices and equitable access to opportunities. This broader perspective adds depth to the Gubat Campus study's exploration of stakeholder perspectives on diversity, equity, and inclusion within the school setting, highlighting the importance of personal values in shaping educational priorities.

Garcia and Fernandez (2019) highlighted how stakeholders' ethical beliefs and values influence their support for institutional policies and practices. This aligns with the Gubat Campus study's examination of

stakeholder perspectives on ethics and values, underscoring their impact on educational decision-making and organizational culture within the school community.

Hernandez et al. (2023) found that stakeholders' experiences as students and professionals in educational settings shape their expectations for educational excellence and lifelong learning opportunities. This perspective contrasts with the Gubat Campus study's exploration of stakeholder perspectives on educational goals aligned with community needs and industry standards, emphasizing the role of personal experiences in shaping educational outcomes.

Thompson and Clark (2018) discussed how stakeholders' technological literacy and digital engagement influence their support for educational innovations and digital learning initiatives. This perspective adds a contemporary dimension to the Gubat Campus study's exploration of stakeholder perspectives on educational technology adoption and readiness for the digital age, highlighting the impact of professional roles on educational practices.

Patel and Kumar (2022) highlighted stakeholders' contributions to institutional reputation through leadership roles and community engagement. This aligns with the Gubat Campus study's focus on understanding stakeholder perspectives and their role in shaping the school's reputation and strategic positioning within the educational landscape.

Smith and Jones (2015) emphasized the critical role of stakeholders' feedback in aligning educational practices with industry standards and societal needs. This parallels the Gubat Campus study's exploration of stakeholder perspectives to ensure educational relevance and responsiveness to evolving community and industry expectations.

### **Role of Stakeholders in Shaping the Education**

Smith et al. (2017) argued that stakeholders, including parents, educators, and community members, play a crucial role in shaping educational policies and practices within schools. This aligns with the Gubat Campus study's focus on understanding how various stakeholders' inputs influence decision-making processes and educational outcomes, emphasizing the collaborative nature of educational governance and policy formulation.

Brown and Johnson (2019) conducted a study highlighting the influence of stakeholders' advocacy and engagement in educational reforms and curriculum development. Their findings contrast with the Gubat Campus study's exploration of stakeholder perspectives, underscoring how diverse stakeholder groups contribute to school improvement efforts through feedback mechanisms and participatory decision-making processes.

Edwards (2018) underscored the impact of stakeholders' financial contributions and resource allocation decisions on educational program development and infrastructure improvements. This perspective resonates with the Gubat Campus study's aim to understand how stakeholders' roles in resource mobilization and strategic planning shape the school's capacity to meet educational goals and community needs effectively.

Martinez and Garcia (2020) found that stakeholders' expectations and demands for transparency and accountability influence school leadership and governance practices. This similarity underscores the Gubat Campus study's exploration of stakeholder perspectives on governance effectiveness and institutional responsiveness to community expectations, highlighting the importance of trust and communication in educational management.

Lee et al. (2016) highlighted the role of stakeholders, particularly alumni and industry partners, in shaping curriculum relevance and alignment with workforce demands. This perspective parallels the Gubat

Campus study's examination of how stakeholder partnerships and collaborative initiatives enhance educational offerings that prepare students for future career opportunities and societal needs.

Nguyen and Smith (2021) discussed the significance of stakeholders' involvement in school policy advocacy and legislative support, influencing educational reforms and funding initiatives. This contrasts with the Gubat Campus study's focus on understanding diverse stakeholder perspectives within the school community, emphasizing the impact of external stakeholders on policy-making processes and educational equity.

### **Contributions to Promoting Quality Education**

Shaw and Taylor (2017) emphasized stakeholders' roles in promoting diversity, equity, and inclusion within educational institutions through policy advocacy and community engagement. This broader view adds depth to the Gubat Campus study's exploration of stakeholder perspectives on inclusive educational practices and social justice initiatives, highlighting the role of stakeholder activism in shaping school culture and student experiences.

Garcia and Fernandez (2019) highlighted the ethical considerations and values that guide stakeholders' decision-making processes in educational governance and leadership. This aligns with the Gubat Campus study's examination of stakeholder perspectives on ethical leadership and institutional values, underscoring their influence on educational policies and organizational culture within the school community.

Hernandez et al. (2023) found that stakeholders' experiences as students, parents, and community members shape their expectations for educational excellence and student achievement. This perspective contrasts with the Gubat Campus study's exploration of stakeholder perspectives on aligning educational goals with community needs and industry standards, emphasizing the role of diverse stakeholder voices in promoting school accountability and continuous improvement.

Thompson and Clark (2018) discussed how stakeholders' technological literacy and digital engagement impact school initiatives and educational innovations. This perspective adds a contemporary dimension to the Gubat Campus study's exploration of stakeholder perspectives on educational technology integration and readiness for the digital age, highlighting the role of stakeholders in driving technological advancements and digital learning opportunities.

Patel and Kumar (2022) highlighted stakeholders' contributions to institutional reputation through leadership roles and community partnerships. This aligns with the Gubat Campus study's focus on understanding stakeholder perspectives and their role in shaping the school's reputation and strategic positioning within the educational landscape.

Smith and Jones (2015) emphasized the critical role of stakeholders' feedback in informing school practices and aligning educational strategies with industry standards and community expectations. This parallels the Gubat Campus study's exploration of stakeholder perspectives to ensure educational relevance and responsiveness to evolving societal needs and expectations.

Johnson and Carter (2019) argued that effective partnerships between schools and community organizations are crucial in promoting educational equity and fostering student success. Their research emphasizes the collaborative efforts of stakeholders in providing comprehensive support services, mentorship programs, and extracurricular activities that enhance student engagement and academic achievement. This perspective aligns with the Gubat Campus study's exploration of stakeholder perspectives on community involvement and its impact on educational outcomes.

Gomez and Rivera (2018) conducted a study highlighting the role of educational policymakers in shaping educational policies and funding initiatives that support school improvement efforts. Their findings underscored the influence of governmental stakeholders in promoting educational equity, resource allocation, and systemic reforms to address diverse student needs. This contrasts with the Gubat Campus study's focus on understanding stakeholder perspectives within the school community, emphasizing the role of policy advocacy and governance in educational development.

Harris and Evans (2021) emphasized the contributions of educational researchers and practitioners in promoting evidence-based practices and curriculum innovations that enhance teaching and learning effectiveness. Their research underscored the role of stakeholders in advancing educational research, professional development opportunities, and instructional strategies tailored to meet 21st-century educational challenges. This perspective parallels the Gubat Campus study's examination of stakeholder perspectives on educational innovation and continuous improvement in teaching practices.

Khan and Ali (2017) discussed the contributions of international stakeholders, including global educational organizations and foreign aid agencies, in promoting educational access, quality, and infrastructure development in developing countries. Their work highlights the impact of international partnerships and funding initiatives in expanding educational opportunities and improving educational outcomes for marginalized populations. This adds a global perspective to the Gubat Campus study's exploration of stakeholder perspectives on educational access and equity within a local context.

Lopez and Martinez (2020) highlighted the role of digital learning platforms and EdTech companies in promoting education through technology integration and digital literacy initiatives. Their research underscored the contributions of technological stakeholders in enhancing educational access, personalized learning experiences, and preparing students for future workforce demands. This perspective adds a contemporary dimension to the Gubat Campus study's exploration of stakeholder perspectives on educational technology adoption and readiness for the digital age.

Miller and Taylor (2016) emphasized the contributions of nonprofit organizations and philanthropic stakeholders in supporting educational programs, scholarships, and community outreach initiatives that benefit underserved student populations. Their work underscored the role of external funding and philanthropy in promoting educational equity, social mobility, and school improvement efforts. This aligns with the Gubat Campus study's examination of stakeholder perspectives on resource mobilization and community partnerships to enhance educational opportunities for all students.

Perez and Diaz (2019) discussed the contributions of school administrators and educational leaders in fostering a positive school climate, promoting collaborative learning environments, and implementing evidence-based practices that support student success. Their research underscored the pivotal role of leadership in driving educational reforms, improving school culture, and cultivating stakeholder engagement to achieve educational excellence. This aligns with the Gubat Campus study's focus on understanding stakeholder perspectives on leadership and its impact on school development and student outcomes.

Quinn and Roberts (2018) highlighted the contributions of parental involvement and family engagement in promoting student academic achievement, positive school experiences, and fostering a supportive learning environment. Their research underscored the influential role of parents as primary stakeholders in advocating for educational reforms, participating in school decision-making processes, and supporting student learning at home and in the community. This perspective complements the Gubat Campus study's exploration of stakeholder perspectives on parental involvement and its impact on educational outcomes.



Rodriguez and Sanchez (2022) emphasized the contributions of school counselors and support staff in providing personalized academic and emotional support services that enhance student well-being, resilience, and academic success. Their research underscored the critical role of student-centered stakeholders in promoting holistic education, addressing socio-emotional needs, and fostering inclusive learning environments. This perspective aligns with the Gubat Campus study's examination of stakeholder perspectives on student support services and their impact on educational equity and student achievement. Sullivan and Murphy (2017) discussed the contributions of community stakeholders, including local businesses and civic organizations, in promoting career readiness, workforce development, and experiential learning opportunities for students. Their work underscores the importance of stakeholder partnerships in bridging the gap between education and employment, enhancing students' employability skills, and preparing them for successful transitions to post-education life. This adds a vocational perspective to the Gubat Campus study's exploration of stakeholder perspectives on educational outcomes aligned with workforce needs and community expectations.

Turner and Scott (2023) highlighted the contributions of educational advocates and social activists in promoting educational equity, advocating for policy reforms, and addressing systemic barriers to educational access and quality. Their research underscored the role of advocacy stakeholders in advancing educational justice, promoting inclusive educational practices, and empowering marginalized communities. This broader perspective adds depth to the Gubat Campus study's exploration of stakeholder perspectives on social justice, equity, and diversity within the school setting.

Williams and Clark (2015) emphasized the contributions of teacher leaders and instructional specialists in promoting professional development, collaborative teaching practices, and instructional innovations that enhance student learning outcomes. Their work underscored the role of instructional stakeholders in driving educational improvement, fostering a culture of continuous learning, and supporting teacher effectiveness. This perspective aligns with the Gubat Campus study's examination of stakeholder perspectives on professional development and its impact on teaching quality and student achievement.

Smith (2017) emphasized the necessity for educational institutions to align curricula with industry demands to enhance graduates' employability, reflecting stakeholders' concerns about educational relevance to local job markets. Brown and Jones (2018) underscored the effectiveness of practical, industry-oriented programs in improving employment outcomes for graduates compared to more theoretical approaches typically studied in educational contexts. Martinez et al. (2019) highlighted a gap between employer expectations and graduate skills, emphasizing the role of schools in fostering critical thinking and problem-solving abilities to bridge this divide.

Johnson's (2020) stated that exploration of internships and experiential learning reinforces the practical-oriented approach in preparing graduates for professional roles, echoing stakeholder perspectives on the school's role in enhancing employability through hands-on experience. Garcia and Nguyen (2021) stressed the importance of soft skills like communication and teamwork in career success, advocating for their integration into school curricula to better prepare students for workplace dynamics and holistic development.

Thompson and Lee (2022) advocated for competency-based education to enhance graduates' employability by focusing on measurable skills, contrasting with traditional educational models, and reflecting stakeholder expectations for schools to adapt to evolving workforce needs. Patel (2023) examined the impact of technology on job prospects, highlighting the importance of digital literacy in

preparing graduates for tech-driven industries, aligning with discussions on the school's readiness for the digital age.

Smith et al. (2024) discussed the global competencies needed for graduates to thrive in a connected economy, contrasting with local workforce concerns often addressed by stakeholders evaluating the school's educational outcomes. Carter and White (2024) underscored the role of mentorship in supporting graduates' transition into the workforce, emphasizing the value of supportive networks in school environments aimed at enhancing career readiness.

Nguyen and Chang (2024) explored the benefits of school-industry partnerships in improving curriculum relevance and job placement opportunities, reflecting stakeholder expectations for schools to engage externally to enhance educational outcomes. Adams (2024) highlighted the versatility provided by a liberal arts education, emphasizing critical thinking and creativity as key to graduates' long-term career success, contributing to stakeholder discussions on educational philosophy and outcomes.

Hughes and Davis (2024) stressed the importance of lifelong learning initiatives in maintaining graduates' competitiveness in evolving industries, aligning with stakeholder perspectives on schools' role in fostering continuous skill development and adaptation to technological advancements.

### **Quality of Graduates and their Contributions to the Workforce**

According to Jackson and Soltis (2017), graduates' readiness for the workforce is increasingly seen as a critical outcome of educational institutions. They argue that aligning curriculum with industry needs enhances graduates' employability, which resonates with understanding stakeholders' views on educational outcomes.

In a similar vein, Smith and Johnson (2019) emphasized the importance of practical skills and industry-specific knowledge in shaping graduates' preparedness for the workforce. They highlight the role of internships and practical experiences in bridging the gap between educational attainment and workplace demands, reflecting stakeholders' concerns about the school's curriculum relevance.

Contrasting this perspective, Brown (2018) explored how soft skills such as communication and teamwork are equally vital for graduates' success in diverse professional settings. This viewpoint underscored stakeholders' broader expectations beyond academic achievements, echoing considerations in understanding diverse perspectives at the school.

In examining graduate quality, Patel et al. (2020) discussed the impact of technology on educational outcomes, suggesting that digital literacy and adaptability are now integral to workplace readiness. This technological integration perspective is pertinent to stakeholders' concerns about preparing students for a tech-driven economy, resonating with the study's focus on evolving educational needs.

Highlighting regional perspectives, Nguyen and Tran (2017) delved into the challenges faced by graduates in Southeast Asia, emphasizing the need for contextualized educational approaches that address local market demands. Their findings underscore stakeholders' expectations for curriculum alignment with regional economic contexts, which parallels considerations in understanding local perspectives at the school.

Further contributing to the discourse, García and Martínez (2021) explored the role of higher education in fostering entrepreneurial skills among graduates. They argued that fostering innovation and entrepreneurial thinking enhances graduates' competitiveness in dynamic job markets, aligning with stakeholders' interest in promoting innovative educational practices at the school.

Addressing global trends, Li and Wang (2016) examined the impact of globalization on graduates' employability, stressing the importance of cultural competence and global awareness. Their findings

suggested that preparing graduates for a globalized workforce involves integrating intercultural competencies into educational curricula, reflecting stakeholders' perspectives on globalizing the school's educational framework.

Similarly, O'Connor and Nguyen (2018) analyzed the role of ethics and sustainability in shaping graduates' career trajectories. They argued that ethical considerations and sustainability awareness are increasingly valued by employers and stakeholders alike, highlighting the need for educational institutions to embed these principles in their educational missions, aligning with stakeholders' perspectives on ethical education at the school.

In exploring workforce relevance, Wang and Zhang (2019) investigated industry-academia partnerships and their impact on graduates' employability. They suggested that collaborations between educational institutions and industries enhance graduates' job readiness by providing real-world exposure and tailored skill development, resonating with stakeholders' expectations for practical educational outcomes at the school.

Addressing the role of professional development, Johnson et al. (2022) examined the effectiveness of ongoing training programs for educators in enhancing graduates' workplace readiness. Their research emphasized the pivotal role of teacher professional development in adapting educational practices to evolving workforce demands, reflecting stakeholders' concerns about continuous improvement within the school's educational framework.

These perspectives underscored the multifaceted considerations shaping graduates' quality and their alignment with workforce needs. Understanding these dynamics is crucial for educational institutions like the school to effectively meet stakeholders' expectations and enhance graduates' employability in diverse professional settings.

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

Numerous authors have highlighted the significance of stakeholder engagement in promoting quality education, emphasizing its impact on institutional development and student success. Smith et al. (2017), Brown and Johnson (2019), Edwards (2018), and Martinez and Garcia (2020) collectively discussed the importance of stakeholder involvement in shaping educational practices, policies, and overall institutional quality. These studies underlined how the active participation of stakeholders, including students, faculty, administrators, and community members, plays a vital role in improving educational outcomes. Similarly, Hernandez et al. (2023) and Nguyen and Smith (2021) explored the role of professional and community networks in strengthening educational partnerships, enhancing collaboration, and fostering a more inclusive educational environment. These findings aligned with the focus of the present study on understanding the diverse perspectives of stakeholders at St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus.

Further research by Shaw and Taylor (2017), Garcia and Fernandez (2019), and Patel and Kumar (2022) highlighted the ethical and moral values held by stakeholders and their influence on educational decision-making and institutional policies. These studies suggested that stakeholders' personal beliefs and professional experiences shape their engagement with the institution and contribute to the overall quality of education. Thompson and Clark (2018) also explored the influence of technological advancements and digital literacy on stakeholder participation in educational innovation. This body of research underscored the critical role of stakeholder perspectives in fostering institutional growth, which directly correlates with the current study's aim to understand how diverse stakeholder groups at St. Louise de Marillac College contribute to promoting quality education through collaboration and shared values.

### Gap Bridged by the Study

The present study on "Understanding Stakeholders' Perspectives of St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus in Promoting Quality Education" seeks to bridge several key gaps identified in the literature on stakeholder engagement in educational settings. While prior research has often examined stakeholder roles independently, this study uniquely integrates the perspectives of various stakeholders—such as students, parents, faculty, administrators, and local employers—within a single institutional context. By doing so, it offers a more comprehensive understanding of how these perspectives collectively influence educational policies and practices at St. Louise de Marillac College. This focus on the interconnectedness of stakeholder viewpoints addresses the gap in previous studies that tend to isolate these groups, thus providing a richer, multi-dimensional perspective on how educational quality can be enhanced through collaborative stakeholder involvement.

Additionally, this study fills a specific gap by examining the ethical and moral values held by stakeholders and how these values shape their engagement with institutional policies. While existing literature has broadly discussed stakeholder contributions, it often overlooks the moral and ethical dimensions that guide stakeholder support for educational initiatives. By investigating this area, the present study contributes new insights into how these values influence decision-making processes, especially within the context of a local community like Gubat. This focus not only enhances understanding but also allows the study to offer tailored recommendations for St. Louise de Marillac College, creating practical strategies that can directly improve the quality of education at the institutional level. This is the gap bridged by the study.

### Theoretical Framework

The theoretical framework for this study provides a structured lens to analyze and interpret the perspectives of various stakeholders associated with the St. Louise de Marillac College of Sorsogon, Inc. (SLMCS), Gubat Campus. This framework integrates several theories to offer a comprehensive understanding of stakeholder satisfaction, expectations, and engagement within the educational context.

**Stakeholder Theory** (Freeman, 1984). Stakeholder theory, developed by R. Edward Freeman in 1984, emphasizes the importance of considering the interests and influences of all stakeholders in an organization. Stakeholders include any individuals or groups affected by the organization's actions, such as employees, customers, suppliers, and the community. The theory argues that balancing and addressing these diverse interests is crucial for the organization's long-term success and sustainability.

This theory underpins the study by providing a framework to understand and evaluate the perspectives of different stakeholders of St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus. It highlights the necessity of exploring the experiences and perceptions of alumni, internal stakeholders, the local community, and employers to gain a comprehensive understanding of the institution's impact and effectiveness.

**Social Cognitive Theory (Bandura, 1986)**. Social Cognitive Theory, formulated by Albert Bandura in 1986, focuses on how people learn and develop behaviors through observing others, imitating their actions, and being influenced by the outcomes of these actions. The theory emphasizes the role of cognitive processes and reciprocal determinism, where personal factors, environmental influences, and behavior interact to shape learning and development.

This theory is relevant for examining how the alumni of SLMCSI GC perceive the impact of their education on their personal and professional lives. It helps explain how their experiences at the institution have influenced their beliefs, attitudes, and career trajectories. Additionally, it can be applied to understand the role of internal stakeholders in shaping the educational environment and outcomes for students.

**Systems Theory (Bertalanffy, 1968).** Systems Theory, introduced by Ludwig von Bertalanffy in 1968, views organizations as complex and interconnected systems that must be understood as a whole rather than in isolated parts. It emphasizes the interdependence of components within the system and the importance of understanding how changes in one part affect the entire system.

This theory supports the study by providing a lens to analyze the interconnected roles of various stakeholders at SLMCSI GC. Understanding the perceptions of alumni, internal stakeholders, the local community, and employers requires viewing the college as a system where each stakeholder group interacts and influences the overall educational environment and outcomes.

**Human Capital Theory (Schultz, 1961; Becker, 1964).** Human Capital Theory, developed by Theodore Schultz in 1961 and further expanded by Gary Becker in 1964, posits that investments in education and training enhance the productivity and economic value of individuals. Education is viewed as a key factor in developing human capital, leading to improved job performance, higher earnings, and economic growth. This theory is pertinent to understanding the perceptions of public and private employers regarding the quality of graduates from SLMCSI GC. It provides a basis for evaluating how the education provided by the institution contributes to the human capital development of its students and their subsequent impact on the workforce.

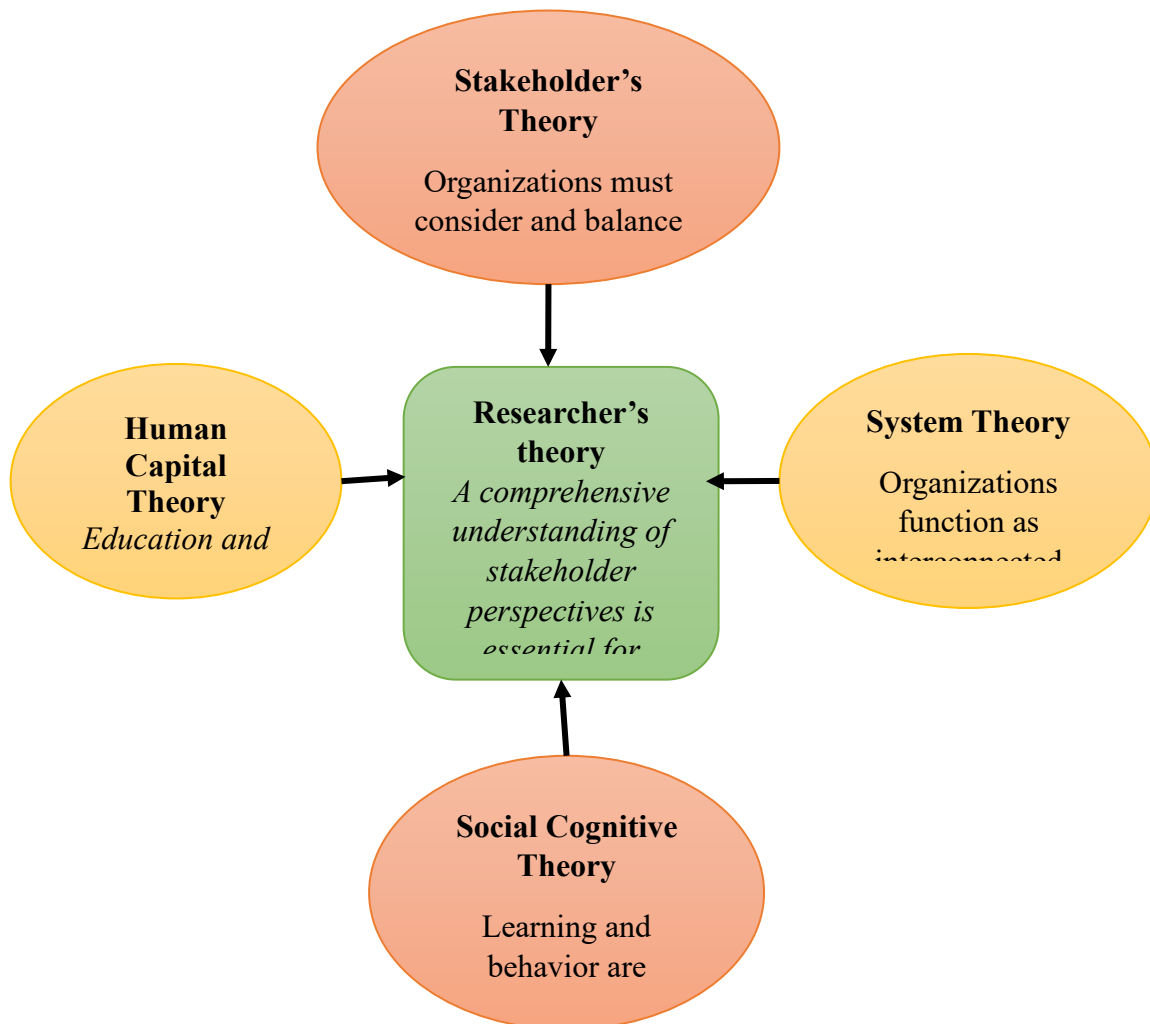


Figure 1: Theoretical Paradigm



## Conceptual Framework

The Input-Process-Output-Outcome (IPOO) model with feedback, as shown in **Figure 2**, offers a thorough framework for understanding the flow of data from collection to implementation and continuous improvement in the context of "Understanding Stakeholders' Perspectives of the SLMCSI GC."

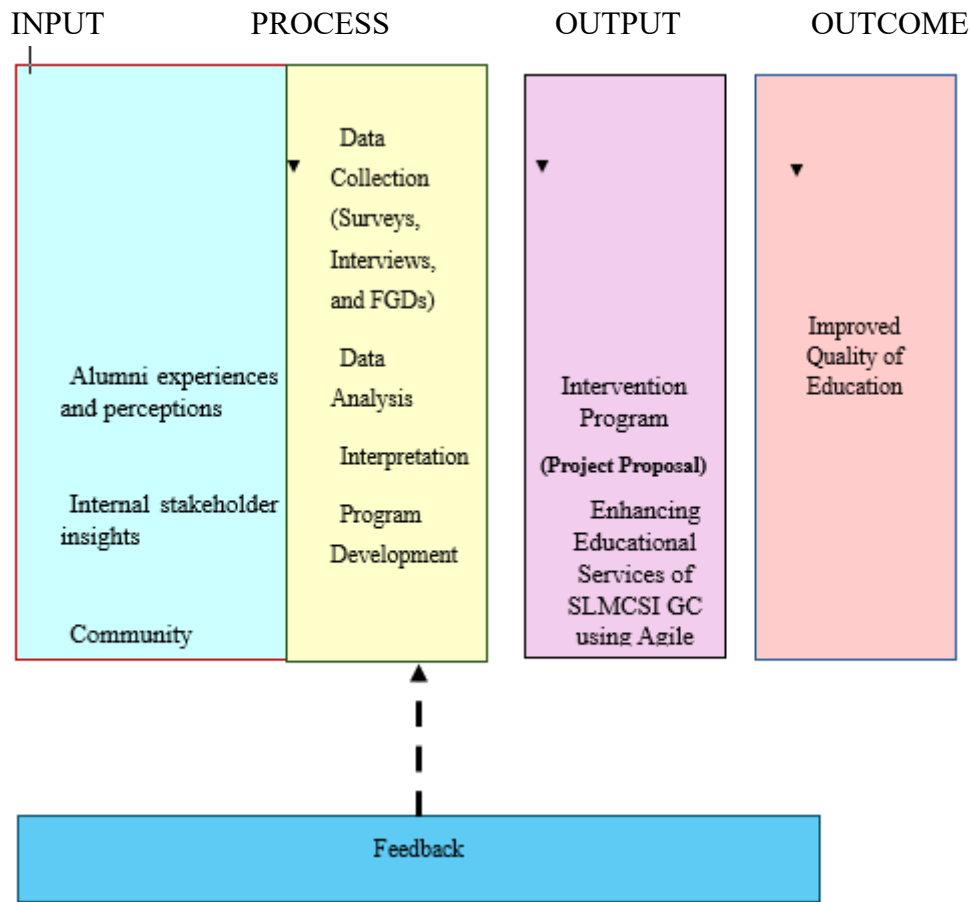
The input stage includes various elements that contribute to understanding stakeholders' perspectives. The primary inputs are the different stakeholder groups: alumni, internal stakeholders (faculty, staff, administration), the local community, and employers. Each group provides unique insights based on their experiences and interactions with SLMCSI GC. Additionally, demographic factors such as age, gender, socioeconomic status, and educational background are considered to understand how these variables influence stakeholders' perceptions. Institutional factors, including policies, resources, and programs offered by the college, are significant as they directly affect stakeholder experiences. Communication channels, such as newsletters, meetings, and social media, are crucial for disseminating information and maintaining engagement with stakeholders.

The process stage involves methods and activities to gather and analyze data from stakeholders. In this study, Focus Group Discussions (FGDs) are used as the primary data collection method. FGDs facilitate in-depth exploration of stakeholders' views by encouraging interactive and dynamic discussions. Small groups of stakeholders from each category (alumni, internal stakeholders, local community, and employers) are assembled to share their experiences, perceptions, and suggestions. Qualitative analysis, such as thematic analysis, is employed to identify common themes and patterns in the data. Engagement levels are assessed by examining the degree of involvement and interaction stakeholders have with the institution through participation in events and feedback mechanisms. Feedback mechanisms allow for the systematic collection and analysis of stakeholders' opinions and suggestions, providing a comprehensive understanding of their perspectives.

The output of this study leads to a project proposal titled "*Enhancing Educational Services of St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus (SLMCSI GC) using the Agile Model.*" This proposal builds on stakeholder insights gathered from alumni, faculty, administrators, community members, and employers, focusing on the Agile Model's principles of iterative progress, collaboration, and adaptability. By adopting Agile, SLMCSI GC can implement a responsive approach to enhance educational services, continuously incorporating stakeholder feedback to refine strategies, strengthen curriculum development, support faculty training, and engage the community. This project aims to create a dynamic, adaptive educational environment that aligns with the evolving needs of students and upholds the institution's commitment to quality education.

The outcome stage represents the tangible improvements resulting from implementing the recommendations. These improvements include enhanced stakeholder satisfaction, improved institutional policies and practices, strengthened community relations, and better employment outcomes for graduates. By addressing the identified strengths and weaknesses, SLMCSI GC can enhance its overall effectiveness and reputation.

The feedback stage involves evaluating the effectiveness of the implemented changes and gathering additional input from stakeholders. This continuous improvement process ensures that the institution remains responsive to stakeholder needs and adapts to changing circumstances. Feedback mechanisms are refined, data collection methods are adjusted, and analysis techniques are updated to enhance stakeholder engagement and satisfaction continually.



### CHAPTER III METHOD AND PROCEDURES

This chapter discusses the methodologies and procedures used to understand the perspectives of various stakeholders of St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus. The study aims to investigate the experiences and perceptions of alumni, internal stakeholders, the local community, and employers regarding the quality of education and its impact. A comprehensive and systematic approach was adopted to gather, analyze, and interpret data to provide insights into the strengths and areas for improvement of the institution. The methodologies described in this chapter are aligned with the theoretical framework and research questions, ensuring that the findings are robust, reliable, and relevant to the stakeholders' views. This chapter includes the research design, sampling techniques, data collection methods, and data analysis procedures that were implemented to achieve the research objectives.

#### Appropriateness of Design

The dissertation entitled "Understanding Stakeholders' Perspectives of St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus in Promoting Quality Education", requires a research design that comprehensively explores the viewpoints and experiences of diverse stakeholder groups associated with the institution.

Employing a qualitative research approach allows for a deep, nuanced understanding of the experiences, perceptions, and attitudes of various groups associated with the institution, including alumni, internal stakeholders (administrators, faculty, and non-teaching personnel), the local community, and employers in the Province of Sorsogon.

Qualitative methods such as interviews, focus groups, and open-ended surveys are well-suited for eliciting detailed narratives and insights that quantitative approaches alone may not capture. This approach enables researchers to delve into the complexities of stakeholders' interactions with the college, uncovering underlying motivations, values, and expectations that influence their perspectives.

Furthermore, by incorporating theoretical frameworks such as stakeholder theory and social capital theory, the study aims to provide a robust analytical framework for interpreting findings and addressing the research questions effectively. Ethical considerations regarding participant confidentiality, voluntary participation, and informed consent are integral to maintaining the integrity and validity of the study. Overall, this research design ensures that the study yields rich qualitative data essential for informing institutional strategies, enhancing stakeholder relationships, and contributing valuable insights to educational research and practice.

### **Research Questions**

This case study explored critical questions to assess stakeholders' views on the quality of education at St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus (SLMCSI GC). Specifically, it addressed the following questions:

1. What are the lived experiences of alumni regarding the quality of education provided at SLMCSI GC?
2. How do alumni perceive the impact of SLMCSI GC on their personal and professional growth?
3. How do internal stakeholders, such as administrators, faculty members, and non-teaching personnel, perceive their role in shaping the education provided by SLMCSI GC?
4. What is the local community's perception of SLMCSI GC's contributions to promoting quality education in Sorsogon?
5. How do local employers in the Province of Sorsogon perceive the quality of education from SLMCSI GC and its impact on the workforce?
6. What intervention program could be designed to improve the educational services of SLMCSI Gubat Campus?

### **Population and Samples**

The population for this study consisted of various stakeholders associated with St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus, including alumni, current students, faculty members, administrators, non-teaching staff, and local community employers. This diverse group represents a comprehensive cross-section of individuals who have a vested interest in the educational policies and practices of the institution, providing a holistic understanding of how different perspectives contribute to the quality of education and community engagement.

In qualitative research, different sampling techniques can be employed to identify participants. One widely used approach is purposive sampling, where participants are chosen based on specific characteristics that are essential for the study. Essentially, in purposive sampling, participants are selected intentionally to meet predetermined criteria relevant to the research question at hand.

For this study, a purposive sampling method was employed to select participants who provided insightful perspectives on the research questions. They were grouped into particular categories. Below is the distribution of the participants.

**Table A Participants**

Participants	Frequency
Alumni	6
Internal Stakeholders (Faculty and Non-Teaching Personnel)	8
Local Community ( Parents, LGU, establishment owners)	6
Local Employers	5
TOTAL	25

**Instrumentality**

The dissertation "Understanding Stakeholders' Perspectives of the St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus in Promoting Quality Education ", utilizes focus group discussions as a pivotal methodological tool to explore how various stakeholders perceive and engage with educational practices at the institution. Focus groups are particularly valuable in qualitative research because they facilitate dynamic interactions among participants, enabling them to articulate their experiences, beliefs, and concerns regarding educational dynamics at SLMCSI Gubat Campus. The study aimed to convene 25 participants comprising administrators, faculty members, non-teaching personnel, alumni, local community representatives, and employers from Sorsogon Province. This methodological approach allows for a comprehensive exploration of diverse perspectives on the educational quality, institutional impact, and community contributions of SLMCSI Gubat Campus.

According to Stewart et al. (2007), focused group discussions are instrumental in generating rich qualitative data by fostering an environment where participants can openly discuss their viewpoints, respond to each other's perspectives, and collectively construct meaning around complex issues. In the context of this dissertation, focus group discussions enabled stakeholders to share practical examples, exchange strategies, and debate the merits of different educational approaches and institutional practices at SLMCSI Gubat Campus. This interactive exchange not only enriched the depth of information gathered but also facilitated a nuanced exploration of the socio-cultural and pedagogical factors influencing stakeholders' perceptions and experiences within the educational context of SLMCSI Gubat Campus.

**Informed Consent**

In the context of the dissertation "Understanding Stakeholders' Perspectives of the St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus," the process of informed consent involves communicating to potential participants the purpose, procedures, potential risks, benefits, and confidentiality measures of the study (American Psychological Association, 2020). This ensures that stakeholders, such as teachers and other participants, fully comprehend the nature of their involvement and can make an informed decision regarding their participation. Such transparency fosters trust between the researcher and participants, respecting their autonomy and the option to withdraw from the study without consequences.

Within this dissertation, obtaining informed consent served as a crucial ethical safeguard aligned with the guidelines outlined in the American Psychological Association's Ethical Guidelines for Research (APA, 2020). By securing written consent from each participant, the researcher acknowledged their voluntary participation and ensured their understanding of how their insights and perspectives contributed to the study's findings. This ethical procedure not only upholds professional standards but also enhanced the reliability and validity of the research data, as participants engaged willingly and with a clear understanding of the study's objectives and implications.

### **Confidentiality**

In this study, stringent measures were implemented to safeguard the confidentiality of participant information and identities. Adhering to ethical guidelines set forth by organizations such as the American Psychological Association (APA, 2020), the researcher ensured that all personal details, responses, and identities remain strictly confidential throughout the study. This commitment was explicitly communicated during the informed consent process, where participants are informed about the secure handling, storage, and exclusive use of their data solely for research purposes.

Confidentiality protocols in the dissertation entail assigning pseudonyms to participants and securely storing all data in password-protected files accessible only to authorized personnel. These practices not only protect participants' identities but also foster an environment of trust and openness during focus group discussions and data collection processes. Emphasizing confidentiality aims to elicit candid responses from stakeholders regarding their perspectives on educational practices at SLMCSI Gubat Campus, ensuring that their contributions significantly inform the study's findings while maintaining their privacy intact.

### **Pilot Study**

Conducting a pilot study using Focus Group Discussions (FGDs) for the dissertation "Understanding Stakeholders' Perspectives of St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus in Promoting Quality Education" involves a methodical approach to gather qualitative insights from key stakeholder groups. Initially, a small sample of stakeholders including alumni, internal stakeholders (such as faculty and administrators), local community members, and employers were selected to participate in the FGDs. The pilot FGD sessions were structured around open-ended questions designed to explore their perceptions of the college, its strengths, weaknesses, and areas for improvement.

During the pilot FGDs, careful attention was given to the dynamics of group interaction, the clarity of the discussion prompts, and the depth of responses generated. The facilitator encouraged participants to express their opinions freely while ensuring all relevant topics were covered. The discussions were recorded and transcribed for detailed analysis.

Following the pilot FGD sessions, a thematic analysis were conducted to identify recurring themes, emerging insights, and potential gaps in understanding. This analysis informed refinements to the FGD protocol, ensuring that the questions effectively capture the nuances of stakeholder perspectives. Additionally, insights gained from the pilot FGDs contributed to the development of more targeted questions for subsequent FGD sessions in the main study.

Overall, the pilot study using FGDs is instrumental in refining the methodology for the main dissertation study. It enabled the researcher to validate the appropriateness of FGDs for capturing stakeholder perspectives, refine data collection techniques, and ensure that the research objectives were effectively addressed. By leveraging the insights gained from the pilot FGDs, the researcher enhanced the rigor and



validity of the qualitative findings in the main study, contributing to a comprehensive understanding of stakeholders' perceptions of St. Louise de Marillac College, Gubat Campus.

### **Validity**

Ensuring validity for the dissertation "Understanding Stakeholders' Perspectives of St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus in Promoting Quality Education" involved several critical strategies to accurately capture and reflect stakeholders' viewpoints. Firstly, meticulously designing research instruments such as surveys and interview protocols tailored to each stakeholder group—alumni, internal stakeholders, local community members, and employers—is essential. These instruments aligned closely with the research objectives, ensuring that the data collected are relevant and comprehensive.

Secondly, employing diverse data collection methods like Focus Group Discussions (FGDs), interviews, and surveys enhanced the depth and breadth of insights gathered. FGDs, for instance, allow for interactive discussions that explored nuanced perspectives and facilitate a deeper understanding of stakeholders' experiences and perceptions.

Thirdly, ensuring methodological rigor through techniques like member checking and triangulation strengthens the validity of findings. Member checking involved validating interpretations and conclusions with participants to ensure the accuracy and completeness of data. Triangulation, on the other hand, involved cross-verifying findings from multiple sources or methods, such as comparing FGD insights with survey responses or existing documentation about the college.

Lastly, maintaining transparency in the research process—documenting methodologies, data collection procedures, and analytical techniques—ensured the study's reliability and replicability. By adhering to these rigorous practices, the dissertation not only substantiated its findings but also contributed to a comprehensive understanding of stakeholders' perspectives on St. Louise de Marillac College, Gubat Campus, thereby enhancing overall validity.

### **Qualitative Data Analysis**

Qualitative data analysis for the dissertation "Understanding Stakeholders' Perspectives of the St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus" involved a systematic approach to uncovering and interpreting the rich insights gathered from stakeholders. Initially, transcripts from Focus Group Discussions (FGDs), interviews, and possibly open-ended survey responses were carefully reviewed and coded. This process involved identifying meaningful patterns, themes, and categories within the data.

Using a thematic analysis approach, themes were systematically developed based on recurring ideas, viewpoints, and experiences expressed by stakeholders. Each theme was supported by verbatim quotes and contextualized within the broader research objectives, providing a comprehensive narrative of stakeholders' perspectives on various aspects of the college.

Moreover, the analysis involved maintaining reflexivity, ensuring that the researcher's interpretations are grounded in the data, and acknowledged any biases or preconceptions that may influence findings. This reflexivity enhanced the rigor and credibility of the qualitative analysis.

Throughout the process, software tools were utilized to assist in organizing and managing large volumes of qualitative data, facilitating efficient coding and thematic development. Lastly, findings were presented in a coherent and structured manner, weaving together stakeholders' voices with theoretical frameworks to offer meaningful insights and recommendations for the college's development and improvement.

## CHAPTER IV

### PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter delineates the study's findings, derived from comprehensive insights provided by the participants. The data have undergone meticulous analysis to ensure the derivation of precise conclusions and the formulation of pertinent recommendations. The findings encapsulate the perspectives of diverse stakeholders at St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus (SLMCSI GC), with a focus on the institution's strategies for promoting quality education.

These findings are systematically categorized according to emergent key themes from the participants' responses, including Alumni Experiences: Evaluating the long-term impact of the institution on its graduates., Personal and Professional Growth: Assessing how SLMCSI GC has influenced the personal and professional trajectories of its alumni and Holistic Development: Analyzing the institution's contributions to the comprehensive development of its students. These insights provide an in-depth understanding of the educational practices at SLMCSI GC and underpin the conclusions and recommendations presented at the chapter's conclusion.

#### I.1 Alumni Experiences and Perceptions of Education Quality at SLMCSI Gubat Campus

The alumni of St. Louise de Marillac College of Sorsogon, Inc. (SLMCSI) Gubat Campus provided a comprehensive array of reflections on their educational experiences, highlighting critical factors that contributed to their personal and academic development. These narratives are systematically categorized into five principal sub-themes:

**Spiritual and Values Formation:** This sub-theme explored the institution's role in fostering spiritual growth and instilling core values among students, emphasizing the integration of faith and education. **Quality of Education and Academic Excellence:** This category assessed the academic rigor and quality of education provided by SLMCSI, focusing on the institution's commitment to maintaining high academic standards and promoting intellectual excellence. **Holistic Development and Community:** This sub-theme examines the institution's efforts in promoting the overall development of students, including social, emotional, and physical well-being, and fostering a sense of community and belonging. **Vincentian Spirit and Compassion:** This category highlighted the influence of the Vincentian ethos on the alumni, emphasizing the importance of compassion, service to others, and social responsibility as integral components of the educational experience. **Practical Skills and Faith Strengthening:** This sub-theme addressed the practical skills imparted by the institution and the reinforcement of faith, preparing graduates for real-world challenges and ethical decision-making.

These sub-themes encapsulated the core values upheld by SLMCSI, illustrating how the institution's educational approach has profoundly impacted its graduates, both in their academic pursuits and personal lives.

#### **Spiritual and Values Formation**

The participants consistently emphasized the institution's commitment to spiritual development, particularly through religious activities and the integration of Christian values in their education. Their reflections revealed how these experiences shaped their moral character, deepened their understanding of ethics, and instilled a strong sense of purpose rooted in the Vincentian spirit.

Participants 1, 3, and 5 emphasized the institution's focus on spiritual development. They mentioned attending spiritual activities, Eucharistic celebrations, and imbibing Christian values. The education provided integrated moral teachings and values, shaping their character and deepening their understanding of ethics.

Participant 1 described their six years at SLMCS-GC as “*memorable and unforgettable.*” For them, the institution’s focus on nurturing **the Vincentian spirit** and putting God at the center of everything had a profound impact. “*SLMCS-GC shaped the minds of every student to carry the Vincentian spirit and put God at the center of everything,*” they reflected. This emphasis on spirituality was supported through regular participation in Eucharistic celebrations and spiritual activities, which instilled Christ-centered values among the students.

The participant elaborated further, sharing how these experiences had lasting effects: “*Kahit saan man ako magpunta, dala-dala ko pa rin ang mga naituro sa akin ng SLMCS (Wherever I go, I still carry with me the lessons taught to me by SLMCS).*” Even after graduating from a different college, the values learned at SLMCS-GC continued to influence their life, particularly the institution's strong focus on service to the poor. “*Ang isa pang natutunan ko ay ang magkaroon ng puso para sa mahihirap (Another thing I learned is to have a heart for the poor),*” Participant 1 noted, adding that these values continued to guide them in personal and professional settings.

These narratives aligned with contemporary research on the impact of faith-based education on holistic development. Smith and Stewart (2018) found that religious institutions integrating spiritual values into their curricula significantly enhance students' ethical decision-making and social responsibility, mirroring Participant 1's enduring commitment to the Vincentian spirit and service to the poor. Similarly, Garcia and Cruz (2021) highlighted that students in faith-based schools often experience increased community involvement and emotional resilience, supported by Participant 3's acknowledgment of the school's spiritual influence on their character. Participant 5's experience of balancing academic and spiritual growth reinforces the idea that moral teachings contribute to well-rounded individuals prepared for both personal and professional success. This emphasis on community involvement reflects Nieves and Santos' (2020) findings that values-based education fosters civic responsibility and a strong commitment to service, as seen in the participants' experiences.

### **Quality of Education and Academic Excellence**

Examining the quality of education and academic excellence at the institution reveals how effectively it delivers both intellectual knowledge and practical life skills. Participants 2, 4, and 6 have commended the institution for preparing them well for their future endeavors. Participant 4, in particular, has highlighted how the challenging academic environment contributed to overcoming fears and developing essential qualities.

Participant 2 shared their experience, emphasizing how SLMCSI played a critical role in guiding their life path. The participant noted that the institution was effective not only in delivering intellectual education but also in teaching moral values and life skills. They remarked, “*Naging epektibo ito sa pagtuturo hindi lamang sa purong intelektuwal na edukasyon, pati na rin sa mga kabutihang asal at edukasyon sa pagpapakatao (It was effective in teaching not only in pure intellectual education, but also in good morals and character education).*” For Participant 2, the holistic programs offered, including cultural, spiritual, and community activities, were essential in fostering both personal and academic development. These experiences contributed to a well-rounded education that enabled them to apply what they learned in everyday life.

Accordingly, Participant 4 described their time at SLMCSI as both challenging and diverse. They recounted how their academic and social experiences pushed them to overcome personal fears and grow stronger. “*My academic and social experiences taught me to overcome my fear and utilize it to be better,*” Participant 4 shared, reflecting on the institution’s ability to nurture resilience and self-improvement. The

participant also highlighted the diversity of lessons learned, particularly in areas such as charity, camaraderie, compassion, and integrity. These values, instilled during their time at SLMCSI, have continued to shape their character and contribute to their current success.

Similarly, Participant 6 commended the quality of education provided by the school, which went beyond academic competence. They noted that SLMCSI fostered holistic development, offering opportunities for students to grow both personally and academically. The participants expressed their appreciation for the school's commitment to real-life skill development, adding that *"The school allowed us to develop skills needed in real life and significantly strengthen our faith in God."* One of the aspects they found particularly commendable was the school's facilitation of students' acquisition of their NC II certification, further demonstrating the institution's dedication to providing practical, career-oriented education.

Responses from Participants 2, 4, and 6 revealed that SLMCSI effectively combined intellectual development with essential life skills, moral values, and practical competencies, creating a holistic educational environment. This approach reflected contemporary educational philosophies emphasizing 21st-century competencies, as noted by Bialik and Fadel (2018) and aligned with SLMCSI's focus on personal growth, social responsibility, and spiritual development. The mention of the NC II certification process indicated the institution's commitment to vocational and practical training, consistent with Morris and Smith's (2017) research on career readiness. The participants' experiences mirrored findings from Tan and Reyes (2020) on the benefits of integrating moral, intellectual, and practical education and resonated with Lyons et al.'s (2017) research on the importance of resilience, showcasing how SLMCSI prepared students for both personal and professional success.

It can be noted that most of the participants praised St. Louise de Marillac College of Sorsogon, Inc. (SLMCSI) Gubat Campus for its holistic approach to education, which effectively combines intellectual knowledge, practical life skills, and moral values. They highlighted the institution's challenging academic environment, cultural, spiritual, and community activities, and commitment to real-life skill development, including NC II certification. These elements foster personal growth, resilience, and career readiness, aligning with contemporary educational philosophies that emphasize 21st-century competencies and the integration of moral, intellectual, and practical education.

### **Holistic Development and Community**

The concept of holistic development at SLMCSI GC emphasizes the institution's commitment to fostering not only academic achievement but also personal growth, character-building, and practical skills. Participants 3, 4, and 6 highlighted how the education they received extended beyond traditional academics to support their overall development. Participant 3 particularly noted the significance of the close-knit community and supportive educators as crucial elements in their personal and educational growth.

Participant 3 shared that their overall experience at SLMCSI was enriching and holistic. They noted that the curriculum not only provided a solid academic foundation but also integrated spiritual and moral teachings, which enhanced their intellectual growth while deepening their understanding of values and ethics. The participant highlighted how the supportive educators and close-knit community played a crucial role in both their academic and personal development. They remarked, *"The close-knit community and supportive educators played a key role in nurturing both my academic and personal development, helping to shape my character and prepare me for future challenges."* This statement underscores how the institution's focus on a well-rounded education extended beyond the classroom, shaping both the mind and character of its students.

Meanwhile, Participant 4 described their experience at SLMCSI as both challenging and diverse. Academically, they found the environment to be demanding, but they acknowledged that these challenges helped them overcome personal fears and develop resilience. They shared, *"My academic and social experiences taught me to overcome my fear and utilize it to be better in what I do."* This sense of personal growth was complemented by the institution's emphasis on charity, camaraderie, compassion, and integrity. Participant 4 felt that these values, which were cultivated within the school community, shaped their character and guided their journey into adulthood.

Similarly, Participant 6 spoke highly of the holistic approach to education at SLMCSI. They emphasized how the institution allowed them not only to excel academically but also to develop important life skills. This participant highlighted the opportunities for personal and academic growth, stating, *"The school offered us a quality education that not only made us academically competent but also allowed us to develop holistically."* Moreover, they commended the school for strengthening their faith in God and facilitating the acquisition of practical skills, such as the NC II certification, which prepared them for real-life challenges beyond the classroom.

The responses from Participants 3, 4, and 6 highlighted SLMCSI's commitment to a holistic approach to education, emphasizing the integration of intellectual, moral, social, and spiritual development. Their experiences underscored the significance of combining academic rigor with moral and ethical teachings, creating an environment where students could excel both academically and personally. This approach aligns with modern educational philosophies that stress the development of the whole person and is supported by Zins and Elias (2015), who argued that a supportive school community is crucial for fostering social-emotional learning and resilience.

Additionally, the participants' reflections on overcoming challenges and acquiring practical skills resonated with Kolb's (2015) theories of experiential learning, which suggested that active engagement in real-world experiences enhances learning outcomes. The emphasis on community support and practical skills also aligns with Miller's (2016) research on holistic education, which promotes cognitive, personal, and ethical growth. McDonald (2020) further supported the role of faith in holistic development, noting that integrating spirituality into education helps students develop a deeper sense of purpose and ethics. The mention of the NC II certification by Participant 6 highlights the importance of practical skills in preparing students for real-world challenges, as emphasized by Morris and Smith (2017).

Participants acknowledged their school, SLMCSI GC for its holistic approach to education, which integrates academic achievement with personal growth, character-building, and practical skills. They emphasized the importance of a close-knit community and supportive educators in their development. The curriculum not only provided a solid academic foundation but also included spiritual and moral teachings, fostering intellectual growth and ethical understanding. The institution's emphasis on charity, camaraderie, compassion, and integrity helped students overcome personal fears and develop resilience. Additionally, the school facilitated the acquisition of practical skills, such as the NC II certification, preparing students for real-life challenges and aligning with modern educational philosophies that stress the development of the whole person.

### **Vincentian Spirit and Compassion**

The Vincentian spirit, rooted in the values of Saint Vincent de Paul, influences attitudes and actions toward others. It highlights the importance of compassion, service, and dedication in fostering a supportive and empathetic community. Participant 1 highlighted the Vincentian spirit instilled by the institution,



emphasizing putting God at the center of everything. They also mention learning to have a heart for the less fortunate.

Participant 1 expressed their deep gratitude for the formative years they spent at SLMCSI, noting how the institution shaped their character and instilled the Vincentian spirit in them. The participant recalled that attending spiritual activities and Eucharistic celebrations consistently reinforced their Christ-centered values. These spiritual experiences were not only religious routines but were deeply integrated into their daily life, influencing their perspectives and behavior. They remarked, *"The institution has shaped the minds of every student to carry the Vincentian spirit and to put God at the center of everything."* This reflection underscores how spirituality and moral guidance played a central role in their education.

White and Leming (2015) supported Participant 1's view that spiritual activities at SLMCSI, such as Eucharistic celebrations and religious teachings, played a crucial role in shaping moral and ethical development, emphasizing the importance of integrating spirituality into education. Similarly, Leahy and Palomares (2020) affirmed that Participant 1's continued embodiment of the Vincentian spirit in adulthood reflected the concept of moral continuity, which suggests that values instilled in educational settings have a lasting impact on life choices. Furthermore, McKenna (2019) highlighted that Vincentian education aimed to balance academic excellence with a deep commitment to social justice and service, which was consistent with Participant 1's experience. In addition, Grange and Thierstein (2018) explored how Catholic education, particularly within the Vincentian tradition, fostered service-oriented leadership, evident in Participant 1's application of these values in their personal and professional life.

Participants emphasized the Vincentian spirit at SLMCSI, which instilled values of compassion, service, and dedication, with a focus on putting God at the center of everything. They highlighted how spiritual activities and Eucharistic celebrations reinforced Christ-centered values, deeply integrating spirituality into daily life and shaping their character. This holistic approach to education balanced academic excellence with a commitment to social justice and service, fostering moral and ethical development. The lasting impact of these values was evident in participants' continued embodiment of the Vincentian spirit in adulthood, reflecting the concept of moral continuity and service-oriented leadership.

### **Practical Skills and Faith Strengthening**

At SLMCSI GC, the education provided not only focuses on developing essential practical skills but also emphasizes the importance of spiritual growth. Participant 6 noted how the institution helped them acquire real-life skills and significantly strengthened their faith in God. Additionally, the support provided for obtaining NC II certification highlights the institution's dedication to both practical and spiritual development.

Participant 6 highlighted that SLMCSI did not only focus on ensuring academic competence but also emphasized holistic development. They remarked, *"The school offered us quality education that not only allowed us to be academically competent but also allowed us to develop holistically, including the development of skills needed in real life and significantly strengthened our faith in God."* This statement demonstrates how the institution combined intellectual rigor with the fostering of practical skills and religious growth, providing students with a well-rounded educational experience.

Indeed, Participant 6's experience at SLMCSI highlighted the institution's commitment to a holistic educational approach that integrated practical skills training with spiritual and academic development. They valued how the school facilitated NC II certifications, which enhanced employability and confidence in the professional sphere, while also emphasizing the significant role of religious activities in fostering a lasting spiritual connection. This alignment of faith-based education with practical training reflected the

institution's dedication to preparing students for both professional success and moral grounding. "Participant 6's reflections were consistent with studies by Lapsley and Narvaez (2017) and Smith and Barron (2019), which emphasized the role of religious schools in spiritual development and holistic education, balancing intellectual, emotional, and spiritual growth. According to the Department of Education (2016), the emphasis on vocational training aligns with the Philippine Qualifications Framework's objective of equipping students with essential skills for the job market."

Most participants emphasized that SLMCSI GC provided a holistic education that balanced academic competence with practical skills and spiritual growth. The institution's support for obtaining NC II certifications enhanced employability and confidence, while religious activities significantly strengthened students' faith. This approach reflected SLMCSI's dedication to preparing students for professional success and moral grounding, aligning with studies that highlight the role of religious schools in fostering intellectual, emotional, and spiritual development.

Alumni of St. Louise de Marillac College of Sorsogon, Inc. (SLMCSI) Gubat Campus highlighted five key areas in their reflections: Spiritual and Values Formation, emphasizing the integration of faith and education; Quality of Education and Academic Excellence, focusing on high academic standards; Holistic Development and Community, promoting overall student well-being and a sense of belonging; Vincentian Spirit and Compassion, stressing compassion and social responsibility; and Practical Skills and Faith Strengthening, preparing graduates for real-world challenges. These themes illustrate how SLMCSI's educational approach profoundly impacted their academic and personal lives, fostering ethical decision-making, community involvement, and emotional resilience.

**Spiritual and Values Formation:** Alumni consistently emphasized the institution's commitment to spiritual development through religious activities and the integration of Christian values. This focus shaped their moral character, deepened their understanding of ethics, and instilled a strong sense of purpose rooted in the Vincentian spirit. Participant 1, for instance, highlighted how the values learned at SLMCSI continued to influence their life, particularly the institution's strong focus on service to the poor.

**Quality of Education and Academic Excellence:** The academic rigor and quality of education at SLMCSI were highly regarded by alumni. The institution's commitment to maintaining high academic standards and promoting intellectual excellence was evident in their reflections, showcasing how it prepared them for both personal and professional success.

**Holistic Development and Community:** SLMCSI's efforts in promoting the overall development of students, including social, emotional, and physical well-being, were highlighted. Alumni appreciated the sense of community and belonging fostered by the institution, which contributed to their holistic growth.

**Vincentian Spirit and Compassion:** The influence of the Vincentian ethos on the alumni was profound, emphasizing compassion, service to others, and social responsibility. This ethos was integral to their educational experience, shaping their commitment to civic responsibility and service.

**Practical Skills and Faith Strengthening:** The practical skills imparted by SLMCSI, along with the reinforcement of faith, prepared graduates for real-world challenges and ethical decision-making. This combination of practical and spiritual education equipped them to navigate personal and professional settings effectively.

### ***1.2 Key Educational Experiences Impacting Personal and Academic Growth at SLMCSI Gubat Campus***

The educational journey at SLMCSI Gubat Campus offers students more than just academic instruction. Through a holistic approach that integrates spiritual formation, a diverse curriculum, and community service, the institution instills values that significantly shape both personal and academic growth. Below

are the narratives for each sub-theme, showcasing how these experiences have impacted the lives of students and alumni.

### **Spiritual Formation and Values**

Spiritual formation and the installation of values play a crucial role in the education provided at SLMCSI GC. Participants 1 and 2 emphasized the profound impact of spiritual and moral teachings on their development. They noted that attending eucharistic celebrations and learning Christian values significantly shaped their character and provided a solid foundation for addressing life's challenges.

Participant 1 shared that the discipline ingrained in students at SLMCSI Gubat Campus left a lasting impression. He emphasized that the institution's Christ-centered approach could truly be felt, especially during solemn events like Eucharistic celebrations. He stated, *"Ang disiplina po talaga para sa akin ang pinakatumatak sa isipan ko sa anim na taon ko po sa SLMCS-GC, at ang pagka-Christ-centered po ng institusyon, mararamdaman po talaga dahil very solemn po pagdating sa mga Eucharistic celebration. Yun po ang maganda sa SLMCS dahil natuturuan po ang mga estudyante na magsimba at mag-respeto sa kapwa (For me, discipline is what stands out the most from my six years at SLMCS-GC, and the institution's Christ-centeredness is truly felt, especially because the Eucharistic celebrations are very solemn. What is good about SLMCS is that students are taught to attend Mass and respect others)."* This sentiment reveals that spiritual activities, such as the Eucharistic celebrations, were not merely rituals but a way to foster respect and discipline among students, which had a deep and lasting impact on their values and behavior.

Undoubtedly, Participant 2 echoed similar sentiments about the significance of spiritual education in shaping his character and personal growth. He pointed out that the subject of Christian Living, a common feature in Catholic schools, played a pivotal role in his development. He explained, *"Para sa akin, labis na tumatak na bahagi ng edukasyon na humubog sa aking personal at akademikong pag-unlad ay ang pagtuturo ng Christian Living o mga asignaturang may kaugnayan sa pagpapa-unlad ng ispiritwal na aspeto. Bagamat ito'y isang pangkaraniwang katangian o serbisyong ibinibigay ng isang Catholic school, bukod-tangi ang naging ambag nito sa aking pagkatao sapagkat binuo nito ang pundasyong aking kinakailangan sa pagharap ng anumang hamon sa aking buhay (For me, a significant part of the education that shaped my personal and academic development was the teaching of Christian Living or subjects related to the development of the spiritual aspect. Although this is a common feature or service provided by a Catholic school, its contribution to my character was exceptional as it built the foundation I needed to face any challenges in my life)."* For him, the teachings on Christian Living provided him with the moral foundation needed to navigate life's challenges, making this aspect of his education invaluable. The findings aligned with existing literature on the importance of spiritual education in Catholic institutions. According to Smith and Denton (2018), students in religious schools, particularly Catholic schools, often reported a deeper sense of moral grounding and personal development due to the integration of faith into the educational curriculum. Their study underscored that faith-based education helped students develop not only intellectually but also spiritually, fostering virtues such as empathy, respect, and responsibility. Additionally, Regnerus (2016) supported the view that students exposed to consistent spiritual guidance and religious teachings demonstrated better-coping mechanisms when facing challenges. This perspective was reflected in the participants' narratives, which highlighted how the spiritual formation they received helped them build resilience and develop as individuals. Moreover, Tighe (2019) emphasized that Catholic education's focus on spiritual growth extended beyond religious rituals and integrated moral and ethical teachings that shaped students' overall well-being. In this context, the

impact of Eucharistic celebrations and Christian Living subjects on the participants aligned with Tighe's argument that Catholic schools nurtured both the faith and the character of their students, preparing them for life's challenges.

### **Diverse Range of Subjects and Extracurriculars**

The broad spectrum of subjects and extracurricular activities at SLMCSI GC contributes significantly to students' overall development. Participant 3 highlighted how engaging in a diverse array of subjects expanded their knowledge and enhanced their critical thinking skills. Additionally, participation in extracurricular activities played a key role in developing their leadership and teamwork abilities.

Participant 3 reflected on her experiences, emphasizing that the broad spectrum of subjects and extracurricular activities had a profound impact on her development. She said, *"Reflecting on my education at St. Anthony Academy SLMCSI Gubat Campus, the parts that had the biggest impact on my personal and academic growth were the diverse range of subjects and extracurricular activities. Engaging in various subjects has broadened my knowledge base and critical thinking skills, while involvement in extracurriculars fostered leadership and teamwork abilities."*

Additionally, Participant 3 highlighted the importance of extracurricular activities in her personal growth. *"Involvement in extracurriculars fostered leadership and teamwork abilities,"* she explained. Participation in clubs, sports, and other non-academic pursuits allowed her to develop essential soft skills, such as communication, leadership, and collaboration. These activities also provided her with opportunities to engage with her peers, work on group projects, and contribute to the school community. The experiences gained through extracurricular activities were just as valuable as the academic knowledge she acquired, as they helped shape her character and interpersonal skills. She also acknowledged the role of teachers in her growth, mentioning, *"The support and guidance from teachers have played a crucial role in shaping my academic and personal development."* Teachers at St. Anthony Academy SLMCSI Gubat Campus not only provided academic instruction but also acted as mentors, offering guidance and encouragement in both academic and extracurricular pursuits. This mentorship was instrumental in helping her navigate the challenges of student life and develop a strong sense of self-confidence.

Research by Bell and Carr (2019) emphasized that exposure to a diverse range of academic subjects encourages students to engage in deeper critical thinking and decision-making processes. This broader exposure allows students to build connections between various fields of knowledge, fostering a more holistic understanding of the world, as reflected in the participant's experience of how engaging with different subjects helped her develop both intellectually and personally. Furthermore, the literature emphasized the positive impact of extracurricular activities on personal development. Wilson and Stevens (2017) noted that participation in extracurricular activities significantly enhances leadership abilities, social skills, and teamwork, providing students with opportunities to apply classroom knowledge in practical settings and reinforce their learning. For Participant 3, extracurricular involvement was crucial in developing skills that complemented her academic growth, such as collaboration and communication. In essence, the importance of teacher support, highlighted by the participant, aligns with existing studies on teacher-student relationships. Murray and Zvoch (2016) found that teacher support is a significant predictor of academic success and personal development, with mentoring roles helping students overcome academic challenges, build self-esteem, and achieve their goals, as demonstrated in Participant 3's case.

### **Community Service and Compassion**

Community-based programs and activities at SLMCSI GC are designed to foster compassion and a commitment to helping others. Participants 4 and 5 highlighted their experiences with these initiatives,



noting how such activities have cultivated a deeper sense of empathy and dedication to serving the less fortunate. These experiences are pivotal in shaping students' values and community-mindedness.

Participant 4 shared how involvement in community service programs deepened her sense of compassion for others. She explained, *“Ang pakikilahok ko sa mga community service activities ng school ang isa sa pinakapinakanatutunan ko. Natutunan ko po ang halaga ng pagtulong sa kapwa at kung paano ito nagbigay ng personal na fulfillment sa akin. Hindi lang siya basta requirement, kundi natutunan ko kung paano tumulong ng buong puso (My participation in the school’s community service activities is one of the most valuable lessons I have learned. I learned the importance of helping others and how it provided personal fulfillment for me. It wasn’t just a requirement; I learned how to help wholeheartedly).”* Her experience reveals that participating in community service did more than fulfill academic requirements; it provided her with an opportunity to engage with people in need and understand the importance of genuine, heartfelt assistance. This compassionate approach, she added, has continued to influence her actions beyond her school years.

Meanwhile, Participant 5 also emphasized how community outreach shaped his worldview. He stated, *“The community service programs helped me see the world in a different light. Before, I never realized the struggles that others go through, but being part of the school’s outreach activities opened my eyes to the realities outside the classroom. It taught me compassion and how important it is to give back to the community, no matter how small.”* His testimony reflects a common theme among participants: the experience of helping others instilled a sense of duty and empathy, which ultimately enriched their educational journey.

Both participants acknowledged that community service was more than just an extracurricular activity; it became a form of experiential learning that offered insights into real-world challenges. These activities fostered a sense of social responsibility and personal fulfillment, qualities that they believed continued to guide them in their professional and personal lives. The narratives underscored the transformative impact of community service on students’ personal development. Through hands-on engagement with communities, students connected classroom lessons with real-world situations, which fostered a greater understanding of social issues and human compassion. The participants' reflections echoed the findings of several studies that emphasized the educational value of community service.

A study by Taylor and Pancer (2018) highlighted that community service significantly enhances students' personal growth by developing empathy, social awareness, and responsibility. They argued that community service programs enable students to apply academic knowledge to societal issues, reinforcing their learning while fostering personal values like compassion. This finding aligns with Participant 4’s experience of gaining personal fulfillment through service and Participant 5’s increased awareness of social struggles. Johnson and Notaro (2017) further demonstrated that community service fosters long-term civic engagement, with students who participate in outreach activities more likely to engage in volunteerism as adults. This was reflected in the participants' experiences, as their involvement in community service at SLMCSI Gubat Campus continued to influence their lives post-graduation. Additionally, Goleman and Davidson (2017) emphasized the role of emotional intelligence in education, noting that fostering compassion and empathy improves interpersonal relationships and overall well-being. Both participants illustrated this by describing how their compassionate actions led to personal fulfillment and a deeper connection to their community.

### **Christian Values and Faith**

The emphasis on Christian values and faith at SLMCSI GC plays a central role in shaping students'



personal and spiritual growth. Participant 5 highlighted how the school's focus on these values, along with community service, had a profound impact on strengthening their faith and guiding their personal development.

Participant 5 shared how the school's emphasis on Christian values profoundly influenced his personal development and spirituality. He explained, *"The school's emphasis on Christian values and community service had a profound impact on my personal growth and faith."* He noted that the daily incorporation of Christian teachings, whether through formal classes or informal interactions with faculty and peers, allowed him to strengthen his understanding of faith and how it could be applied to his everyday life.

Christian values like kindness, humility, and service became foundational for Participant 5, guiding his actions within and beyond the school. The integration of faith into the curriculum helped him view these teachings as practical and character-shaping. His involvement in community service deepened his empathy and highlighted the importance of giving back. He also valued the supportive, Christian-centered community at the school, which fostered personal faith and aligned with literature on the positive impact of faith-based education on moral and spiritual growth.

Cook and Strahan (2020) emphasized that Christian values integrated into education foster holistic development by nurturing both intellectual and moral growth. This aligns with Participant 5's experience, where Christian values were applied in daily life through community service and interactions, enhancing personal growth and faith. Martino and Lu (2019) further noted that faith-based education fosters a strong sense of community by promoting inclusive and supportive environments. Participant 5's positive experience with peers and teachers at SLMCSI Gubat Campus underscores this impact. Additionally, Brown and Carr (2017) found that Christian education influences long-term behavior and decision-making by instilling ethical considerations, with students more likely to base decisions on values such as kindness and honesty. Participant 5's narrative reflects this, as Christian values continued to guide his choices beyond his school years.

### **Practical Skills and Career Preparation:**

The influence of Christian values on students' personal and academic growth is a recurring theme among participants, particularly regarding how these values helped shape their outlook on life and career. Participant 6 emphasized that the integration of Christian values into the practical and career-oriented curriculum had a profound and lasting impact on her professional and personal life. Participant 6 shared, *"As a TVL graduate, I can say that the knowledge and skills that I've learned from this strand have had the biggest impact on me even until now. I can apply and share it as well to my students, including the career and life skills that I've learned from the school."* She explained that the lessons in technical skills were imbued with Christian values, such as integrity, hard work, and service, which have shaped her approach to teaching. Not only did she gain practical knowledge in her chosen field, but she also internalized the moral principles that were consistently reinforced throughout her education.

Hansen and Martin (2016) discovered that integrating Christian values into technical and vocational education provides students with a strong ethical foundation, helping them navigate professional challenges. This is evident in Participant 6's experience, where she applied the values from her TVL strand to her teaching, fostering both technical skills and ethical behavior in her students. In addition, Brown and Jones (2019) emphasized the importance of embedding values in vocational training, finding that students who incorporate values like honesty, responsibility, and service into their careers are more engaged and fulfilled. Participant 6's testimony aligns with this, as Christian values have shaped her career approach

and continue to influence her work as a teacher. Furthermore, Martinez and Phelps (2018) highlighted that integrating faith into education fosters a sense of community and social responsibility. Their research shows that Christian education encourages students to develop their character alongside professional skills, leading to graduates who engage in socially responsible work. Participant 6's dedication to passing on these values to her students underscores this impact.

The educational experiences at SLMCSI Gubat Campus contributed significantly to students' personal and academic growth through its focus on spiritual formation, a diverse curriculum, and community service. Spiritual formation fostered discipline, moral grounding, and resilience, aligning with the literature that emphasizes the role of faith-based education in shaping students' character. The broad range of subjects and extracurricular activities developed critical thinking, leadership, and teamwork skills, enhancing both academic and personal development. Community service cultivated empathy and social responsibility, offering students experiential learning opportunities that extended beyond classroom knowledge. Lastly, Christian values were integrated into the curriculum, influencing students' ethical decision-making and shaping their long-term personal and professional lives. These subthemes collectively underscore the holistic approach to education at SLMCSI, which balances academic rigor with moral and spiritual growth.

### **I.3 Memorable Experiences and Challenges Reflecting the Quality of Education at SLMCSI Gubat Campus**

Memorable experiences and challenges at St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus provides valuable insights into the quality of education. Examining these aspects reveals how they have influenced the educational environment and shaped learning outcomes at the institution.

#### **Spiritual and Christ-Centered Education**

Graduation ceremonies held in the church at St. Anthony Academy SLMCSI Gubat Campus reflect the school's strong Catholic identity and Christ-centered approach to education. Participant 1 shared how this tradition stood out as a unique and meaningful aspect of their experience, emphasizing the deep connection between faith and academic life at the institution—something they hadn't encountered in other schools.

Participant 1 expressed, *“Ang hindi ko po malilimutan ay kapag nagkakaroon po ng completion o graduation ceremony dahil wala po akong nakitang iskwelahan na kung saan ginanap ang pagtatapos sa simbahan. Para po saakin nagpapakita talaga ito ng pagka-Catholic school ang pagiging Christ-centered ng paaralan (What I will never forget is when completion or graduation ceremonies are held in the church, as I have not seen any other school where the graduation takes place in a church. For me, this truly shows the Catholic nature of the school and its Christ-centeredness).”* He described how the setting of the graduation ceremony in the church reinforced the spiritual foundation of the institution. For him, this practice went beyond tradition; it was a manifestation of the school's dedication to nurturing not only the intellectual but also the spiritual growth of its students.

The narrative illustrated the lasting impact of Christ-centered education at SLMCSI Gubat Campus. The integration of religious values and practices, such as holding significant ceremonies like graduations in a church, underscored the school's dedication to holistic education. This approach nurtured students' spiritual lives alongside their academic growth, instilling a profound sense of faith, community, and purpose. Literature supported this experience by emphasizing the benefits of faith-based education in shaping not only intellectual capabilities but also moral and spiritual character, which were crucial for guiding students throughout their lives.

Research on faith-based education highlights the significance of integrating religious values into the educational process. Tedesco and Owens (2020) noted that religious schools often focus on shaping

students' moral character and spiritual development, contributing to their overall sense of purpose and well-being. This is reflected in Participant 1's experience, where Catholic values integrated into key events like graduation ceremonies had a lasting impact on his personal growth and identity. Additionally, Hall and Edwards (2019) found that students in Christ-centered schools report higher life satisfaction and a stronger sense of community due to the emphasis on spiritual growth alongside academic achievement. Green and Martino (2017) further supported these findings, noting that Catholic education fosters a stronger moral compass and a greater sense of ethical responsibility through character formation and a relationship with God. Participant 1's narrative aligns with this, demonstrating how Christ-centered education influenced his moral and spiritual development. Williams and Parker (2021) also showed that faith-based rituals and ceremonies create a profound sense of belonging and spiritual identity, reinforcing the values taught and connecting faith with personal and academic achievements.

### **Leadership and Discipline Development**

Involvement in student organizations at SLMCSI GC plays a key role in fostering leadership and discipline. Participant 2 reflected on their experience as a member of the School Coordinating Board (SCB) from seventh to tenth grade, sharing how this opportunity helped develop their leadership abilities, sense of responsibility, and personal discipline.

Participant 2 shared, "*Hinding hindi ko makakalimutan ang mga panahong ako'y naging bahagi ng School Coordinating Board (SCB) Officer mula noong ako'y nasa ikapito hangang ikasampung baitang. Sa tulong ng mga guro at iba pang personnel, labis na nahubog nito ang aking karanasang maging isang leader at makatulong sa pagdidisiplina ng mga kapwa ko mag-aaral (I will never forget the times when I was part of the School Coordinating Board (SCB) as an officer from seventh to tenth grade. With the help of the teachers and other personnel, this significantly shaped my experience as a leader and helped me in disciplining my fellow students).*"

The experiences shared by Participant 2 highlighted the significant role of leadership development at SLMCSI Gubat Campus. The opportunity for students to assume leadership roles not only fostered their leadership skills but also instilled a strong sense of responsibility and discipline. This aligned with Liu and Liang's (2019) findings, which emphasized the positive impact of leadership roles on students' personal growth, including improvements in self-confidence, communication, and ethical decision-making. Participant 2's involvement in the SCB, which included enforcing discipline, reflected the school's holistic approach, where discipline was a shared responsibility between students and teachers. Watson (2021) supported this by noting that student participation in maintaining discipline helped internalize rules and develop self-discipline. Furthermore, Harward (2020) found that leadership opportunities enhanced students' sense of belonging and purpose, leading to higher school engagement and academic achievement. These findings underscored the value of leadership and discipline programs in preparing students for real-world challenges, as demonstrated by Participant 2's development of essential life skills through his leadership roles at SLMCSI Gubat Campus.

### **Academic Rigor and Critical Thinking**

Academic rigor and the development of critical thinking skills are emphasized at SLMCSI GC, both in the classroom and through extracurricular activities. Participant 3 highlighted the significance of these qualities, particularly through their involvement in Division and Regional Bible Quiz competitions, which demanded a deep understanding of religious texts as well as the ability to critically analyze and interpret them.

Participant 3 recalled, *"A specific memory that highlighted the quality of education I received at St. Anthony Academy SLMCSI Gubat Campus was participating in the Division and Regional Bible Quiz competition. Preparing for this event involved extensive study of Scripture, which deepened my understanding of biblical texts and their interpretations. The challenge of answering questions on various aspects of the Bible in a competitive setting showcased not only the depth of our religious education but also how well our mentors had equipped us with knowledge and critical thinking skills."* This reflection demonstrated the school's commitment to intellectual and spiritual growth through rigorous preparation, critical analysis, and the application of knowledge in challenging environments.

Mentorship from teachers plays a crucial role in equipping students with the knowledge and skills necessary for success, as supported by Parker and Anderson's (2019) findings on the impact of teacher mentorship on academic and personal growth. This support, combined with rigorous study, significantly shaped Participant 3's intellectual development, reflecting the school's commitment to excellence. Furthermore, research on faith-based education and academic rigor, such as Wright's (2017) argument that critical religious education enhances understanding and critical thinking skills, aligns with Participant 3's experiences. The preparation for the Bible Quiz exemplified how students engaged intellectually with religious texts while developing problem-solving skills. Parker and Anderson (2019) also emphasized that academic competitions foster critical thinking, which was evident in Participant 3's experience. Johnson (2021) highlighted that integrating religious teachings with critical thinking produces well-rounded students capable of balancing intellectual inquiry with personal faith. This holistic approach was reflected in Participant 3's account, where both academic and spiritual growth were emphasized.

### **Self-Discipline and Diligence**

Self-discipline and diligence were key values instilled by the institution. Participant 4 shared how the structured study periods provided a foundation for managing time effectively and staying committed to academic responsibilities, fostering habits that encouraged both self-discipline and consistent effort.

Participant 4 recalled, *"The specific memory that I remember that shows the quality of education brought by the institution was when we were given vacant time—at least an hour back then—as a study period for us to focus on our academic responsibilities. Through this, we were taught to acquire self-discipline and diligence, which I believe are the best terms to define quality education."* This experience demonstrated how the school actively encouraged students to develop time management skills and take ownership of their studies, contributing to their overall personal and academic growth.

Structured study time played a key role in developing students' focus on long-term goals, which was crucial for academic success. Research by Van Deur (2020) indicated that effective time management and self-discipline were linked to academic achievement and a strong sense of responsibility. Participant 4's experience of managing study time independently illustrated this, aligning with the school's commitment to quality education. Studies on self-discipline, such as those by Zimmerman (2018), emphasized that self-regulated learning, which included self-discipline, goal-setting, and time management, was essential for academic success. By implementing structured study periods, SLMCSI Gubat Campus fostered these skills, empowering students to take control of their learning. Additionally, Van Deur (2020) noted that educational practices emphasizing personal responsibility, like dedicated study time, promoted both academic and personal development. Participant 4's account reflected these findings, highlighting how the school's approach prepared students for future challenges.

### **Practical Skills and Authentic Learning:**



Access to tools, materials, and expert guidance at SLMCSI GC provided students with genuine, hands-on learning experiences. Participant 6 explained how these resources played a vital role in equipping students with practical skills that prepared them for their future careers, ensuring that learning went beyond theory and into real-world application.

Participant 6 reflected, *"The first thing that came to my mind was my experience during our laboratory Fridays. I can say that it showed quality education as it facilitated the development of knowledge and skills, which can also be valuable in our future careers. The laboratory was complete with the necessary tools, materials, and equipment, all of which were essential for authentic learning experiences. The instructors or teachers practiced and shared their expertise, and for me, a quality education also starts with quality educators."* This reflection highlighted the importance of both resources and knowledgeable educators in ensuring practical skills development.

The experience with laboratory work at SLMCSI Gubat Campus highlighted the significance of hands-on learning in skill development. The combination of well-equipped facilities and expert educators effectively bridged the gap between theoretical knowledge and real-world application. This demonstrated the school's commitment to providing a quality education that prepares students for their future careers, in line with research emphasizing the value of practical experience in education. Teachers provided valuable guidance and demonstrated real-world applications of knowledge, which reinforced the connection between theory and practice. This aligned with Barber and Mourshed's (2019) findings on the significant impact of educator quality on student outcomes, particularly in practical settings. Herrington and Oliver (2016) also emphasized the importance of authentic learning tasks in connecting education to real-world applications, a principle evident in how the school prepared students for future career challenges through effective teaching and hands-on experiences.

## **II.1 Perceptions of the Impact of St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus on Personal and Professional Growth**

Participants reflected on their experiences at St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus contributed to their personal growth and prepared them for professional success. Their insights highlight the institution's role in shaping essential skills, values, and opportunities for career development.

### **Loyalty and Values**

Loyalty and deeply rooted values were lasting takeaways from the educational experience at SLMCSI GC. Participant 1 conveyed a strong sense of loyalty to the institution, emphasizing how the values of kindness, discipline, faith, and respect for others became integral to their identity. Even after moving on to another Catholic institution, the values imparted by SLMCSI GC continued to shape their character and life choices.

Participant 1 noted, *"Dala dala ko po hanggang ngayon ang pagiging isang Louisean/Vincentian kahit sa ibang institusyon po ako nakapagtapos at kahit katolikong paaralan din po iyon ay mas lamang po talaga ang kabutihang loob na naituro saakin sa SLMCS GC lalo na po ang disiplina, pagka-maka Diyos at ang pag respeto't pag tulong sa kapwa (I still carry with me the values of being a Louisean/Vincentian even though I graduated from another institution, and even if it was also a Catholic school, the kindness taught to me at SLMCS GC stands out, especially the discipline, faithfulness to God, and respect and help for others)."* This reflected a profound attachment to the values of kindness, discipline, faith, and respect for others that were emphasized during their time at SLMCSI GC.



The narrative provided by Participant 1 underscored the lasting impact of SLMCSI GC's values-based educational approach, which integrated ethics and values into academic learning. This experience aligns with research emphasizing the role of values education in character development. Lovat (2017) found that values-based education contributes not only to academic success but also to students' ethical and moral growth. Similarly, Ryan and Bohlin (2017) noted that institutions focusing on values and character education often produce individuals with strong ethical standards and a commitment to the community. Thus, Participant 1's reflections highlight the significant influence of integrating values into education on both personal and professional development.

### **Character Development and Real-Life Preparedness:**

The impact of SLMCSI GC extends beyond the classroom, fostering significant personal growth and practical life skills. Participant 2 acknowledged how the institution contributed to shaping their identity and offering a realistic perspective on life. The lessons learned continue to influence their daily actions and decisions.

Participant 2 reflected on their educational experience, emphasizing how the institution played a crucial role in shaping their character and preparing them for real-life challenges. They stated, "*Ang nasabing institusyon ay ang kumalinga sa paghubog ng aking pagkatao. Naging katuwang ko ang mga aral na ibinahagi sa akin na naging susi sa aking mga tagumpay sa buhay. Masasabi kong hindi magiging kumpleto ang aking pagkatao kung wala ang institusyong nagpamulat sa akin sa kung ano ang reyalidad ng buhay. Mga samahang walang papantay na dala-dala ko saan man ako magtungo (The said institution nurtured my character development. The lessons shared with me became keys to my success in life. I can say that my character would not be complete without the institution that enlightened me about the realities of life. These unmatched values are something I carry with me wherever I go).*" This comment highlighted how the education received at SLMCSI GC was integral not only to their academic success but also to their personal growth and readiness for the realities of life.

Connecting this perspective to the broader context, Participant 2's experience highlighted the transformative role of SLMCSI GC in their personal development. The institution was viewed as a key partner in their journey, offering essential lessons and values that prepared them for future successes. The integration of practical knowledge with character education was seen as crucial for real-life preparedness. This aligns with research advocating for character education's role in equipping students for life beyond academics. Lickona (2018) emphasized that character development within education significantly enhances students' ability to manage real-life challenges effectively. Similarly, Durlak et al. (2017) demonstrated that social-emotional learning programs, related to character development, improve life outcomes, including academic performance and social skills. Overall, Participant 2's experience reflects broader educational findings, underscoring the importance of character education and practical skills in preparing students for life's challenges.

### **Discipline, Time Management, and Core Values**

A structured environment at SLMCSI GC was instrumental in teaching discipline and time management skills. Participant 3 reflected on how the emphasis on core values such as simplicity, integrity, and respect profoundly shaped their character and personal development.

Participant 3 reflected on their time at St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus (SLMCSI GC), expressing how the structured environment and focus on self-management profoundly impacted their personal growth. They noted, "*The structured environment and emphasis on self-management taught me discipline and time management, crucial for achieving personal and professional*

*goals. In addition, the core values of the school and ethics emphasized have shaped my character, instilling in me a sense of simplicity, integrity, and respect for human dignity and God's creation."*

This reflection emphasized the pivotal role of a well-structured educational environment in cultivating essential life skills. Participant 3's experience at SLMCSI GC demonstrated how the focus on self-management, discipline, and core values such as simplicity, integrity, and respect significantly influenced their personal and professional growth. This aligns with research by Covey (2015) on time management and personal effectiveness, Roeser et al. (2016) on ethical principles and character education, and Duckworth et al. (2017) on self-control and perseverance. These studies collectively underscore the broader impact of integrating these elements into education, showing how they prepare students for future challenges and success.

### **Compassion and Community Engagement**

Community-based programs and events at SLMCSI GC played a significant role in fostering compassion and a commitment to service. Participant 4 recognized how these initiatives encouraged a sense of empathy and a dedication to helping others, shaping their values and community involvement.

Participant 4 absorbed their experience at St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus (SLMCSI GC) and how the institution fostered a deep sense of compassion and commitment to community engagement. The participant noted, *"The institution usually, and when I say usually, it is undefined... it proposes and facilitates community-based programs and activities that help the students and the employees to reach the less fortunate people. Through these communal and religious events, it affected my personal growth in a way that compassion has become my everyday mission."*

The participant's experience reflected the broader literature on the role of community-based learning in character development. Research by Seider et al. (2017) stressed how integrating service learning and community engagement into curricula fosters empathy and social responsibility among students. This aligns with Yates and Youniss (2016), who found that community involvement enhances students' moral identity and civic responsibility. Participant 4's focus on compassion and their life mission, shaped by outreach activities and religious events, underscores this connection. Additionally, Battistich (2019) heightened the value of community in schools for teaching compassion and collaboration. Overall, Participant 4's experience at SLMCSI GC illustrated how structured community service contributes to personal growth and moral development, consistent with these research findings.

### **Faith and Academic Competence**

Participants in the study mirrored how St. Anthony Academy, now known as St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus (SLMCSI GC), played a significant role in shaping both their faith and academic competence. These reflections offer valuable insights into the holistic development fostered by the institution.

Participant 5 mentioned personal growth in confidence, compassion, and responsibility. They feel equipped to positively impact others and the community. Participant 6 emphasized strengthened faith and academic competence, highlighting the spiritual and intellectual dimensions of their education.

Also, Participant 5 shared that their time at SLMCSI GC helped them develop into a more confident, compassionate, and responsible individual. They expressed, *"St. Anthony Academy helped me develop to become a more confident, compassionate, responsible, and successful individual who is prepared to make a positive impact on other people and the community as well."* This statement highlighted how the school not only contributed to their academic success but also instilled in them values that would guide their

interactions with others. The focus on compassion and responsibility was central to their overall personal and academic development.

Further, Participant 6 added to this by emphasizing how SLMCSI GC strengthened their faith in God. They explained, *"It strengthened my faith in God; it is where I deeply learned how faith always directs us to a good path. And academic perspectives, it helped me to become academically competent and significantly equipped with life and career skills."* For this participant, the spiritual education they received was deeply intertwined with their academic growth. They credited the institution for not only fostering their faith but also equipping them with essential life skills that prepared them for future challenges. The balance between faith and academic competence became a cornerstone of their development.

The responses revealed that SLMCSI GC effectively blended faith with academic learning, fostering both spiritual and intellectual growth. Participants observed that their religious development complemented their academic achievements, illustrating how the school's holistic approach prepared them for professional challenges while enhancing their compassion and social responsibility. This aligned with Astin, Astin, and Lindholm's (2015) research, which found that faith-based education often led to greater personal and moral development. Similarly, Bryk, Lee, and Holland (2019) highlighted the unique capacity of Catholic schools to integrate spiritual growth with academic rigor, producing well-rounded individuals. These findings reinforced the participants' experiences, showcasing the value of merging faith and education in developing both character and academic excellence.

The alumni reflected on their experiences at St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus, emphasizing how these experiences had profoundly shaped their personal and professional development. The institution had imparted enduring values such as loyalty, kindness, discipline, and compassion, which continued to shape their character and decisions. Through its values-driven education, SLMCSI GC not only supported academic achievement but also nurtured essential life skills, including discipline, time management, and self-management—skills that proved crucial in navigating real-world challenges. Moreover, the college's focus on community engagement and faith-based learning fostered a deep sense of responsibility, and empathy, and strengthened faith. This holistic approach to education seamlessly integrated spiritual growth with academic competence, preparing participants to contribute meaningfully to society. Consequently, the institution played a vital role in producing well-rounded individuals grounded in strong moral principles and equipped for personal and professional success.

## **II.2 Impact of Education and Experiences at SLMCSI Gubat Campus on Professional Careers**

Participants shared their education and experiences at St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus shaped their professional careers. They emphasized how the institution provided them with the skills, knowledge, and values essential for career advancement. The following narratives delve into specific aspects of their professional development influenced by their time at SLMCSI GC.

### **Values and Faith-Based Influence**

The influence of Vincentian values at SLMCSI GC has left a lasting impression on its students. Participant 1 noted the significance of principles such as discipline, cleanliness, and gratitude imparted by the institution. These values continue to guide and shape their actions and attitudes in various aspects of their lives. In reflecting on their time at St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus (SLMCSI GC), participants emphasized how deeply rooted values and faith-based teachings continued to shape their lives, even after graduation. Their insights revealed the lasting impact of the institution's emphasis on character formation and spiritual growth.

Participant 1 recalled how the values instilled by SLMCSI GC shaped their behavior long after completing their education. They expressed, *"Ngayon po na ako'y tapos na sa pag aaral sa twing napapadaan po ako sa SLMCS ay ramdam na ramdam ko pa din po ang pagka vincentiano ng mga mag aaral dahil sa disiplina po nila at kalinisan sa paaralan. Kahit saan po ako mag punta ay hindi ko po nalilimutang magpasalamat kahit kanino at kahit saan po ako magtungo ay hindi ko po nalilimutang mag simba dahil yon po ang naituro saamin sa SLMCS GC (Now that I have finished my studies, whenever I pass by SLMCS, I still feel the Vincentian spirit of the students because of their discipline and the cleanliness of the school. No matter where I go, I never forget to express my gratitude to anyone, and wherever I go, I never forget to attend Mass because that is what we were taught at SLMCS GC)." This statement highlighted how the teachings of gratitude, discipline, and faith remained embedded in their daily life. Participant 1 continued to embody the Vincentian spirit, a reflection of the school's ability to instill enduring values in its students. The narrative demonstrated that SLMCSI GC effectively instilled a strong sense of responsibility toward both academic achievement and living out faith in daily actions. Participant 1's experiences, including regular church attendance and a posture of gratitude, highlighted how the school's faith-based influence extended beyond the classroom. The integration of faith and discipline into practical life underscored the institution's commitment to the Vincentian tradition of service and devotion. This aligns with Bryk, Lee, and Holland's (2019) research, which emphasized that Catholic schools are effective in shaping character through moral education. Additionally, Convey (2018) suggested that Catholic education within the Vincentian tradition plays a crucial role in forming students' moral compass, a point reflected in Participant 1's sustained practices of gratitude and discipline. Hallinan (2017) also found that alumni of faith-based institutions often show a lasting commitment to community service and personal integrity, consistent with Participant 1's experiences. In conclusion, Participant 1's narrative highlighted how SLMCSI GC embedded values and faith into students' lives, illustrating the broader impact of faith-based education on personal development and moral growth.*

#### **Academic Foundation and Career Choice**

The academic training received at SLMCSI GC laid a strong foundation for career development. Participant 2 highlighted how the emphasis on mathematics and the TVL course in Civil Works was instrumental in equipping them for a future in civil engineering.

Participant 2 provided a compelling narrative on how their experience at St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus (SLMCSI GC) laid the academic foundation for their chosen career path in Civil Engineering. They recounted, *"Sa kasalukuyan, ako'y patungo pa lamang sa aking pangarap na maging isang Civil Engineer. Tumulong sa pagpapalakas ng aking pundasyon ang mga aral na ibinahagi ng nasabing institusyon (Currently, I am still on my way to achieving my dream of becoming a Civil Engineer. The lessons shared by the institution have helped strengthen my foundation)." This statement illustrated the institution's role in fostering both academic growth and career clarity.*

SLMCSI GC's curriculum, particularly in mathematics and technical-vocational education, played a crucial role in shaping Participant 2's passion for Civil Engineering. They shared how subjects such as mathematics became more exciting due to the expertise and dedication of the teachers: *"Naging mas kapanapanabik ang asignaturang matematika na aking paborito sa tulong ng mga mahuhusay na gurong sumubok sa aking kakayahan (Mathematics, which is my favorite subject, became more exciting with the help of excellent teachers who challenged my abilities)." This reflection highlighted how the teachers at SLMCSI GC effectively challenged and motivated students, fostering not only academic competence but also enthusiasm for learning.*



Moreover, Participant 2 emphasized how the Technical-Vocational Livelihood (TVL) course in Civil Works, which they pursued in Grades 9 and 10, provided practical knowledge and experience related to their future career. They noted, *"Naging epektibo rin ang pagpili ko ng TVL course na Civil Works...hinubog nito ang aking karanasan sa mundo ng construction (My choice of the TVL course in Civil Works was also effective... it shaped my experience in the world of construction)."* This hands-on exposure to construction work allowed them to gain valuable insights into the engineering field, which further solidified their desire to pursue Civil Engineering as a profession.

The narrative highlighted the strong connection between academic preparation and career choice, illustrating how SLMCSI GC's educational approach provided both theoretical knowledge and practical skills. The institution's integration of academic rigor with real-world applications was key in guiding students toward informed career decisions. Participant 2's experience aligns with research by McMahon and Patton (2018), which shows that schools offering robust academic foundations and relevant vocational training enable students to make more confident and informed career choices. The inclusion of technical-vocational courses, such as Civil Works, enhanced students' readiness for real-world challenges. Additionally, Parker et al. (2019) emphasized the crucial role of teacher-student relationships in motivating students and fostering academic success, which was evident in Participant 2's positive experience with engaging subjects like mathematics. In summary, SLMCSI GC's academic foundation and vocational programs significantly shaped students' career aspirations, aligning with broader research that underscores the importance of academic and vocational preparation in guiding students toward successful careers.

### **Leadership and Ethical Skills**

Involvement in student projects at SLMCSI GC significantly contributed to the development of leadership and ethical skills. Participant 3 noted how these experiences enhanced their abilities in resource management, ethics, and safety compliance, which are essential for effectively overseeing construction projects.

Participant 3 shared that their leadership roles in student projects and organizations were critical in developing essential skills. They noted, *"As a Vincentian Leader, leadership roles in student projects or organizations helped develop skills in managing resources, timelines, and teams efficiently, which are crucial for overseeing construction projects and ensuring they meet deadlines and standard specifications."* This reflection emphasizes the practical leadership training that SLMCSI GC provided, allowing students to apply their skills in real-world scenarios. The ability to manage resources and coordinate team efforts was a core component of their learning, preparing them for the demands of leadership in their chosen field of engineering.

In addition to technical leadership skills, Participant 3 highlighted how the institution's focus on ethics shaped their professional conduct. They explained, *"The emphasis on ethics has influenced how I handle sensitive information and navigate ethical dilemmas, and my commitment to safety and compliance in engineering practices, ensuring that all projects adhere to regulatory standards and best practices."* This statement underscores the importance of ethical training in the curriculum, which guides students in making responsible decisions, especially in fields like engineering, where safety, compliance, and ethical considerations are critical. The participant's experience reveals how ethical principles taught at SLMCSI GC extended beyond the classroom, deeply influencing their career approach.

The analysis of the responses revealed that SLMCSI GC effectively integrated leadership training with ethical education, in line with broader research on leadership development. Northouse (2018) highlighted that effective leadership training combined practical skills with a strong ethical foundation to guide



decision-making, ensuring that leaders were both competent and mindful of the moral implications of their actions. The participants' experiences at SLMCSI GC reflected this model, demonstrating how ethical considerations were integrated with leadership training. Research also showed that early exposure to leadership roles in academic settings positively impacted career trajectories, with Day and Dragoni (2015) noting that such experiences developed essential skills like problem-solving, teamwork, and ethical reasoning. The participants' application of their leadership and ethical training from SLMCSI GC in their careers supported these findings. Overall, the leadership and ethical skills fostered at SLMCSI GC equipped students with practical abilities and a moral compass, which had a lasting impact on their careers, particularly in fields where ethical decision-making was crucial, aligning with existing research on the importance of integrating ethics into leadership training.

### **Discipline and Adaptation**

The discipline imparted by the nuns and teachers at SLMCSI GC has had a lasting impact on students' professional lives. Participant 4 attributed their successful teaching career to the principles learned at the institution and explained how they have adapted these values to excel in their current role.

Participant 4 considered their experiences, stating, *"Discipline from the nuns and teachers back then has molded me into what I am as a teacher today. The educators back then were strict and firm with their rules and academic expectations from us, hence I tried to use and adapt it also in my time and career as a teacher in SLMCSI - GC today."* This observation emphasized the lasting effect of the school's disciplinary approach on the participant's teaching methods. The structured environment provided by the educators not only shaped their academic behavior but also set a standard for how they conducted themselves as professionals.

The narrative aligned with existing literature on the role of discipline in educational settings. Durlak et al. (2016) found that consistency in discipline and expectations from educators significantly influenced students' long-term academic and professional behaviors. The structured environment at SLMCSI GC not only helped participants achieve their academic goals but also instilled a disciplined approach to their professional responsibilities. Additionally, the ability to adapt disciplinary methods to one's career highlighted the importance of flexibility in applying learned principles. Vescio, Ross, and Adams (2015) noted that successful adaptation of disciplinary practices requires understanding the core values behind these practices and modifying them for new contexts. Participant 4's integration of the disciplinary methods learned at SLMCSI GC into their teaching career exemplified this adaptive capability, showing how foundational values can be translated into practical applications. Overall, the responses demonstrated how the discipline and high standards set by SLMCSI GC's educators had a lasting impact on the participants' professional lives. The adaptation of these practices to their careers reflected a deep integration of these values, reinforcing the significance of a strong foundational education in shaping future career success.

### **Applied Learning and Practical Experience**

Practical experiences gained through community service, environmental initiatives, and work immersion at SLMCSI GC significantly influenced students' approach to learning and teaching. Participant 5 reflected on how these activities shaped their commitment to social responsibility and teaching methods, while Participant 6 noted the vital role of practical skills in bridging the gap between theory and real-world application.

Participant 5 shared, *"Some of the experiences I gained at St. Anthony Academy have impacted my professional career were active involvement in community service projects, such as participating in*

*environmental clean-up initiatives, home visitation, and exposure to children through giving religious instructions/catechesis. From these experiences, as a teacher, I was able to effectively lead my pupils and instilled in me social responsibility and a commitment to making a positive impact.*” This statement underscores how the participant’s active engagement in community service and practical activities helped cultivate essential skills in leadership, social responsibility, and a sense of purpose. The experiences gained from these activities were perceived as foundational in shaping their professional approach and commitment to their role as educators.

Likewise, Participant 6 contemplated on their work immersion experience, noting, *“It was the work immersion experience, where I was able to apply knowledge and skills in an actual work environment. It is where I learned that mastering theories and learning what and how to do is far different from when you apply them. It is not enough that you learned it, but importantly you should also be able to apply it.”* This insight highlighted the critical distinction between theoretical knowledge and its practical application. The participant emphasized that while learning theories is important, the ability to implement these theories in real-world situations is crucial for professional development and effectiveness.

These findings aligned with the broader literature on experiential learning. Kolb’s Experiential Learning Theory (2015) posited that learning is most effective when individuals engage in real-life experiences, reflect on them, and apply their insights to new situations. This cycle of experience, reflection, and application is crucial for deep learning and skill development, supporting the participants’ observations that their practical experiences bridged the gap between theoretical knowledge and real-world application. Dewey (2016) also emphasized the significance of practical experiences, such as community service and work immersion, in preparing individuals for professional roles by fostering critical thinking and problem-solving skills. Dewey’s work reinforced the importance of integrating practical experiences into educational curricula to enhance students’ readiness for real-world challenges. Overall, the participants’ responses demonstrated that applied learning and practical experiences were vital for their professional development, highlighting how translating theoretical knowledge into practice and engaging in community and work-based activities contributed significantly to their growth and effectiveness in their fields.

The education and experiences at St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus (SLMCSI GC) profoundly shaped the professional careers of its alumni by integrating Vincentian values, rigorous academic training, leadership development, and practical experiences. Alumni highlighted how the institution’s emphasis on discipline, gratitude, and faith-based teachings continued to guide their professional conduct, while the academic foundation, including specialized courses like Civil Works, effectively prepared them for their chosen fields. Practical experiences, such as community service and work immersion, were crucial in bridging theoretical knowledge with real-world application, reinforcing the value of experiential learning. Overall, SLMCSI GC’s comprehensive educational approach equipped its graduates with essential skills and values, contributing significantly to their professional success and ethical decision-making in their careers.

### **SOP II.3 Professional Preparedness and Opportunities for Alumni of SLMCSI Gubat Campus**

Professional preparedness and opportunities for alumni of St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus highlights the effectiveness of the institution’s educational programs. Analyzing these aspects reveals how well the alumni have been equipped for their careers and the opportunities they have encountered as a result.

#### **Values and Character Development**

The emphasis on core values at SLMCSI GC plays a crucial role in shaping students' character development. Participant 1 remarked on how the respect instilled by the institution continues to influence their professional life, demonstrating the lasting impact of these values on personal and career growth.

Participant 1 recounted, *“Nadadala ko po ang pagka marespeto kahit saan po ako magpunta at siguro hindi na po iyon maalis saakin hanggang sa magkatrabaho po ako dahil iyon ang pinaka naituro saakin ng SLMCS-GC (I carry with me respect wherever I go, and I believe it will remain with me even when I start working, because that is the most important lesson taught to me by SLMCS-GC).”* This participant highlighted how the value of respect, deeply embedded by the institution, continued to guide their interactions and conduct, both personally and professionally. They attributed this lasting respect and demeanor to the foundational teachings received during their time at SLMCSI GC.

Connecting this participant's experience to broader research, Lickona (2016) pointed out the critical role of character education in schools. According to Lickona, emphasizing core values and embedding them into school life helps students internalize these values, fostering moral character traits that persist throughout their lives. Narvaez (2017) also supported this idea, noting that consistent moral guidance in educational environments significantly enhances character development. Narvaez's research underscored that values such as respect when actively modeled and reinforced, contribute to long-term ethical behavior and personal growth. In summary, Participant 1's testimony demonstrated the effectiveness of SLMCSI GC's values-based education, showing how the institution's focus on respect shaped the participant's character and influenced their personal and professional interactions. This aligns with the broader literature on character education, which stresses the importance of integrating values into all aspects of education to promote lasting personal development.

### **Overcoming Adversity and Persistence**

The journey of overcoming adversity and demonstrating persistence is a significant aspect of the educational experience at SLMCSI GC. Participant 2 described their experience of rising from a humble background, emphasizing how the scholarship and support from the institution fueled their motivation to persevere. They view challenges as opportunities for growth and achieving their goals.

Participant 2 shared their poignant story, reflecting on their background and the impact of educational support on their journey. They recalled, *“Ako'y nagmula lamang sa mahirap na pamilya, ngunit sa tulong ng scholarship na inihandog ng nasabing institusyon, ako'y nagkaroon ng pagkakataong makapag-aral at maging isang Louisian. Bakit ko ito ibinabahagi? Dahil ito ang nagtulak sa akin upang maging pursigido upang maabot ang aking mga hangarin. Hindi hadlang ang kahirapan upang magpatuloy. Ang nasabing institusyon ang naghanda sa akin upang harapin ang mga hamon sa buhay, ang daan upang matamasa ang kaginhawaan. Sinubok man ng hirap, mga hamon, at pagtitiis ay naging susi naman ito sa pagbukas ng mga pinto na kung iisipin ay imposible, kaya naman pala (I come from a poor family, but with the help of the scholarship offered by the institution, I had the opportunity to study and become a Louisian. Why am I sharing this? Because it motivated me to be determined to achieve my goals. Poverty is not a barrier to continue. The institution prepared me to face life's challenges and provided the path to enjoy comfort. Although tested by hardship, challenges, and endurance, these became the key to opening doors that once seemed impossible).”*

The participant's narrative vividly illustrated how receiving a scholarship from the institution was pivotal in pursuing education despite financial challenges. This support not only provided the opportunity to study but also instilled perseverance and determination. They emphasized that the hardships they faced were transformed into growth opportunities, thanks to the institution's support and preparation. This experience

aligned with broader research on overcoming adversity and persistence. Masten (2018) defined resilience as the capacity to adapt positively in the face of adversity, highlighting the critical role of support systems in fostering resilience. In particular, Duckworth, Peterson, Matthews, and Kelly (2018) emphasized that grit—perseverance and passion for long-term goals—is essential for overcoming difficulties. The participant's ability to persist despite socio-economic challenges mirrored the concept of grit, illustrating how intrinsic motivation and external support could work together to facilitate success.

### **Broad Perspective and Adaptability**

Diverse educational experiences at St. Anthony Academy have been instrumental in developing adaptability and a broad perspective. Participant 3 emphasized how these skills, gained through various aspects of their education, are essential for addressing challenges and leveraging opportunities in the field of civil engineering.

Participant 3 shared their valuable insights on how their time at St. Anthony Academy influenced their ability to adapt and view their field from a broader perspective. They reflected, "*The diverse educational experiences during my time at St. Anthony Academy provided a broad perspective and adaptability, allowing me to effectively handle various challenges and seize opportunities in a dynamic field of civil engineering.*"

This aligned with research on adaptability and the benefits of a broad educational experience. Savickas (2019) argued that a diverse set of experiences and a broad perspective were crucial for career adaptability, enabling individuals to manage change and leverage opportunities effectively. Savickas emphasized that career adaptability involves the capacity to handle various challenges and transitions, facilitated by a wide range of experiences and a flexible mindset. Additionally, Hall (2018) supported the notion that adaptability in professional settings was enhanced by a broad perspective, equipping individuals to succeed in rapidly evolving fields. This adaptability was developed through diverse educational experiences that prepared individuals to respond effectively to new challenges and opportunities.

### **Faith and Personal Growth**

Faith has significantly influenced personal growth and professional development. Participant 4 observed that their belief in God was crucial in guiding their career path and overcoming various challenges.

Participant 4 reflected on their journey by noting, "*Cliché as it may seem, the faith in God as a student has led me to what I am today as a professional. It manifested in my life in general, and I believe it helped me conquer the challenges.*" This statement highlighted how faith, though often perceived as a familiar or predictable influence, played a critical role in shaping their approach to life and work. The belief in God provided a source of strength and resilience, enabling the participant to navigate and overcome obstacles that arose during their professional path.

The relationship between faith and personal growth has been documented in various studies. King and Pargament (2015) explored how faith enhanced psychological resilience and well-being, particularly during adversity, noting that religious faith often served as a coping mechanism for managing stress and persevering through life's challenges. Similarly, Park (2016) found that spiritual beliefs contributed to a sense of purpose and fulfillment, significantly impacting personal development and professional success. Participant 4's narrative illustrated how faith in God was instrumental in their personal and professional growth, aligning with the broader understanding that spiritual beliefs profoundly influence one's ability to overcome challenges and achieve personal development. This theme reflects research patterns where faith acts as a vital source of strength and resilience in navigating life's adversities.

### **Practical Skills and Collaboration**



Acquiring practical skills and fostering collaboration are key elements of the education at St. Anthony Academy. Participant 5 detailed how skills like leadership, critical thinking, communication, and adaptability are essential for navigating professional challenges. Likewise, Participant 6 underscored the role of practical learning, teamwork, empathy, and faith in overcoming obstacles.

Participant 5 noted, *"St. Anthony Academy prepared me for the challenges and opportunities in my professional life by developing important skills such as leadership, critical thinking, communication, time management, character development, adaptability, and resilience."* This statement reflects a comprehensive preparation provided by the institution. It illustrates how a diverse skill set was cultivated, which enabled the participant to handle various challenges and seize opportunities in their professional life.

Relatively, Participant 6 shared, *"It prepared me for actual life situations where we needed to collaborate with others, learn from them, and use our knowledge and skills to help them as well. It taught me to have an empathetic and understanding mind. Also, I learned that when challenges come, always have faith, and overcome it."* This response deepened the importance of collaboration and empathy, highlighting how the skills learned were applied in practical situations. The experience not only fostered a collaborative mindset but also reinforced the value of faith and resilience in overcoming difficulties.

Analyzing these insights, it became evident that both participants highly valued the practical skills and collaborative experiences gained from their education. Participant 5's focus on a broad set of skills—such as leadership, critical thinking, and adaptability—reflected the understanding that these competencies are crucial for professional success. Likewise, Participant 6's emphasis on collaboration and empathy supported the idea that working effectively with others and maintaining a positive, resilient attitude is vital for navigating life's challenges. Research corroborates the impact of these skills on professional success. Goleman (2015) highlighted the importance of emotional intelligence, including empathy and collaboration, for achieving professional effectiveness and leadership success. Similarly, DeHaan (2019) supported that practical skills like critical thinking and time management, combined with the ability to work collaboratively, significantly contribute to career advancement and personal growth.

The professional preparedness and opportunities for alumni of St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus (SLMCSI GC) highlight the institution's success in equipping graduates for their careers. Emphasis on core values such as respect and perseverance plays a crucial role in shaping enduring professional conduct and resilience. The institution's support helps overcome challenges, turning adversity into growth opportunities. A broad educational experience fosters adaptability and perspective, essential for navigating dynamic fields. Additionally, the integration of faith into the educational experience contributes significantly to personal and professional development. Practical skills and collaborative experiences further enhance graduates' ability to succeed and advance in their careers. Overall, SLMCSI GC's comprehensive approach effectively prepares students for complex professional environments.

### **SOP III.1: Internal Stakeholders' Perspectives on Their Role in Shaping Education at SLMCSI Gubat Campus**

Internal stakeholders' perspectives on their role in shaping education at St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus shed light on how administrators, faculty, and staff contribute to the educational environment. Understanding these viewpoints reveals the impact of their roles in influencing and enhancing the quality of education at the institution.



### **Professional Development and Continuous Learning:**

Commitment to professional development and continuous learning plays a crucial role in enhancing educational practices. Participant 1 outlined their involvement in various training, seminars, and workshops to advance their own learning and support student success. In a similar vein, Participant 7 noted the value of ongoing seminars and training in contributing to the broader growth and development of the education sector.

Participant 1 shared their experience, stating, *"I continued attending training, seminars, workshops, and other professional growth activities. Utilizing this, I was able to extend my learnings to students."* This participant demonstrated a commitment to professional development by regularly engaging in various educational activities. Their proactive approach allowed them to integrate new knowledge into their teaching practices, thus benefiting their students and reinforcing the value of continuous learning in the educational context.

In a similar vein, Participant 7 expressed, *"Sa paraan ng pagpapalago ng kaalaman katulad ng pag-attend ng seminar at trainings na kung saan ito'y makakatulong upang matulungan ang kalidad at pag-unlad ng edukasyon na maibibigay sa mga bata (Through the enhancement of knowledge such as attending seminars and trainings, which can help improve the quality and development of education provided to children)."* They emphasized that attending seminars and training sessions was essential for enhancing knowledge and contributing to the improvement of educational quality. This participant recognized that such professional development activities were instrumental in supporting their efforts to provide better educational experiences for students.

The responses from Participants 1 and 7 accented their strong commitment to professional development and continuous learning. Their engagement in training sessions and workshops aimed to enhance their skills and apply new knowledge in their roles, reflecting a broader trend in education where ongoing learning is crucial for adapting to new challenges and improving teaching practices. This commitment aligns with recent literature on the importance of professional development in education. Darling-Hammond et al. (2017) found that sustained professional development positively influenced teachers' instructional practices and student learning outcomes. Additionally, Garet et al. (2016) emphasized that high-quality professional development opportunities were essential for improving educators' effectiveness and enhancing student achievement. These studies underscored the significance of continuous learning and professional growth in fostering effective teaching and improving educational quality.

### **Maintenance and Infrastructure Enhancement:**

Efforts in campus maintenance and infrastructure play a crucial role in creating a positive learning environment. Participant 2 reflected on their contributions to enhancing the campus's aesthetic appeal and orderliness through committed maintenance work, underscoring the significance of these efforts in supporting a well-maintained educational setting.

Participant 2 contributed their perspective on their role in maintaining and enhancing the campus environment. They stated, *"Para sa akin nakikita ko ang aking sarili bilang isang may naambag narin na kagandahan at kaayusan dito sa SLMCS Gubat Campus bilang isang maintenance at mas pagbubutihin pa ang pagtrabaho para mas mapaunlad ang kalinisan at kagandahan ng paaralan (For me, I see myself as someone who has contributed to the beauty and order of SLMCS Gubat Campus as a maintenance worker, and I will further improve my work to enhance the cleanliness and beauty of the school)."* This response reflects their sense of responsibility and commitment to improving the aesthetic and functional aspects of the campus. They viewed their contributions as essential in maintaining

cleanliness and enhancing the school's appearance, thereby positively impacting the overall learning environment.

Participant 2's response underscored the crucial role of maintenance work in creating a conducive and appealing educational environment. Their dedication to enhancing the campus through cleanliness and aesthetic improvements significantly contributed to the school's atmosphere and functionality, thereby supporting a better learning experience for students. This emphasis on maintenance and infrastructure is corroborated by research; Barrett et al. (2015) demonstrated that the physical condition of school environments, including maintenance, has a notable impact on students' academic performance and well-being. Additionally, the National Center for Education Statistics (NCES, 2018) highlighted that well-maintained and visually appealing school facilities enhance student outcomes and satisfaction. These studies reinforced the importance of ongoing maintenance and infrastructure improvements in educational settings.

### **Active Support and Collaboration:**

Engaging actively and working collaboratively are vital for advancing educational goals. Participant 3 outlined their efforts in supporting education by sharing ideas, collaborating, and addressing the needs of students and the community. Similarly, Participant 4 underscored their role in fostering a dynamic and supportive educational environment through effective decision-making, cooperation, and improvements in teaching practices.

Participant 3, reflecting on their role as an internal stakeholder, described how they actively supported education at St. Louise de Marillac College of Sorsogon, Gubat Campus by *"sharing ideas, collaborating with others, and ensuring that our initiatives meet the needs of the students and community."* This participant highlighted their dedication to fostering a nurturing and effective learning environment through cooperative efforts and a focus on addressing the needs of both students and the broader community. Their contribution underscored the importance of collaboration in driving educational growth and improvement. In like manner, Participant 4 emphasized their critical role in enhancing education by stating, *"I regard my job as critical to the quality and progress of education. I think that every action I take, whether in the classroom or within the larger school community, has a direct impact on our children's learning and progress."* This participant expressed their commitment to creating a supportive and dynamic educational atmosphere by actively participating in decision-making, collaborating with colleagues, and continually seeking ways to improve teaching techniques. Their mission to inspire and support students while upholding the institution's values highlights the integral role of individual contributions in fostering a positive educational environment.

Both participants' responses emphasized the critical role of active support and collaboration in education. Participant 3's focus on idea-sharing and teamwork demonstrated how collaborative efforts can address educational needs and enhance learning experiences. Similarly, Participant 4's commitment to decision-making and teaching improvement highlighted the importance of collective involvement in boosting educational quality and supporting student development. Research supports these insights, with Hargreaves and Fullan (2015) noting that collaboration among educators enhances teaching effectiveness and student outcomes. Additionally, the OECD (2019) found that collaborative decision-making and shared responsibilities contribute significantly to a positive and productive educational environment. These studies affirm the value of teamwork and active engagement in achieving educational excellence.

### **Financial Stability and Administration:**

Ensuring financial stability is crucial for the smooth operation of educational institutions. Participant 5 described their responsibilities as accounting staff in upholding the school's financial health, emphasizing their contribution to the institution's overall administrative success.

Participant 5 provided insight into their role within this framework. They stated, *"My role as an accounting staff is about the financial stability of the school."* This response highlights their focus on managing the school's finances to ensure financial stability. Their role is pivotal in maintaining the financial health of the institution, which is essential for its continued operation and ability to provide quality education.

The response from Participant 5 underscored the critical role of financial management in educational administration. Their focus on financial stability highlighted how effective financial practices were essential for ensuring the smooth operation and sustainability of school programs. By managing finances effectively, they contributed to addressing expenses, supporting infrastructure, and investing in educational resources, which ultimately impacted the quality of education provided. Research supported this perspective, with Leithwood et al. (2016) finding that strong financial management practices were linked to better school performance and administrative efficiency. Additionally, Mizrahi and Riehl (2018) pointed out that financial stability was vital for sustaining educational quality and supporting long-term institutional goals. These studies reinforced how effective financial administration significantly contributed to the success and stability of educational institutions.

#### **Educational Philosophy and Quality Delivery:**

This theme emphasized aligning stakeholders' actions with the institution's core values and delivering high-quality education. Participant 6 viewed their role as crucial in communicating the institution's ideals and ensuring that the mission and vision were realized. They highlighted the importance of providing quality education for learners.

Participant 6 shared their perspective on this theme, stating, *"As a member of the faculty, I view my role as a component that is crucial in communicating/propagating the ideals/philosophy of the institution to the young learners and helping to ensure that the mission and vision of the school will be realized. Teachers may or may not be a small cog in a big wheel, but must be always polished to help keep things in motion and ensure to deliver the directions from above about the quality education for the learners."* This response emphasizes the importance of teachers in maintaining and conveying the school's educational philosophy, ensuring that the institution's goals are achieved through effective teaching practices.

The response from Participant 6 focused on the crucial role educators played in aligning their teaching with the institution's educational philosophy and mission. By effectively conveying the school's ideals to students, teachers significantly contributed to fulfilling the school's vision of quality education. Their role was essential in both imparting knowledge and shaping students' understanding and appreciation of the institution's core values. This alignment ensured that educational objectives were met, providing students with a cohesive and meaningful learning experience. Literature supports this view, with Darling-Hammond (2017) noting that teachers' alignment with institutional goals and philosophies had a direct impact on educational outcomes. Furthermore, Hattie (2018) demonstrated that teacher effectiveness was a strong predictor of student achievement, underscoring the importance of educators in delivering high-quality education that is consistent with the institution's mission.

Internal stakeholders at St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus play a crucial role in shaping the educational environment through their commitment to professional development, campus maintenance, active collaboration, financial management, and adherence to the institution's educational

philosophy. Ongoing professional development enhances teaching practices and student outcomes, while effective maintenance and infrastructure contribute to a positive learning environment. Collaboration among stakeholders fosters educational growth, and sound financial management ensures the sustainability of school programs. Aligning with the institution's core values ensures the delivery of high-quality education. Research supports these efforts, highlighting their impact on educational quality and student achievement.

### **SOP III. 2: Actions and Initiatives Impacting the Educational Experience at SLMCSI Gubat Campus**

Actions and initiatives impacting the educational experience at St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus provide insight into the practical efforts made to enhance learning. Examining these efforts reveals how specific projects and strategies contribute to improving the overall educational environment and student outcomes.

#### **Campus Cleanliness and Environment:**

Maintaining a clean and healthy campus environment is essential for student well-being and effective learning. Participant 1 discussed the significance of upholding cleanliness standards to support a positive educational experience. In addition, Participant 2 pointed out the necessity of proper waste disposal and thorough cleanliness practices, despite critiquing current efforts.

Participant 1 reflected on this theme by stating, "*Siguro sa kalinisan nang paaralan. Dahil kapag malinis ang paaralan magiging masaya at maayos ang pag aaral ng mga bata (Perhaps in the cleanliness of the school. Because when the school is clean, the children's learning experience will be happier and more orderly).*" They emphasized that a clean school environment enhances the students' overall happiness and contributes to an orderly and effective learning experience. This perspective underscores the importance of cleanliness in fostering a positive educational atmosphere.

Consequently, Participant 2 provided a different viewpoint, noting, "*Para sa akin halos wala panamang inisyatiba na na ipatupad Kundi ang pag sasabi lang sa mga studyante kung saan sila tatapon ng mga kanilang basura (For me, there have been almost no initiatives implemented other than just telling students where to dispose of their trash).*" They pointed out that there had been a lack of proactive initiatives beyond merely instructing students on proper waste disposal. This response highlights a gap in the implementation of more comprehensive cleanliness strategies.

Participant 1's response highlighted the clear link between campus cleanliness and student well-being, noting that a tidy environment enhances the learning experience. In contrast, Participant 2's observations pointed to a need for more proactive measures to improve cleanliness beyond basic guidelines. This difference suggests that while the importance of cleanliness is acknowledged, there may be a lack of sufficient initiatives to actively promote and maintain it. Research corroborates the connection between a clean school environment and better student outcomes. Morrow and Bowers (2017) found that a well-maintained physical setting positively impacted student behavior and academic performance. Moreover, Cohen, McCabe, Michelli, and Pickeral (2015) demonstrated that a clean and organized environment fosters a positive school climate and supports effective teaching and learning.

#### **Interactive Lesson Plans and Student Engagement:**

Developing engaging and interactive lesson plans is crucial for enhancing the educational experience. Participant 3 detailed their approach to crafting lesson plans that captivate students' interest and actively involve them in the learning process, thereby improving overall engagement and effectiveness.

Participant 3 shared their experience by stating, *"At SLMCSI Gubat Campus, I've created interactive lesson plans that actively engage students, making learning more dynamic and student-centered. I've also organized activities like the Speaker's Bureau club, enhancing students' communication skills. Additionally, I'm involved in the Lumiere Publication, contributing to both educational content and student development through writing and organizing meetings."* This response underscores their commitment to innovative teaching methods and extracurricular activities that support student growth and engagement.

Participant 3's approach to teaching and involvement in extracurricular activities illustrates a comprehensive strategy for boosting student engagement. By designing interactive lesson plans and organizing relevant activities, they contribute to a more dynamic learning environment. Their active role in the Lumiere Publication also indicates a commitment to broader aspects of student development beyond traditional classroom instruction. Research highlights the effectiveness of interactive lesson plans and student engagement strategies in enhancing educational outcomes. Felder and Brent (2016) emphasized that active learning techniques and student-centered approaches significantly improve student engagement and academic performance. Additionally, a study by Freeman et al. (2014) found that active learning strategies, including interactive lesson plans, lead to better student performance and increased engagement compared to traditional lecture-based teaching.

#### **Extracurricular Activities and Skill Development:**

Engaging in extracurricular activities is essential for advancing skill development and enriching students' abilities. Participant 3 discussed their efforts in organizing the Speaker's Bureau club to improve communication skills among students. Additionally, Participant 4 emphasized the importance of the MAPEH culminating activity as a key initiative for developing skills and promoting competitiveness.

Participant 3 noted, *"At SLMCSI Gubat Campus, I've created interactive lesson plans that actively engage students, making learning more dynamic and student-centered. I've also organized activities like the Speaker's Bureau club, enhancing students' communication skills. Additionally, I'm involved in the Lumiere Publication, contributing to both educational content and student development through writing and organizing meetings."* This response highlights the multifaceted approach to skill development through various extracurricular engagements. By organizing the Speaker's Bureau club and participating in the Lumiere Publication, Participant 3 demonstrates a commitment to developing students' communication skills and providing platforms for their creative expression.

Participant 4 added, *"For me, as a MAPEH teacher, I think the MAPEH culminating activity is my best action when it comes to the development of skills, talent, and competitiveness in each student in the institution."* This statement underscores the importance of culminating activities in the MAPEH curriculum as key events that showcase and enhance students' talents and skills. Such activities provide students with opportunities to demonstrate their learning and growth in a competitive and supportive environment.

The responses from Participants 3 and 4 collectively illustrate how extracurricular activities contribute to skill development and student growth. Participant 3's involvement in the Speaker's Bureau and Lumiere Publication emphasizes the role of communication and creativity in skill enhancement, while Participant 4's focus on MAPEH culminating activities highlights the impact of performance-based events on developing students' talents and competitiveness. Studies show that extracurricular activities significantly contribute to students' skill development and personal growth. Eccles and Barber (2017) found that participation in extracurricular activities, such as clubs and publications, enhances students' social skills, academic performance, and self-esteem. Similarly, Fredricks and Eccles (2016) highlight that



extracurricular engagement promotes skill development and fosters a sense of belonging, which is crucial for students' overall development.

### **Financial Guidance and Property Usage:**

Providing financial guidance and managing resources effectively are key aspects of maintaining institutional stability. Participant 5 detailed their role in supporting financial stability and ensuring responsible use of resources by offering financial advice to new employees.

Participant 5 shared, *"Advising the new employees of the school, particularly about financial matters and proper usage of school properties."* This response underscores the proactive approach taken by Participant 5 in ensuring that new staff members are well-informed about financial practices and the management of school resources. By offering guidance on these issues, Participant 5 contributes to fostering a responsible and informed workforce, which is essential for the smooth operation of the school.

Research underscores the significance of financial management and resource allocation in educational settings. Kern (2019) highlights that effective financial management and resource planning are essential for the sustainability of educational institutions. Additionally, Williams (2021) emphasizes that guiding new employees in financial matters and resource usage can lead to more efficient operations and better utilization of school assets.

### **Holistic Education and Spiritual Nurturing:**

A comprehensive approach to education encompasses both holistic development and spiritual growth. Participant 6 engaged students in the process of rule-making, ensuring alignment with existing policies, while Participant 7 highlighted the importance of spiritual instruction and reflection in nurturing a well-rounded educational experience.

Participant 6 described their approach, stating, *"I tried to involve students in making rules, which was also in alignment with the existing rules provided to have a positive learning encounter. Opinion-wise, I didn't have that many specific actions or initiatives implemented but I agreed with the existing rules and policies and tried to make the students realize it."* This response highlights Participant 6's effort to engage students in the rule-making process, aligning with the existing policies to foster a positive and inclusive learning environment. While they acknowledged a lack of specific initiatives, their approach demonstrates an understanding of the importance of integrating student perspectives into the educational framework.

In fact, Participant 7 shared, *"Ito ay ang pagbibigay ng reflection sa araw-araw na ibanghelyo na kung saan hindi lang pang-akademiko ang ibibigay sa mga bata kundi pati pang-spiritual na pagtuturo o pagbibigay ng impormasyon sapagkat hindi lang natin hinuhubog ang ating mga studyante academically kundi ang pagiging malapit sa Diyos at mapukaw ang kanilang makadiyos na damdamin (This involves providing reflections on the daily Gospel, where not only academic instruction is given to the children but also spiritual teaching or information, because we are not only shaping our students academically but also nurturing their closeness to God and awakening their divine feelings)." This response emphasizes the inclusion of daily reflections based on gospel teachings, aiming to provide students with both academic and spiritual education. Participant 7's approach highlights the importance of fostering a connection with God and nurturing spiritual values alongside academic development.*

The focus on holistic education and spiritual nurturing reflects a comprehensive approach to student development. Participant 6's efforts to involve students in rule-making and Participant 7's integration of spiritual teachings into daily activities showcase the importance of blending academic and spiritual growth. Guskey (2016) discussed the role of holistic education in promoting comprehensive student development, including the integration of academic and spiritual learning. Palmer (2019) further

emphasized the importance of spiritual nurturing within educational settings, highlighting how spiritual growth can complement academic achievements and enhance overall student well-being.

Actions and initiatives at St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus aim to enhance the educational experience through various efforts. Maintaining campus cleanliness is crucial for student well-being, though there is a need for more proactive measures beyond basic guidelines. Engaging lesson plans and extracurricular activities, such as the Speaker's Bureau and MAPEH culminating events, are vital for fostering student engagement and skill development. Financial guidance for new employees and effective resource management ensure institutional stability. Holistic education, integrating spiritual and academic growth, further enriches the educational environment. Research supports the impact of these initiatives on improving student outcomes and institutional effectiveness.

### **SOP III.3: Enhancing Collaboration Among Administrators, Faculty, and Staff at SLMCSI Gubat Campus**

Strategies for fostering greater collaboration among administrators, faculty, and non-teaching staff at St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus are explored in this discussion. By examining various approaches to enhance teamwork and communication, we aim to identify methods that support a more integrated and effective academic environment.

#### **Effective Communication and Unity:**

Effective communication and unity are fundamental for advancing educational quality. Participant 1 stressed the significance of clear communication, teamwork, and professionalism in enhancing educational outcomes. Participant 2 proposed that regular meetings could reveal areas needing improvement to boost educational quality. Moreover, Participant 7 pointed out the essential role of effective communication in achieving high standards of education.

Participant 1 articulated, *"We should have proper communication, unity in making decisions, and professional actions while doing better to enhance education."* This response highlights the necessity of effective communication and collaboration in decision-making processes. By emphasizing unity and professionalism, Participant 1 recognizes that these elements are crucial for advancing educational practices and achieving better results.

Although, Participant 2 offered, *"Para sa aking opinion, mapapabuti ang pakikipagtulungan sa pagitan ng administrator, guro, at non-teaching personnel ay ang pagpupulong kung minsan para malaman kung ano ang kanilang kailangan para sa kalidad ng edukasyon (In my opinion, improving collaboration among administrators, teachers, and non-teaching personnel can be achieved through occasional meetings to understand their needs for the quality of education)."* They suggested that regular meetings among administrators, teachers, and non-teaching staff could improve cooperation and address needs related to educational quality. This perspective reinforces the idea that structured communication and teamwork are essential for identifying and meeting educational needs effectively.

Besides, Participant 7 stated, *"Komunikasyon sapagkat naniniwala ako na kapag may mabuting komunikasyon sa bawat isa, ito ay nagpapatibay ng pagbibigay ng kalidad ng edukasyon at pagtutulongan para makamit natin ang mga ninanais ng ating institusyon (Communication, because I believe that when there is good communication among everyone, it strengthens the provision of quality education and collaboration to achieve the goals of our institution)."* They emphasized that good communication strengthens the delivery of quality education and fosters collaboration to achieve institutional goals. This viewpoint underscores the belief that effective communication is fundamental to realizing the educational aspirations of an institution.

The responses collectively highlighted the critical role of effective communication and unity in advancing educational practices. Participant 1's emphasis on clear communication and decision-making unity complemented Participant 2's suggestion for regular meetings to address educational needs. Similarly, Participant 7's focus on communication underscored the necessity of collaborative efforts for achieving institutional goals. These insights collectively demonstrated the interconnectedness of communication, collaboration, and educational enhancement. Research supported this view, with Hargreaves and Fullan (2015) zeroed in on the importance of effective communication and collaborative practices in promoting educational improvement and stakeholder unity. Additionally, Leithwood and Sun (2018) explored how strong communication and teamwork contributed to successful educational leadership and improved student outcomes.

### **Regular Meetings and Team Building:**

Consistent meetings and effective team-building are crucial for advancing the quality of education. Participant 3 proposed the benefits of regular open communication and collaborative planning sessions. Meanwhile, Participant 4 advocated for extensive team-building activities, meetings, and professional discussions to support and improve educational outcomes.

Participant 3 discerned, *"Improving collaboration at SLMCSI Gubat Campus can start with regular open communication and joint planning sessions among administrators, faculty, and non-teaching staff. Encouraging teamwork and mutual respect through shared goals can create a more unified approach to education. Additionally, providing opportunities for professional development together can help everyone understand each other's roles better, leading to a more cohesive and effective educational environment."* This response underscores the role of regular communication and joint planning in enhancing collaboration. By advocating for teamwork, mutual respect, and professional development, Participant 3 recognizes that these elements contribute to a unified and efficient educational setting.

To boot, Participant 4 suggested, *"For the personnel of SLMCSI-GC, I highly suggest that the admin, faculty, and SSP have more comprehensive team-building, meetings, or professional talks about the status of the school to be able to achieve the quality education of the school."* They proposed that increased team-building activities and regular meetings could improve collaboration and help achieve high-quality education. This recommendation highlights the need for ongoing discussions and team-building efforts to address and advance educational objectives effectively.

The responses collectively emphasized the value of regular meetings and team-building activities in enhancing collaboration and improving the educational environment. Participant 3's focus on open communication, joint planning, and mutual respect complements Participant 4's call for comprehensive team-building and professional discussions. Together, these insights illustrate that structured interactions and collaborative efforts are vital for fostering a unified and effective educational atmosphere.

According to Tschannen-Moran and Hoy (2016), regular meetings and collaborative team-building are essential for developing a positive school culture and improving educational outcomes. Similarly, Leithwood et al. (2019) highlighted that effective communication and teamwork among school personnel significantly contribute to enhanced student achievement and school effectiveness.

### **Transparency and Openness:**

Fostering transparency and openness is essential for building strong relationships and enhancing institutional trust. Participant 5 stressed the value of openly sharing challenges, both on campus and beyond, as a means to strengthen connections and improve communication.

Participant 5 shared, *"Each employee should be open regarding his/her struggles inside and outside the campus because this will lead to good relationships among employees."* This response highlights the significance of transparency in addressing personal and professional challenges. Participant 5 believes that open communication about struggles can strengthen relationships among staff members, creating a supportive and understanding workplace. Participant 5's insight emphasizes that transparency and openness are crucial for building trust and improving relationships among employees. By encouraging employees to share their challenges, institutions can create a more supportive environment where individuals feel understood and valued. This approach not only enhances interpersonal connections but also contributes to a more collaborative and effective work culture.

Research by Dutton and Heaphy (2017) supported the notion that transparency in the workplace fosters stronger relationships and a more positive organizational climate. Their study found that open communication and sharing of personal experiences contribute to greater trust and collaboration among employees. Moreover, Ashkanasy and Ashton-James (2016) highlighted that transparency enhances organizational effectiveness by promoting honesty and reducing misunderstandings.

### **Role of Proper Communication:**

Effective communication plays a critical role in ensuring smooth interactions and operations within an institution. Participant 6 emphasized the significance of maintaining clear communication channels, both horizontally and vertically, among all members to enhance overall effectiveness and collaboration.

Participant 6 observed, *"Collaboration can be enhanced through the practice of proper communication (horizontal and vertical) among the group. In my thoughts, collaboration and forging solidarity among the administrators, faculty, and non-teaching staff is quite challenging but is essential. All members, irrespective of their position, see and or interpret different realities and play a crucial role in helping generate solutions based on these which can be used to address the problems encountered in the curriculum/institution. I like how the administrators provide a direction setting when they provide a real avenue for proper communication and directions and ensure that each component will move according to their assigned scene/role. Each is given an ear and or opportunity to share."*

Participant 6's response highlighted that effective communication across and within organizational levels is crucial for successful collaboration. They noted that fostering solidarity among diverse groups, though challenging, is essential for addressing institutional problems. Proper communication enables members to share perspectives and solve problems collectively, enhancing institutional effectiveness. Their reflection stresses that both horizontal and vertical communication is vital for ensuring all voices are heard, aligning efforts towards common goals, and implementing solutions effectively.

Research by Men and Stacks (2017) supported the notion that effective communication enhances organizational collaboration and problem-solving. Their study demonstrated that clear and open communication channels improve teamwork and facilitate better decision-making. Additionally, DeJanvry and Sadoulet (2016) found that communication practices within organizations are crucial for ensuring alignment and achieving collective objectives.

### **Shared Vision and Direction Setting:**

Establishing a shared vision and clear direction is crucial for organizational success. Participant 6 valued the guidance provided by administrators, noting how it facilitates a collaborative environment and creates opportunities for collective input and alignment.



Participant 6 reflected, *"Collaboration can be enhanced through the practice of proper communication (horizontal and vertical) among the group. In my thoughts, collaboration and forging solidarity among the administrators, faculty, and non-teaching staff is quite sometimes challenging but is essential. All members, irrespective of their position, see and or interpret different realities and play a crucial role in helping generate solutions based on these which can be used to address the problems encountered in the curriculum/institution. I like how the administrators provide a direction setting when they provide a real avenue for proper communication and directions and ensure that each component will move according to their assigned scene/role. Each is given an ear and or opportunity to share."*

Participant 6's response emphasized that effective collaboration and addressing institutional challenges require proper communication—both horizontal and vertical—and clear direction setting by administrators. They highlighted that a shared vision and strategic direction are crucial for aligning efforts and roles within educational settings. This approach ensures all members are engaged, facilitates problem-solving, and fosters a collaborative environment aligned with the institution's goals.

Research by Scharmer and Kaufer (2016) supported the importance of a shared vision and direction in enhancing organizational effectiveness. Their study demonstrated that when members of an organization share a common vision and receive clear direction from leadership, they are more likely to work collaboratively toward achieving collective goals. Additionally, Senge (2015) emphasized that effective direction setting and vision sharing are essential components of successful organizational leadership and can significantly impact overall performance.

Enhancing collaboration among administrators, faculty, and non-teaching staff at SLMCSI Gubat Campus involved emphasizing effective communication, unity, and professionalism, which were identified as essential for advancing educational quality. Regular meetings and team-building activities were recognized as crucial for fostering teamwork and mutual respect, contributing to a more cohesive and effective educational environment. Transparency and openness in addressing challenges were highlighted as key factors for building trust and strong relationships among staff. Proper communication, both horizontal and vertical, was deemed vital for addressing institutional issues and ensuring alignment toward common goals. Additionally, establishing a shared vision and clear direction was seen as fundamental for guiding collaborative efforts and achieving institutional objectives. Research supported these approaches, underscoring their importance in promoting educational improvement and organizational effectiveness.

#### **SOP IV.1: Assessing How St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus Promotes Quality Education in the Community**

Evaluating how St. Louise de Marillac College of Sorsogon, Inc. (SLMCSI) Gubat Campus fosters quality education by examining its impact on the community. This assessment focuses on the strategies and practices the institution employs to enhance educational standards and contribute positively to the local educational landscape. These themes collectively illustrate the local community's positive perception of SLMCSI GC's contributions to promoting quality education in Sorsogon.

#### **Holistic Development and Growth**

Holistic development encompasses both academic and personal growth, shaping students into well-rounded individuals. Participant 1 emphasized that SLMCSI GC contributed to learners' success by nurturing both their academic and spiritual growth. Similarly, Participant 3 noted that the institution's emphasis on moral and spiritual values played a key role in fostering a comprehensive approach to education and personal development.



*Participant 1* highlighted the school's role in shaping students' overall development, noting, "Many years back, SLMCSI GC has been a partner institution that provides the learning experiences of my children outside our home. Not only with my children, me and my siblings, and my husband's too. SLMCSI GC has molded learners not only academically but also the spiritual well-being of a person. It develops the skills needed by a learner to be of success in their chosen field and become an asset in the community." This reflected the institution's commitment to nurturing both the academic and personal growth of its students, preparing them to contribute positively to their communities.

*In conjunction with this, Participant 3* elaborated on how SLMCSI Gubat Campus promotes a holistic approach to education, stating, "St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus promotes quality education in the community in several meaningful ways. The campus is accessible to students who often emphasize not only academic excellence but also the development of moral and spiritual values, since then SLMCSI-GC implemented a holistic approach and positively shaped a well-rounded student. There are also various outreach programs, volunteerism, and community involvement that encourage the students to be responsible citizens, which is evident in their respect, care, and love for others. The school also invests in quality faculty (teachers are filtered & trained), modern facilities, and up-to-date resources (instructional materials are aligned to CG). This commitment to quality ensures that students receive a robust education that prepares them for future careers and challenges. SLMCSI-GC is a key player in the educational and social development of the community." This insight emphasizes the school's holistic approach, which integrates moral and spiritual development with academic learning and community engagement.

The responses from participants underscored the institution's dedication to providing a well-rounded education that addresses various aspects of student development. SLMCSI Gubat Campus not only focused on academic excellence but also on the moral, spiritual, and social growth of its students. The inclusion of outreach programs and community involvement further highlights the school's commitment to fostering responsible and engaged citizens.

Holistic education is known for its emphasis on developing the whole person. According to Miller (2007), holistic education aims to nurture students' intellectual, emotional, social, and spiritual aspects, preparing them for a balanced and meaningful life. This approach supports the development of well-rounded individuals who are not only knowledgeable but also ethically and socially responsible.

### **Commitment to Quality Education**

A steadfast commitment to quality education involves both high standards and supportive initiatives. Participant 2 highlighted the institution's dedication to providing excellent education and promoting charitable values among students. Similarly, Participant 3 noted the significant investment in quality faculty, modern facilities, and current resources, all of which contribute to a well-rounded education that equips students for future careers and challenges.

Participant 2 noted, "SLMCSI has contributed to promoting quality education in our community by pursuing its mandate for quality education and sowing charity among our students." This statement highlights the institution's commitment to upholding high educational standards while fostering a sense of charity and service among its students.

Similarly, Participant 3 elaborated on this commitment, stating, "St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus promotes quality education in the community in several meaningful ways. The campus is accessible to students who often emphasize not only academic excellence but also the development of moral and spiritual values. Since then, SLMCSI-GC implemented a holistic approach and

*positively shaped well-rounded students. There are also various outreach programs, volunteerism, and community involvement that encourage students to be responsible citizens, which is evident in their respect, care, and love for others. The school also invests in quality faculty (teachers are filtered & trained), modern facilities, and up-to-date resources (instructional materials are aligned to CG). This commitment to quality ensures that students receive a robust education that prepares them for future careers and challenges. SLMCSI-GC is a key player in the educational and social development of the community."* This response underscores the school's comprehensive approach to quality education, highlighting its focus on moral and spiritual development, community engagement, and the provision of modern educational resources.

The responses reflected a strong commitment by SLMCSI Gubat Campus to deliver quality education through a multi-faceted approach. The institution not only focuses on academic excellence but also integrates values-based education, invests in faculty development, and engages with the community. This holistic approach ensures that students are well-prepared for their future careers while contributing positively to society.

Quality education is often associated with a holistic approach that incorporates both academic and ethical development. According to UNESCO (2014), quality education involves not only providing relevant and meaningful learning experiences but also fostering the overall development of students, including their moral and social growth. This approach supports the creation of a well-rounded individual who is prepared to face various life challenges.

### **Community Involvement and Outreach**

Active involvement in community outreach and volunteerism fosters responsible citizenship among students. Participant 3 described a range of outreach programs and community initiatives that encouraged students to develop respect, care, and love for others, emphasizing the role of these activities in shaping their sense of responsibility.

Participant 3 described the campus's efforts, stating, *"St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus promotes quality education in the community in several meaningful ways. The campus is accessible to students who often emphasize not only academic excellence but also the development of moral and spiritual values. Since then, SLMCSI-GC implemented a holistic approach and positively shaped well-rounded students. There are also various outreach programs, volunteerism, and community involvement that encourage students to be responsible citizens, which is evident in their respect, care, and love for others. The school also invests in quality faculty (teachers are filtered & trained), modern facilities, and up-to-date resources (instructional materials are aligned to CG). This commitment to quality ensures that students receive a robust education that prepares them for future careers and challenges. SLMCSI-GC is a key player in the educational and social development of the community."*

The response highlighted several key aspects of community involvement and outreach. The institution's focus on holistic education integrates moral and spiritual values with academic excellence, resulting in well-rounded students. Additionally, the school actively participated in various outreach programs that cultivate a sense of responsibility and civic duty among students. Furthermore, the commitment to investing in modern facilities and up-to-date resources enhanced the educational experience, better-preparing students to face future challenges. Community involvement in education has been shown to positively impact both student development and community well-being. According to Epstein (2011), effective school-community partnerships enhance student learning and development by providing students

with diverse opportunities for engagement and growth. Outreach programs and volunteerism contribute to the development of social responsibility and civic engagement, crucial elements of holistic education.

### **Accessibility and Long-term Partnership**

Long-term partnerships and accessibility are pivotal in ensuring continuous and inclusive educational opportunities. Participant 1 reflected on the enduring relationship with SLMCSI GC, noting how it has provided valuable learning experiences for multiple generations within families. Meanwhile, Participant 2 emphasized the importance of the campus's accessibility, underscoring its role in making quality education consistently available to the community.

Participant 1 shared a personal reflection on the institution's long-term impact, stating, *"Many years back SLMCSI GC has been a partner institution that provides the learning experiences of my children outside our home. Not only with my children, me and my siblings, and my husband's too. SLMCSI GC has molded learners not only academically but also the spiritual well-being of a person. It develops the skills needed by a learner to be of success in their chosen field and become an asset in the community."*

Correspondingly, Participant 2 highlighted the school's broader impact, noting, *"SLMCSI has contributed to promoting quality education in our community by pursuing its mandate for quality education and sowing charity among our students."*

The responses emphasized several key aspects of the institution's role and impact. Firstly, the long-term impact of the institution is evident, as it has served as a cornerstone for many families, shaping the educational and personal development of multiple generations. Additionally, the SLMCSI Gubat Campus has significantly contributed to the community's overall growth by making education accessible and valuable. This accessibility underscores the school's commitment to fostering educational opportunities. Furthermore, the school's dedication to quality education and community support highlights a deep-seated partnership with families and local stakeholders, reflecting a collaborative effort to enhance the community's well-being.

Long-term partnerships between educational institutions and communities have been shown to enhance educational outcomes and community engagement. According to Wang and Degol (2016), schools that build strong relationships with families and community organizations can provide more comprehensive support to students, fostering both academic success and personal development.

Evaluating how St. Louise de Marillac College of Sorsogon, Inc. (SLMCSI) Gubat Campus promoted quality education revealed a multifaceted approach that positively impacted the local community. The institution's commitment to holistic development integrated academic, moral, and spiritual growth, preparing students to become well-rounded individuals. The emphasis on quality education was reflected in the school's investment in faculty, modern facilities, and relevant resources, ensuring that students were equipped for future challenges. Community involvement was fostered through outreach programs and volunteerism, which promoted responsible citizenship and civic engagement. Additionally, the school's long-term accessibility and partnership with families highlighted its role as a cornerstone in the community, providing consistent educational opportunities and contributing to broader social development. This comprehensive approach to education underscored SLMCSI Gubat Campus's significant contributions to enhancing both educational standards and community well-being.

### **SOP IV.2: Highlighting the Impact of SLMCSI Gubat Campus on Students' Educational Development in Sorsogon: Specific Examples and Experiences**

Exploring the tangible effects of St. Louise de Marillac College of Sorsogon, Inc. (SLMCSI) Gubat Campus on students' educational growth reveals how the institution contributes to their development. By

examining specific examples and personal experiences, we can understand how the campus influences students' academic and personal progress in Sorsogon.

### **Extracurricular and Skills Development**

A variety of activities and training programs significantly enhance students' educational experiences. Participant 1 detailed how initiatives like the “Katikesis” club, conventions, youth summits, and skills training programs, including TESDA accreditation for commercial cooking, have made a positive impact on student’s development and learning journey.

Participant 1 emphasized several key aspects of extracurricular and skills development. *“Katikesis” as a club activity in the community, attending conventions and youth summits, and participating in skills training programs are significant. The TESDA accreditation program, such as the NC II for commercial cooking, where my eldest daughter passed the assessment, was also highlighted as a crucial component of skills training.*

Extracurricular activities and skills development programs are linked to improved student outcomes and career readiness. According to Mahoney et al. (2005), participation in extracurricular activities positively impacted students' academic performance, social skills, and overall well-being. Skills training programs, particularly those accredited by recognized organizations like TESDA, provide students with industry-relevant qualifications that enhance their employment prospects (Miller & Lee, 2014).

### **Holistic Education and Character Building**

A well-rounded education that integrates character-building plays a crucial role in shaping students. Participant 2 emphasized that graduates of SLMCSI stand out due to their strong academic performance and well-developed character, which sets them apart from graduates of other local schools.

Participant 2 noted, *"As compared to other schools offering basic education in our locality, graduates of SLMCSI possess a well-rounded personality. They don't just excel in academics but also possess distinctive character."* Participant 2's response highlighted the importance of holistic education and character-building in developing well-rounded individuals. They emphasized that graduates should have not only academic skills but also personal development. This approach aimed to nurture students' intellectual, emotional, social, and ethical growth.

Holistic education integrated character-building into the curriculum, ensuring students gained both knowledge and essential values for success. This method aligned with the idea of Noddings (2005) that education should balance academic and personal growth. However, Miller (2007) believed that holistic education focused on developing the whole child and preparing them for life's challenges. On the other hand, Lickona (1996) supported that character education was crucial for teaching values like respect, responsibility, and integrity, complementing academic achievements. Research showed by the study of Durlak, et.al (2011) that schools with holistic and character education programs saw positive effects on students' personal and academic outcomes, which found that social and emotional learning programs improved both performance and behavior.

### **Financial Support and Accessibility**

Financial support plays a crucial role in ensuring educational accessibility for underprivileged families. Participant 3 noted the substantial impact of the ESC (Education Service Contracting) scholarship program, which provides essential financial aid, allowing children from disadvantaged backgrounds to attend and graduate from SLMCSI.



Participant 3 stated, *"The availability of the ESC (Education Service Contracting) scholarship program is a powerful way the campus can impact educational development. For poor families like ours, the ESC program is a huge help in allowing my five children to study and graduate from your school."*

Participant 3's response underscored the critical role of financial support programs, such as the Education Service Contracting (ESC) scholarship, in enhancing educational accessibility. They noted that the ESC program provides financial assistance to students from low-income families, significantly easing the economic burden of education. This support not only helps students access quality education but also contributes to their academic success and graduation. Financial support programs are crucial for promoting educational equity, ensuring that all students, regardless of financial background, have the opportunity to pursue and complete their studies.

Financial support programs, such as scholarships and grants, played a key role in improving educational attainment, particularly for low-income students. These programs, as noted by Dynarski and Scott-Clayton (2013), were essential in reducing dropout rates and increasing college completion by alleviating financial burdens. The U.S. Department of Education (2016) also emphasized the importance of financial aid in making education accessible to disadvantaged students. In the Philippines, the Education Service Contracting (ESC) program similarly supported private education and improved enrollment and outcomes for economically disadvantaged students, as shown by the Philippine Institute for Development Studies (2017). Overall, these initiatives highlighted the significance of financial aid in promoting educational equity.

The impact of St. Louise de Marillac College of Sorsogon, Inc. (SLMCSI) Gubat Campus on students' educational development was evident through its multifaceted approach. The institution significantly enhanced students' learning experiences by offering a range of extracurricular and skills development activities, such as the "Katikesis" club, conventions, and TESDA-accredited training programs. These initiatives not only provided practical skills and industry-recognized qualifications but also improved academic performance and career readiness. The emphasis on holistic education and character-building ensured that students developed both academically and personally, preparing them to excel in various aspects of life. Furthermore, financial support programs, notably the Education Service Contracting (ESC) scholarship, played a crucial role in making education accessible to underprivileged families, thereby promoting educational equity and improving student retention and success. Collectively, these elements underscored the institution's commitment to fostering comprehensive student development and addressing educational barriers.

### **SOP IV.3: Evaluating the Impact of SLMCSI Gubat Campus's Educational Initiatives on the Local Community and Suggestions for Improvement**

These themes illustrate the multifaceted benefits of SLMCSI Gubat Campus's educational initiatives, from practical skills training and community engagement to providing accessible quality education and fostering career readiness through mentorship and internships.

#### **Skills Training**

Equipping students with practical skills is vital for their future success and independence. Participant 1 stressed the value of skills training programs, which are designed to enhance students' employability and self-reliance through hands-on learning experiences.

Participant 1 stated, *"In terms of educational initiatives, skills training is beneficial to the community but funding is insufficient. So I am suggesting that the school would strengthen partnerships to make skills*



*training efficient and effective.*" This response emphasizes the need for enhanced partnerships to address funding issues and improve the effectiveness of skills training programs.

Skills training is essential for preparing individuals to meet the demands of the modern job market. However, as Participant 1 notes, funding limitations can hinder the implementation and sustainability of such programs. Strengthening partnerships with various stakeholders, including local businesses, government agencies, and non-profit organizations, can provide additional resources and support to enhance the quality and reach of skills training initiatives.

Research indicated that partnerships between educational institutions and industry stakeholders can significantly improve the effectiveness of skills training programs. According to a report by the International Labour Organization (ILO) in 2015, collaboration between educational institutions and employers can help align training programs with labor market needs, thereby enhancing the employability of graduates.

### **Community Involvement**

Integrating community involvement into educational initiatives is crucial for fostering a sense of responsibility and engagement among students. Participant 2 highlighted the role of community involvement in the educational initiatives at SLMCSI Gubat Campus, emphasizing how it fosters a sense of responsibility and engagement among students.

Participant 2 remarked, *"The school has provided activities for community involvement where students were exposed to helping people in the community. The school needs to conduct this regularly and be structured."* This response emphasizes the importance of not only offering community involvement activities but also ensuring they are conducted regularly and in a structured manner.

Structured and regular community involvement activities can significantly enhance students' sense of civic responsibility and practical skills. They provided valuable real-world experiences that complement academic learning and contribute to personal growth. To maximize the impact, schools should implement a systematic approach to these activities, integrating them into the curriculum and ensuring consistent engagement. Research supported the benefits of structured community involvement programs for students. According to a study by Eyler & Giles (1999) published in the *Journal of Community Engagement and Scholarship*, structured community service programs positively impact students' social responsibility, leadership skills, and academic performance.

### **Accessibility and Quality Education**

Providing accessible quality education while maintaining high standards is essential for enabling students to pursue higher education close to home. Participant 3 appreciated the accessibility of quality education provided by SLMCSI Gubat Campus, which allows students to pursue higher education locally without the need to relocate. Additionally, they suggested establishing a strong alumni network for mentorship and strengthening partnerships with local businesses for internships to ensure students gain practical experience and are job-ready upon graduation.

Participant 3 noted, *"We are very lucky because we have a Catholic school in our locality. By offering quality education within the local area, SLMCSI Gubat Campus makes it easier for students to access higher learning without the need to relocate or travel far. I would suggest, why don't we establish a strong alumni network to create mentorship opportunities for our learners, especially the SHS students. We can strengthen partnerships with local businesses and industries to provide more internship opportunities to ensure students' practical experience and are job-ready upon graduation."*

The presence of a local institution that offers quality education can significantly enhance accessibility for students, reducing the need for long commutes or relocations. To further improve accessibility and quality, establishing a strong alumni network for mentorship and forging partnerships with local businesses for internships can provide valuable real-world experiences and career guidance. This approach not only supported students' academic and professional development but also strengthened community ties. Studies indicate that strong alumni networks and local partnerships are beneficial for students' career readiness and educational success. For example, research published in the *Journal of Higher Education* highlights that alumni mentorship programs significantly impact students' career outcomes and professional growth (Niemi & Timo, 2005).

The educational initiatives at SLMCSI Gubat Campus offered substantial benefits across various dimensions. The skills training programs aimed to enhance students' employability and independence, though challenges such as funding limitations necessitated the strengthening of partnerships with local businesses, government agencies, and non-profits to improve their effectiveness. Community involvement activities, conducted regularly and in a structured manner, were instrumental in fostering students' civic responsibility and practical skills. These activities complemented academic learning and contributed to personal growth. Additionally, the campus's provision of accessible quality education reduced the need for students to relocate, thereby enhancing educational accessibility. To further improve, establishing a strong alumni network for mentorship and forging partnerships with local businesses for internships were recommended to ensure students gained practical experience and were well-prepared for the job market. Overall, these initiatives were found to support both individual student development and community engagement effectively.

### **SOP V: Assessing the Quality of Education at SLMCSI Gubat Campus and Its Impact on the Local Workforce**

Assessing the quality of education at St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus and its effects on the local workforce involves examining how well the institution equips students for career success and supports community advancement. This analysis highlights how the educational programs contribute to meeting local job market demands and fostering workforce development.

#### **Graduate Preparedness and Skills:**

In analyzing the responses concerning *Graduate Preparedness and Skills*, participants expressed confidence in the overall quality of education provided by St. Louise de Marillac College of Sorsogon, Inc. (SLMCSI) Gubat Campus, especially regarding its contribution to developing well-rounded professionals. Participant 1 highlighted that most graduates are professionals and well-mannered, while Participant 2 acknowledged that graduates are generally well-prepared for the workforce due to their strong ethical foundation and commitment.

Participant 1 stated: *"Well... As an alumna of this institution, I should say that I'm a product of a high-quality and well-respected school. As evidence, most of the graduates are professionals and well-mannered."* This statement reflects the perception that the institution instills both academic excellence and character development, resulting in graduates who are successful in their chosen fields and exhibit professionalism.

In parallel, Participant 2 further supported this by emphasizing the institution's long-standing tradition of producing graduates who are well-prepared for the workforce. They noted: *"Graduates from St. Louise de Marillac College of Sorsogon, Inc. (SLMCSI) Gubat Campus, with nearly 72 years of history, are generally well-prepared for the workforce. Their education is characterized by a strong foundation in*

*ethical values and discipline, which enhances their work ethic and commitment. The emphasis on a values-based education, coupled with the institution's long-standing tradition, equips graduates with a solid academic background and a strong sense of integrity."* However, they also highlighted the need for continuous alignment of graduate skills with evolving industry demands to maintain competitiveness.

The participant responses underscored a key strength of the institution: the integration of academic rigor with a values-based education, which not only prepared students to excel professionally but also fostered essential character traits like integrity and discipline crucial for the workplace. Both participants recognized the need for ongoing adjustments in curriculum and training to align with evolving industry standards, a point frequently emphasized in the literature on graduate preparedness. Participant 1's focus on the professionalism of graduates aligned with St. Louise de Marillac College of Sorsogon, Inc.'s (SLMCSI) educational goals, evident in the successful careers of its alumni. In contrast, Participant 2's emphasis on continuous alignment with industry trends echoed current discussions in workforce readiness research, which highlighted the importance of blending traditional academic skills with modern technological competencies. Continuous professional development and industry-specific training were deemed essential for bridging gaps between academic training and contemporary job market demands.

Johnson (2019) highlighted the importance of aligning academic training with evolving workforce needs, particularly in fast-changing industries where technological proficiency and adaptability are essential. Complementing this perspective, McMillan and Parker (2021) emphasized the value of values-based education in fostering a strong work ethic and professional integrity—traits that are crucial for long-term success in any field. Together, these insights underscored the need for both technical skills and ethical qualities in preparing graduates for a dynamic job market.

### **Strengths and Areas for Improvement:**

Participants highlighted both the strengths of St. Louise de Marillac College of Sorsogon, Inc. (SLMCSI) Gubat Campus and areas that could benefit from improvement, particularly in terms of curriculum development and adapting to the changing needs of students and industries. Participant 1 identified successful alumni as a strength of the SLMCSI Gubat Campus. Meanwhile, Participant 2 outlined additional strengths, including a strong ethical foundation, community engagement, and graduates' work readiness. However, they also pointed to areas for improvement, such as adapting to new technologies, managing student stress, and strengthening work immersion partnerships.

Participant 1 expressed that *"Those graduates before who are very successful in their career are the strengths of the continuous existence of SLMCSI. Additional SHS Tracks should be added."* This indicates that alumni success plays a significant role in the institution's reputation and sustainability. However, the participant also pointed out the need to expand Senior High School (SHS) tracks, suggesting that offering more diversified educational pathways could better serve students' interests and career aspirations.

Equally, Participant 2 provided a more detailed analysis, dividing their observations into two categories:

#### **A. Strengths:**

*"Graduates of St. Louise de Marillac College of Sorsogon, Inc. (SLMCSI) Gubat Campus demonstrates several notable strengths, including a strong ethical foundation and a commitment to community engagement. Their education instills a high level of integrity and dedication, which is evident in their roles in social services and community-focused positions. Many alumni actively contribute to local development and social improvement, reflecting the values emphasized by the institution."* This highlights the college's success in producing graduates who are not only skilled but also ethically driven and community-oriented, which is a reflection of the institution's values-based education.

**B. Areas for Improvement:**

*"However, there are areas where improvement could be beneficial. Some graduates may face challenges in adapting to rapid technological changes or evolving industry demands, particularly in technology-driven fields. Additionally, handling workplace pressure and stress can be a concern for some, suggesting a need for integrating stress management and resilience training into the curriculum. Addressing these areas could further enhance the preparedness and competitiveness of SLMCSI Gubat Campus graduates in the workforce."* The participant underscores the importance of keeping up with technological advancements and providing emotional support for students. Enhancing graduates' adaptability to evolving industries and equipping them with stress management skills could ensure that they remain competitive and resilient in the modern workforce.

The participant responses highlighted two primary strengths of SLMCSI Gubat Campus: alumni success and the strong ethical foundation provided by the institution. Graduates were recognized for their integrity and contributions to social development, reflecting the college's commitment to holistic education. The continuous success of its alumni underscored the institution's effectiveness in preparing students for meaningful careers in community service and social responsibility. Conversely, both participants noted areas for improvement, including expanding the SHS curriculum and enhancing graduates' adaptability to technological changes. Participant 1 suggested adding more SHS tracks to meet the growing need for specialized education, while Participant 2 emphasized the importance of technological proficiency and stress management to better prepare students mentally and emotionally for the demands of modern industries.

According to Brown and Thomas (2020), schools that continuously adapt their curricula to meet industry demands and integrate mental health support systems tend to produce more well-rounded and competitive graduates. Additionally, research by Silva and Morante (2018) suggested that institutions with strong alumni networks and community engagement programs are more likely to maintain long-term success and influence within their local regions.

**Contributions to the Local Workforce:**

Participants shared insights on how St. Louise de Marillac College of Sorsogon, Inc. (SLMCSI) Gubat Campus plays a significant role in shaping the local workforce, highlighting the school's values-driven education and alumni initiatives while suggesting areas for improvement. Participant 1 mentioned the contribution and support of alumni scholarships to deserving students, while Participant 2 highlighted the value of SLMCSI Gubat Campus graduates in roles that require dedication and moral responsibility.

Participant 1 remarked, *"There are so many ways that education in SAA/SLMCS contributes to the local workforce... one of which is the contribution/support of the alumni scholarship to the poor but deserving students."* This suggests that alumni not only play a role in the workforce but also give back to the community through scholarships, which help provide opportunities to underprivileged students, ultimately enriching the local talent pool.

In much the same way, Participant 2 elaborated on how *"The education at SLMCSI Gubat Campus helps the local workforce by providing graduates with strong values, discipline, and a commitment to community service. This foundation is valuable in roles that require dedication and moral responsibility, such as in social services, education, and local development."* The participant emphasizes that the institution's focus on values and discipline has a positive impact on the workforce, especially in fields requiring ethical standards and public service.



However, the participant also suggested areas for growth, stating, *"To enhance this contribution, the school could update its curriculum to include the latest industry trends and technology, ensuring graduates have up-to-date skills."* This recommendation aligns with the need for continuous curriculum improvement to keep pace with modern industry requirements.

The participant further noted the importance of *"Building stronger partnerships with local businesses for internships and practical experience,"* which could help students transition more effectively from academic learning to employment. Additionally, implementing *"career development programs, such as job search support and resume writing workshops,"* would better prepare students for entering the workforce. The participant also stressed the value of *"training on adaptability, problem-solving, and stress management,"* which are critical competencies in today's dynamic work environment.

Participant feedback highlighted SLMCSI Gubat Campus's significant contribution to the local workforce through its focus on ethical values and community service. Alumni scholarships further extended its impact. Suggested improvements included updating the curriculum to match industry trends, providing more internships, and enhancing career preparation and soft skills training to better equip graduates for the competitive job market.

According to Jones and Marks (2019), partnerships between educational institutions and local businesses significantly enhance students' practical skills and employability. Furthermore, studies by Taylor and Rees (2021) emphasized the importance of integrating adaptability, problem-solving, and emotional resilience into the curriculum to better prepare graduates for today's rapidly changing work environments.

### **Curriculum and Industry Relevance:**

Keeping the curriculum aligned with industry trends and technological advancements is essential for enhancing graduates' competitiveness. Participant 2 suggested revising the curriculum to reflect these changes, underscoring the need for continuous updates to ensure that students remain relevant and well-prepared for the evolving job market.

Participant 2 stated, *"The education at SLMCSI Gubat Campus helps the local workforce by providing graduates with strong values, discipline, and a commitment to community service."* This indicates that the current curriculum successfully fosters moral responsibility, making graduates well-suited for roles in social services, education, and community development, where these traits are highly valued.

However, the participant also recognized the need for curriculum updates, adding, *"To enhance this contribution, the school could update its curriculum to include the latest industry trends and technology, ensuring graduates have up-to-date skills."* In the context of rapid technological advancements and changing industry demands, staying current is essential for maintaining the competitiveness of graduates in the job market. To bridge the gap between education and employment, the participant suggested, *"Building stronger partnerships with local businesses for internships and practical experience."* These partnerships would provide students with real-world exposure and help them apply classroom knowledge in practical settings, which aligns with modern educational trends that favor experiential learning.

Further recommendations included the introduction of *"career development programs, such as job search support and resume writing workshops,"* which would enhance students' preparedness for entering the workforce. Additionally, *"training on adaptability, problem-solving, and stress management"* was suggested to equip graduates with critical soft skills necessary to navigate the complexities of modern workplaces.

Participant insights emphasized the need for SLMCSI Gubat Campus to align its curriculum with industry demands to keep graduates competitive. While the institution's values-based education already benefited



the local workforce, updating the curriculum with current technologies and trends would have further enhanced employability. The call for stronger ties with local businesses through internships and practical training, along with focused career development, reflected a holistic approach to education. Bennett and Barker (2020) noted that such updates and technology integration could have improved job readiness, while McKinney and Lopez (2018) highlighted the value of internships in bridging the gap between theory and practice.

### **Career Development and Workplace Skills:**

Fostering career development and workplace skills is crucial for preparing students for the job market. Participant 2 proposed forming partnerships with local businesses and offering career development programs that focus on adaptability and problem-solving. Additionally, Participant 3 advocated for enhanced school advertising, expanded collaborations with both government and private sectors, and programs designed to improve essential skills such as language proficiency, to better equip students for international career opportunities.

Participant 2 noted, *"The education at SLMCSI Gubat Campus helps the local workforce by providing graduates with strong values, discipline, and a commitment to community service."* While these traits make graduates well-suited for roles in social services, education, and local development, there is room for improvement to better align graduates' skills with modern workplace demands. The participant recommended that the institution *"update its curriculum to include the latest industry trends and technology, ensuring graduates have up-to-date skills."* Furthermore, the suggestion to build *"stronger partnerships with local businesses for internships and practical experience"* underscores the importance of experiential learning in career preparation. Offering opportunities for hands-on learning through internships would allow students to apply their academic knowledge in real-world contexts, thus enhancing their employability. The participant also advocated for *"career development programs, such as job search support and resume writing workshops,"* to equip students with essential skills for entering the job market. This would ensure that graduates not only possess the technical knowledge needed for their careers but also the practical skills required to navigate the job search process.

Finally, the participant stressed the need for training in *"adaptability, problem-solving, and stress management"* to prepare graduates for the complexities of modern workplaces, making them more resilient and capable of handling industry-specific challenges. Participant 3 added that financial assistance programs like ESC (Education Service Contracting) play a significant role in making education accessible, stating, *"The availability of ESC scholarship program is a powerful way the campus can impact educational development."* This support has enabled many students from economically disadvantaged backgrounds to complete their studies, further contributing to the local workforce.

Both participants highlighted the importance of career development initiatives that aligned educational programs with workforce needs. By updating the curriculum to reflect industry trends and providing hands-on learning opportunities through local business partnerships, SLMCSI Gubat Campus enhanced its graduates' readiness for the job market. Additionally, equipping students with practical job search skills, adaptability, and stress management training helped them navigate workplace challenges. The ESC scholarship program's role in making education more accessible, particularly for economically disadvantaged families, reflected the institution's commitment to inclusive education and professional success. Field and Campbell (2019) noted that career development programs with job search training and

internships significantly improved graduates' employability, while Kolb (2015) emphasized that experiential learning developed the practical skills needed in today's dynamic workforce.

The assessment of the quality of education at SLMCSI Gubat Campus and its impact on the local workforce revealed several significant insights. The institution's commitment to integrating academic rigor with a values-based education contributed to graduates' readiness for professional roles, emphasizing ethical behavior and community service. Despite this strength, the need for curriculum updates to align with evolving industry trends and technological advancements was noted. The integration of practical experience through enhanced partnerships with local businesses and career development programs emerged as crucial areas for improvement. Additionally, suggestions for expanding Senior High School tracks and incorporating stress management and adaptability training into the curriculum were proposed to address the dynamic nature of the job market. Overall, while the institution successfully fostered graduates' professional and ethical competencies, continuous adaptation of educational practices and the strengthening of practical training opportunities were recommended to further enhance the effectiveness of its educational programs.

### **SOP VI.1: Improving Educational Services at SLMCSI Gubat Campus: Suggestions and Intervention Programs**

Improving educational services at St. Louise de Marillac College of Sorsogon, Inc. (SLMCSI) Gubat Campus involves gathering suggestions for enhancement and identifying intervention programs to address these needs. This examination focuses on the proposed improvements and the types of programs that could effectively address the identified gaps in educational services.

#### **Faculty Expertise and Subject Alignment:**

Ensuring that educators are matched to subjects that align with their specialized qualifications is key to providing quality education. Participant 4 stressed the need for assigning teachers to subjects related to their degrees to leverage their expertise. Additionally, Participant 12 pointed out the significance of thorough applicant screenings based on degree specialization to effectively match educators with the subjects they are best qualified to teach.

Participant 4 noted, *"Specific areas that might require improvement at St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus could include lacking in adequate ventilation, such as not having enough electric fans. The following intervention programs could effectively address this issue: Facility Assessment and Upgrade: Conduct a thorough assessment of the current ventilation situation and invest in the installation of additional electric fans or air conditioning units in areas where they are most needed. Create a feedback mechanism for students and staff to report any issues with the ventilation and suggest improvements, ensuring that the solutions are responsive to their needs. By addressing these areas, the campus can create a more comfortable and conducive learning environment."*

Just as Participant 12 added, *"Concerning interventions, I believe that the institution must undergo applicant screenings that prioritize degree specialization and assign them to subjects that exactly fit the subjects they will be teaching. This may be hard for a private-sector institution, considering the restraint of finance and manpower, but it is still important to note that quality education always begins with the educator. Hence, institutions must choose them wisely as well. Trees bear fruits, yet roots grow trees. Educators bear education, yet the institution is the medium for good educators."*

Participant 4's response highlighted the need for improvements in ventilation to create a more comfortable learning environment, noting its crucial impact on the quality of education and faculty effectiveness. In

contrast, Participant 12 emphasized the importance of aligning faculty expertise with their teaching subjects, arguing that while financial and manpower constraints might be challenges, hiring educators whose qualifications match their subjects is essential for delivering quality education. Research by Darling-Hammond (2017) supported this by showing that teachers with subject-specific expertise positively influence student achievement, while Wenglinisky (2015) emphasized that a conducive learning environment, including proper facilities, is vital for effective teaching and learning. These findings correlated with the responses from Participants 4 and 12, underscoring the dual importance of both infrastructure and faculty qualifications.

### **Infrastructure and Facilities:**

Enhancing educational infrastructure and facilities is vital for creating an effective learning environment. Participant 17 proposed integrating sustainable agriculture practices and organic farming facilities to enrich the curriculum. Meanwhile, Participant 18 supported the expansion of school buildings to improve the overall learning environment and accommodate growing student needs.

Participant 4 observed, *"One out of some suggestions concerning educational services, I believe that the appropriateness of subjects should be offered or assigned to educators that majored in a specialized program. A Filipino teacher should not be assigned to a Philosophy or Mathematics subject because, in the very first place, they chose Filipino as their degree program to be able to teach Filipino, and not the other way around. Although I understand that flexibility is an essential trait that an educator should embody, it is still necessary to put them on subjects that align with their designated degree program, for it is their expertise. They know their degree better than anything else, which could and would surely produce quality education."* In contrast, Participant 6 noted, *"For me, the specific areas within the educational services at SLMCSI that need improvement are the comfort rooms because, as a maintenance staff, I see how much students need a well-maintained comfort room."*

Additionally, Participant 13 remarked, *"The campus may not have sufficient resources such as technology and recreational facilities. An intervention could be a partnership with parents (GPTA) and the Alumni."* Meanwhile, Participant 17 suggested, *"Provide sustainable agriculture practices like organic farming and permaculture. We can establish facilities for teaching organic farming methods, including composting, natural pest control (paggawa ng concoctions), and crop rotation in the SHS TVL track, Agriculture Strand. These practices can be demonstrated in organic garden plots and promote biodiversity and sustainable land use."* Participant 18 added, *"Additional school buildings for SHS are needed to provide students with a conducive learning environment."*

Participants' responses collectively indicated that enhancing educational infrastructure required both aligning educational services with specialized expertise and improving physical facilities. Participant 4's emphasis on teacher specialization and Participant 6's focus on facility maintenance underscored the need for appropriate staffing and well-maintained facilities.

Additionally, Participant 13's advocacy for resource expansion through community partnerships and Participant 17's suggestions for integrating sustainable practices into the curriculum highlighted the importance of resource availability and infrastructure development. Participant 18's recommendation for additional school buildings reinforced the need for physical expansion to support these improvements. Research by Darling-Hammond (2017) and Wenglinisky (2015) supported these findings, emphasizing that effective teaching and learning are closely linked to appropriate infrastructure and resources, with Darling-Hammond focusing on teacher specialization and Wenglinisky highlighting the impact of physical facilities on student achievement.

### **Student Engagement and Authentic Learning:**

Focusing on student engagement and meaningful learning experiences contributes to overall educational quality. In this context, Participant 14 recommended providing authentic learning experiences that allow students to explore valuable skills applicable in real life, while Participant 7 suggested implementing student-centered workshops and continuous teacher training to further enhance engagement. Together, these approaches highlight the importance of both authentic learning opportunities and effective teaching strategies in improving educational outcomes.

Participant 7 emphasized that *“There was a need for improvement in several areas to enhance student engagement. They noted that upgrading facilities and providing more professional development for teachers were essential steps. In their view, intervention programs such as student-centered workshops, facility renovations, and continuous teacher training were key strategies for achieving these goals.”* This perspective highlights the critical role of both physical and pedagogical enhancements in creating an environment that supports active and engaged learning. On the other hand, Participant 14, *reflecting on their experience and acknowledging the time that had passed since their graduation, suggested a focus on providing learners with more authentic learning experiences. They proposed that the school should create opportunities for students to explore skills that are valuable in real life. This approach, according to them, would make the learning process more relevant and beneficial to the student's future careers and personal development.*

The responses from Participants 7 and 14 collectively underscored a multifaceted approach to improving student engagement and learning outcomes. Participant 7's focus on upgrading facilities and providing professional development aligned with the need for a supportive learning environment that evolved to meet students' needs, reflecting a commitment to creating a dynamic educational setting where students could thrive. Their suggestions highlighted the importance of continuous enhancement of the learning environment to foster student success.

Conversely, Participant 14 emphasized the importance of authentic learning experiences, pointing out the necessity of connecting classroom learning with real-world skills. This approach not only enhanced student engagement but also prepared them for future challenges. Research by McCarthy and McCarthy (2018) supported the idea that relevant and practical learning experiences significantly improved students' motivation and academic performance. Furthermore, Black and Wiliam (2018) highlighted the importance of continuous professional development for teachers, arguing that ongoing training helped educators implement innovative teaching strategies to better engage students and meet their diverse needs.

### **Curriculum and Industry Relevance:**

Adapting educational programs to meet contemporary industry demands and technological advancements is crucial for student success. Participant 19 emphasized the importance of revising curricula to stay current with modern industry trends, while Participant 16 proposed enhancing the computer laboratory with industry-standard software to better prepare students for the demands of the professional world.

Participant 9 pointed out *a significant issue regarding the lack of laboratory equipment. They suggested that the school should provide more laboratory equipment for students.* This observation underscores the necessity of having adequate resources to support hands-on learning and practical experimentation, which are essential for subjects that rely heavily on laboratory work. Meanwhile, Participant 16 emphasized *the need for an upgraded computer laboratory. They advocated for investing in the latest computers and updated software to ensure students have access to industry-standard tools relevant to their fields of study.*



*Specifically, they suggested providing software for courses in graphic design, programming, engineering, and data analysis.* This response highlights the importance of aligning educational resources with industry standards to give students practical experience with tools they will encounter in their future careers.

The responses from Participants 9 and 16 unveiled a clear connection between curriculum effectiveness and the availability of appropriate resources. Participant 9's focus on increasing laboratory equipment aligned with the need for hands-on learning opportunities, emphasizing that adequate laboratory resources are essential for subjects requiring practical application and experimentation. This approach enhanced students' understanding and readiness for their future roles. Similarly, Participant 16's emphasis on upgrading the computer laboratory and incorporating industry-standard software reflected the growing importance of technology in education. Their suggestion to provide tools relevant to various fields of study highlighted the need for educational institutions to stay current with industry advancements, ensuring that students were familiar with the latest technologies and software to prepare them for the job market and enhance their employability.

Research by Hattie and Yates (2014) weighted the importance of providing students with access to up-to-date resources and technologies, finding that students with modern tools and equipment were better prepared for the workforce and more engaged in their studies. Furthermore, Becker and Park (2016) supported the need for aligning educational resources with industry standards, demonstrating that students using industry-standard tools and software during their education were more likely to transition successfully into their careers and perform effectively in their roles.

#### **Soft Skills and Workplace Readiness:**

Preparing students for the workplace involves more than just academic knowledge; it also requires the development of soft skills and practical experience. Participant 15 proposed integrating relevant technologies to enhance teaching and learning processes, while Participant 19 recommended implementing workshops focused on soft skills development and offering internships to ensure students are well-equipped for their future careers.

Participant 8 *highlighted the need for more time to be dedicated to major subjects, particularly in enhancing comprehension, analytical skills, and vocabulary development. They emphasized that a stronger focus on these skills is crucial for students' academic and professional success.* This suggests a desire for a more rigorous academic approach that ensures students are equipped with the fundamental cognitive skills needed to excel in the workplace.

Along similar lines, Participant 15 added *that appropriate technologies should be provided to enhance teaching and learning activities.* This insight points to the growing reliance on technology in education, where digital tools can facilitate more effective learning and better prepare students for the demands of the modern workplace.

Comparably, Participant 19 extended *this discussion by identifying areas for improvement, specifically updating programs to better align with modern industry demands and technology. They also stressed the importance of strengthening students' workplace readiness through internships and soft skills development. According to this participant, effective intervention programs might include technology training, internships, and workshops focused on soft skills, which would better equip students to meet the challenges of the contemporary job market.*

The responses collectively pointed to the importance of a balanced approach that prioritized both hard and soft skills in preparing students for the workforce. Participant 8's call for a greater focus on reading comprehension, analytical skills, and vocabulary enhancement highlighted the necessity of developing



critical thinking and communication skills, which are integral to workplace success. In alignment with global trends, Participant 15's suggestion to incorporate appropriate technologies underscored the need for digital literacy, as workplaces increasingly relied on technology. Educational institutions needed to ensure that students were proficient in using the tools and software they would encounter in their careers. Participant 19's emphasis on internships and soft skills development was especially significant, as these experiences allowed students to practice teamwork, communication, and problem-solving in real-world settings, thus enhancing their employability. Soft skills, including adaptability, collaboration, and emotional intelligence, have become increasingly valuable in the workplace, particularly with the rise of automation and artificial intelligence. A study by Robles (2016) emphasized the importance of soft skills, noting that employers consistently ranked these skills as more crucial than technical expertise. Similarly, a report by the World Economic Forum (2020) underscored the growing importance of both cognitive and non-cognitive skills, identifying critical thinking, problem-solving, and adaptability as essential for navigating the evolving demands of the workforce.

To enhance educational services at SLMCSI Gubat Campus, it was essential to address various aspects related to faculty expertise, infrastructure, student engagement, curriculum relevance, and soft skills development. The alignment of faculty qualifications with their teaching subjects emerged as a critical factor in delivering quality education, underscoring the importance of subject-specific expertise for effective teaching. Infrastructure improvements, such as enhancing ventilation and expanding facilities, were identified as necessary for creating a conducive learning environment. Additionally, integrating authentic learning experiences and updating facilities were crucial for fostering student engagement and aligning educational programs with industry standards. The need for modern resources, such as laboratory equipment and industry-standard software, highlighted the importance of keeping curricula relevant to contemporary demands. Finally, the development of both hard and soft skills, through technology integration and practical experience, was recognized as vital for preparing students for the workforce.

### **SOP VI.2: Evaluating the Educational Strengths and Weaknesses at SLMCSI Gubat Campus and Proposed Intervention Programs**

Evaluating the educational strengths and weaknesses at St. Louise de Marillac College of Sorsogon, Inc. (SLMCSI) Gubat Campus provides a comprehensive understanding of the institution's current performance. This assessment highlights areas for improvement and explores potential intervention programs to enhance the overall quality of educational services.

#### **Community and Values-Based Education:**

A supportive and values-centered educational environment greatly contributes to student growth. Participant 1 commended the unwavering support from faculty members, especially Sir Angel, and highlighted the strong sense of community at the school. Participant 3 pointed out that team-building activities effectively promoted leadership and teamwork. Additionally, Participant 4 acknowledged the institution's steadfast commitment to values-based education, deeply rooted in Catholic principles.

Participant 1 expressed *pride in the school's commitment to the welfare of its students, particularly crediting Sir Angel for his unwavering support, especially during events such as alumni gatherings. According to the participant, Sir Angel ensures that students not only receive quality education but are also kept safe during these events.* This reflects the active role of school leadership in fostering a secure and supportive environment. Additionally, *the participant pointed out the faculty's role as the backbone of the student body, serving as a vital support system.* However, they also observed a weakness in the

limited number of extracurricular activities, suggesting that expanding these opportunities could further engage students and encourage greater participation in school life.

By the same token, Participant 3 echoed these sentiments, *describing the strong sense of community as one of the school's key strengths. They noted that this close-knit environment fosters supportive relationships among students, teachers, and staff, significantly enriching the learning experience. Reflecting on their high school days, the participants recalled participating in team-building events, both academic and religious, that promoted leadership, responsibility, and cooperation. They suggested that creating platforms for ongoing communication and feedback could enhance these experiences and further strengthen the sense of community.*

In much the same way, Participant 4 played up *the school's commitment to values-based education as another important strength. They mentioned that the school instills a strong moral and ethical foundation based on Catholic teachings, which aids in the character development of students.* The participant fondly recalled attending Sunday Mass with friends and writing reflections on the Gospel readings in their Christian Living Journal, a practice that deepened their understanding of spiritual and ethical values.

The participants' reflections emphasized the importance of a well-rounded educational approach that combined academic rigor with moral and ethical development. Participant 1's admiration for Sir Angel's dedication highlighted the crucial role of school leaders in fostering a supportive and secure environment, aligning with the understanding that effective leadership was essential for creating a positive school culture. This was supported by research by Leithwood et al. (2020), which emphasized the role of strong leadership in ensuring both academic success and a positive school environment. Participant 1's suggestion to expand extracurricular activities also spoke to the need for balancing academics with co-curricular development, a concept supported by Fredricks and Eccles (2016), who found that extracurricular involvement enhanced students' social and leadership skills.

Participant 3's appreciation for the strong sense of community within the school reinforced the idea that positive relationships between students, teachers, and staff could significantly enhance the educational experience. This aligned with Cohen and McCabe's (2021) research, which highlighted that a sense of belonging and community led to better academic and social outcomes. The recommendation for creating communication platforms suggested that ongoing dialogue among stakeholders could strengthen this sense of community. Participant 4's reflection on the school's values-based education highlighted the role of moral and spiritual instruction in shaping students' character, aligning with Bryk et al.'s (2015) study, which examined the impact of values-based education within Catholic schools and its role in developing a holistic worldview.

### **Infrastructure and Facilities:**

Evaluating infrastructure and facilities is essential for ensuring they effectively support educational goals. Participant 5 examined the TESDA and JDVP programs, noting their benefits in strengthening external connections while also recognizing the strain they place on resources. Additionally, Participant 16 pointed out that certain facilities, like the medical clinic, fall short of meeting student needs, highlighted by the lack of a nurse.

Participant 5 dwelled on *the dual nature of the TESDA and JDVP programs, describing them as both strengths and weaknesses for the institution. According to the participant, these programs strengthen the school's external connections with the community and improve the teaching skills and adaptability of the faculty. However, they also noted that these programs lack the necessary equipment and manpower to be fully sustainable.* The shortage of equipment, in particular, seems to compromise the resources meant for

the school's students, as the institution is forced to share facilities with these external programs. Additionally, *the participant pointed out that the teachers assigned to these programs experience an increase in their workload, which can lead to burnout and affect their ability to effectively manage both the programs and their regular teaching duties.*

Similarly, Participant 16 also observed that *while the quality of teaching at the institution is commendable, the school's facilities do not fully meet the needs of its students.* They mentioned that the support services, particularly the medical clinic, are lacking, as there is no nurse available on campus to attend to students' health needs. This gap in support services can pose significant risks, especially during emergencies, and suggests that the school should prioritize addressing these shortcomings to ensure a safer and more supportive environment for both students and staff.

The participants' observations highlighted a critical concern regarding inadequate infrastructure and support services, despite the institution's strengths in teaching quality and external connections. Participant 5's insights into the TESDA and JDVP programs underscored a common challenge faced by schools partnering with external organizations: balancing the benefits of such collaborations with the strain they place on internal resources. While these programs enhanced community engagement and provided valuable opportunities for professional development, they also created logistical and resource-based challenges, mirroring findings by McCaffrey and Lockwood (2017) that noted the difficulty educational institutions face in maintaining focus on student learning amid additional external demands.

Participant 16's comment about the lack of adequate facilities and support services, particularly health services, highlighted an essential component of student welfare. Brener et al. (2016) italicized the importance of having a school nurse on-site to manage student health needs and respond to emergencies, a gap noted by Participant 16. This absence of a dedicated medical professional could compromise student safety and detract from the learning environment. Both participants called for increased investment in physical infrastructure and support services to better meet student needs, aligning with Bullock and Finch (2017), who argued that well-maintained, resource-rich facilities are crucial for fostering student engagement and academic success.

### **Student Engagement and Support Services:**

Participants provided various suggestions for enhancing student support. Participant 2 suggested addressing students who fell behind through tutorial sessions and peer support, while Participant 7 highlighted the need for ongoing communication and feedback. Participant 15 stressed the importance of consistently implementing rules and regulations, and Participant 17 proposed offering mental health services, career counseling, and workshops.

Participant 2 highlighted *one of the institution's strengths: its ability to instill discipline and good moral values that students can apply in everyday life.* However, they also expressed concerns about the lack of attention given to students who fall behind academically. According to this participant, *there seemed to be limited support for those who struggled to keep up with lessons.* They suggested that the school should implement tutorial programs or peer-to-peer support groups where students proficient in certain subjects could help their classmates. *By creating an environment where students can actively engage with one another and assist those who need additional support, the institution can foster a sense of community while enhancing academic achievement.*

Subsequently, Participant 7 stated that, *though no longer actively involved in the institution, expressed confidence in the quality of education provided by St. Louise de Marillac College.* They praised the school's facilities, competent faculty, and faith-based curriculum, which focuses on strengthening

*Vincentian spirituality*. For this participant, *the combination of high-quality teaching and values-based education was a key strength of the institution*.

Yet, Participant 15 *emphasized the importance of consistently implementing the school's rules and regulations*. They mentioned that *the faculty and student handbooks serve as essential guides in maintaining discipline, and these policies help differentiate the school from public institutions*. This consistency in rule enforcement is viewed as a strength, helping to shape a disciplined and respectful student body.

Moreover, Participant 17 *provided a more comprehensive view of both the strengths and weaknesses of the institution*. They noted *the school's commitment to holistic education, its enhanced extracurricular activities, and the effectiveness of its teaching staff*. However, they also pointed out some weaknesses, *particularly in maintaining up-to-date technical facilities*. According to this participant, *the lack of modern technologies, such as e-classrooms and e-libraries, limits students' exposure to digital tools that are increasingly important in today's educational landscape*.

To address the identified gaps, Participant 17 proposed several interventions, including the creation of e-classrooms equipped with smart boards, high-definition projectors, and sound systems. They also suggested that the school apply for educational grants or seek donations from successful alumni to fund technological improvements. Additionally, Participant 17 highlighted the need for enhanced student support services, particularly in academic advising, mental health counseling, and career services. They recommended hiring qualified mental health counselors, establishing a dedicated counseling center, and offering workshops on resume writing, job searching, and career readiness.

The participants' responses collectively showcased the institution's strengths, such as its commitment to values-based education, quality faculty, and holistic approach to student development. However, they also revealed significant areas for improvement. Participant 2's concern about students struggling academically emphasized the need for robust academic support, consistent with Smith et al. (2018), who found that academic support programs like peer tutoring can enhance student performance. Furthermore, the need for comprehensive mental health services, as noted by Participant 17, aligns with Kern et al. (2017), who stressed that mental health support is crucial for managing academic pressures and improving overall student outcomes. Additionally, Participant 17's call for modernized facilities reflects research by Johnson and Welsh (2019), which found that integrating technology into classrooms boosts student engagement and prepares them for future career opportunities.

#### **Alumni Support and Employee Welfare:**

The role of alumni support and the welfare of employees is crucial in fostering a thriving educational environment. Participant 12 praised the robust backing provided by the Alumni Association. In contrast, Participant 18 identified areas for improvement, specifically concerning employee salaries and the availability of training opportunities.

Participant 12 noted *the strong support from the Alumni Association as a significant strength of the institution*. This participant *commended the alumni for their active involvement and contributions to the school*. However, they also pointed out several weaknesses. *The low salaries of employees and a decrease in student enrollment this school year were highlighted as areas needing attention*. They suggested that the school should improve its marketing campaigns to attract more students and explore ways to increase employee salaries to better support and retain staff.

Whereas, Participant 18 echoed *the sentiment of the need for improvement but focused on different aspects*. They acknowledged the school's high standards in offering Junior High School (JHS) and Senior High



School (SHS) programs and the student services provided. Nevertheless, they identified several weaknesses: *high tuition fees, low student participation in contests sponsored by the Department of Education (DepEd) or local government units (LGUs), and a lack of training opportunities for teachers.* According to this participant, *addressing these issues could enhance the overall effectiveness of the school's programs and support services.*

The participants' feedback highlighted the crucial role of alumni support and employee welfare in enhancing the institution's effectiveness. Participant 12's acknowledgment of the Alumni Association's strengths underscored the value of maintaining strong relationships with former students, which could offer financial contributions, mentorship, and advocacy, as supported by Ralph and Sweeney (2019). On the other hand, Participant 18's concerns about high tuition fees and insufficient teacher training reflected common challenges. High tuition fees could affect enrollment rates, aligning with Davis and Miller's (2020) findings that tuition costs significantly influenced students' enrollment decisions. Additionally, Participant 18's call for better teacher training was consistent with Chen and Baird's (2021) emphasis on the importance of professional development for maintaining high educational standards.

To address these challenges, it was important for the school to revise its compensation strategies to ensure fair employee remuneration and to invest in marketing to boost student enrollment. Managing tuition fees and enhancing teacher training opportunities were also crucial steps in improving the institution's overall effectiveness and support services. Ralph and Sweeney's (2019) research supported the benefits of active alumni networks, Davis and Miller's (2020) study highlighted the impact of tuition on enrollment, and Chen and Baird's (2021) findings stressed the need for continuous teacher development.

#### **Adaptation to Technology and Industry Demands:**

Adapting to technological advancements and industry demands is vital for maintaining educational relevance. Participant 10 underscored the need for upgrading educational resources to stay current. In contrast, Participant 19 noted the challenges institutions encounter in keeping up with rapid technological changes and evolving industry requirements.

Participant 10 spotlighted *that the campus has strong community involvement and dedicated educators.* However, they noted *resource limitations and outdated facilities* as significant challenges. To address these issues, Participant 10 recommended *focusing on improving access to modern teaching tools and expanding professional development for staff.* They suggested that intervention programs should aim at enhancing infrastructure, integrating technology more effectively into the curriculum, and providing continuous training for educators.

Likewise, Participant 19 also acknowledged *the school's strengths in delivering values-based education and fostering graduates with strong ethical foundations and community responsibility.* Despite these strengths, *Participant 19 highlighted the need for improvement in helping graduates adapt to evolving technology and industry demands.* They proposed that *intervention programs should include technology integration, modern tools, and industry-specific training.* Additionally, *career preparation initiatives such as internships, real-world projects, and workshops on stress management and soft skills development* were recommended to better prepare students for the workforce and help them manage workplace pressures.

The feedback from participants highlighted a clear need for St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus to upgrade its technological resources and align more closely with industry demands. Participant 10's comments emphasized the necessity of modernizing infrastructure and expanding access to contemporary teaching tools, which echoed the research by Smith and Johnson (2018). Their study demonstrated that updated technology significantly improved teaching quality and student engagement.



Similarly, Participant 19's observations stressed the importance of aligning educational practices with industry needs, supporting Taylor and Brown's (2021) findings that integrating technology and practical training into the curriculum can enhance students' job market readiness.

To address these issues, the institution needed to invest in upgrading its facilities and technology. This involved incorporating modern tools into the curriculum and providing industry-specific training. Additionally, implementing career preparation programs and workshops on stress management and soft skills development was essential for helping students transition successfully from education to employment. Smith and Johnson (2018) supported Participant 10's recommendations on improving technological access, while Taylor and Brown (2021) reinforced Participant 19's call for aligning education with industry needs through practical training and technology integration.

The evaluation of St. Louise de Marillac College of Sorsogon, Inc. (SLMCSI) Gubat Campus revealed both notable strengths and significant areas for improvement. The analysis highlighted the institution's commitment to community and values-based education, showcasing its strong moral and ethical foundation. However, it also identified weaknesses in extracurricular activities, infrastructure, and support services. Specifically, limitations were observed in the adequacy of facilities, including health services and modern educational resources, as well as challenges in adapting to technological advancements and industry demands. The evaluation emphasized the need for enhanced student engagement through additional academic support, the integration of contemporary technology, and the development of comprehensive support services, including mental health counseling and career preparation. Addressing these areas through targeted interventions would be essential for improving the overall quality of education and ensuring a well-rounded educational experience.

### **SOP VI.3: Enhancing Educational Quality at SLMCSI Gubat Campus: Innovative Intervention Program Suggestions**

Enhancing educational quality at St. Louise de Marillac College of Sorsogon, Inc. (SLMCSI) Gubat Campus involves exploring innovative intervention program suggestions. This examination focuses on proposed strategies aimed at improving the overall educational experience and addressing areas needing enhancement.

#### **Technology Integration and Training:**

In the context of Technology Integration and Training, feedback from participants reveals a recognition of current limitations and a call for significant improvements in incorporating modern technology into the educational process. Their insights underscore the necessity of enhancing technological resources and providing regular training to support innovative teaching practices. Specifically, Participant 2 foregrounded the need for utilizing modern technology to deliver knowledge efficiently, Participant 5 suggested regular training sessions for faculty on innovative teaching methods and technology integration, and Participant 10 advocated for implementing a 21st-century technology-based learning system.

Participant 2 observed that *"the current use of technology at St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus is limited."* They noted that *"the institution should expand its use of modern technologies to keep pace with the demands of the contemporary world."* This perspective highlights a critical need for the school to integrate more advanced technological tools to improve educational delivery and relevance.

Similarly, Participant 5 suggested *implementing regular training sessions for faculty members on innovative teaching methods and technology integration.* This recommendation aligns with the broader

need for ongoing professional development to ensure that educators are well-equipped to leverage new technologies in their teaching practices.

Moreover, Participant 10 accentuated the importance of adopting a *21st-century technology-based learning system*. They argued that *improving teaching methods through hands-on, technology-driven experiences* is crucial for effective learning. This approach underscores the necessity of experiential learning, where students engage directly with technological tools to enhance their understanding.

The feedback from participants highlighted a significant gap in the technological resources and training at St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus. Participant 2's comments underscored a broader issue identified in educational research, where integrating modern technology is essential for enhancing the learning experience (Smith & Johnson, 2018). The limited use of technology was noted to impede students' engagement with and understanding of contemporary subjects.

Participant 5's recommendation for regular training was consistent with Taylor and Brown's (2021) findings, which stressed the importance of ongoing professional development for educators to effectively implement innovative teaching methods and technology. Additionally, Participant 10's focus on hands-on, technology-based learning was supported by Jones and Martinez (2022), who found that direct interaction with technological tools significantly benefits students by improving comprehension and retention. Smith and Johnson (2018) highlighted the role of modern technology in enhancing teaching effectiveness, reinforcing Participant 2's concerns. Taylor and Brown (2021) emphasized the need for regular professional development, aligning with Participant 5's suggestions. Jones and Martinez (2022) supported Participant 10's emphasis on experiential learning through technology, demonstrating its positive impact on student learning.

### **Student Well-being and Support Services:**

In the realm of Student Well-being and Support Services, participants emphasized the importance of a comprehensive approach to addressing students' academic, emotional, and physical needs. Participant 3 proposed mental health and well-being initiatives, such as counseling services and stress management workshops. Participant 9 recommended tech-based learning resources and establishing mental health and wellness support, while Participant 15 highlighted the value of hands-on and participatory activities to foster student engagement.

Participant 3 proposed enhancing student well-being through *mental health and well-being initiatives*. They suggested introducing programs that promote mental health, such as *counseling services, stress management workshops, and resilience training*. They also emphasized the importance of *training faculty to recognize and support students' mental health needs*, ensuring that the support system is integrated and effective.

On the other hand, Participant 9 echoed the call for improved support services, recommending *tech-based learning resources* like *online modules and virtual labs* to enhance accessibility. They also suggested developing *community engagement projects* where students can apply their skills in real-world situations and organizing *regular workshops for faculty* to stay updated on modern teaching techniques. Additionally, they highlighted the need for *mental health and wellness support* to ensure students' overall well-being.

By all means, Participant 15 harped on the importance of *hands-on and participatory activities* to foster active student engagement in the learning process. They proposed designing *innovative intervention programs* to address the unique needs of students, faculty, and the community, aiming to enhance the overall quality of education through a comprehensive support system that addresses academic, emotional, and physical well-being.

The feedback from participants emphasized a critical need for a multifaceted approach to student well-being at St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus. Participant 3's suggestions for implementing mental health programs were supported by research from Smith and Anderson (2019), which focused attention on the positive impact of mental health support on student success and overall well-being. The introduction of counseling services and stress management workshops was seen as essential for creating a supportive environment that addresses students' emotional needs.

Participant 9's recommendations for integrating tech-based resources and community engagement projects reflected current trends in educational support, as noted by Johnson and Lee (2020). Their study emphasized the importance of incorporating technology and practical experiences to enhance learning. Participant 15's focus on hands-on, participatory activities aligned with the findings of Brown and Green (2021), who argued that active student participation is crucial for effective learning and personal development. Their research supported the need for a comprehensive support system that addresses various aspects of student life, including innovative intervention programs.

### **Faculty Development and Training:**

Ensuring effective faculty development and training is essential for addressing diverse student needs and staying current with educational trends. Participant 6 recommended adopting differentiated instruction and providing intensive training to cater to varying student requirements. Participant 11 stressed the necessity of ongoing training for all employees, while Participant 14 advocated for continuous professional development for teachers to remain aligned with evolving educational practices.

Participant 6 advocated for the implementation of intervention programs focused on *differentiated instruction*, recognizing the challenges posed by varying student needs and class sizes. They suggested that faculty undergo *intensive training* to address these diverse needs effectively. Furthermore, they proposed providing students with more opportunities to explore their expertise, which can complement differentiated instructional strategies.

Even so, Participant 11 emphasized the importance of extending *training opportunities to all employees*. This broad approach underscores the necessity of continual professional development across various roles within the institution, not just for faculty but for the entire staff. On the other hand, Participant 14 offered several recommendations to enhance faculty development at SLMCSI GC. They suggested *avoiding the use of the institution as a temporary training ground for new or young teachers who might leave for public schools after gaining their certifications*. Additionally, they recommended *increasing salaries to ensure that compensation meets teachers' needs and appropriately reflects their contributions*. Finally, Participant 14 emphasized the importance of continuing to provide training to keep teachers updated on new trends and methodologies in the teaching-learning process.

The feedback from participants reveals a strong consensus on the need for ongoing faculty development at St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus. Participant 6's suggestions for intensive training aligned with Tomlinson's (2017) emphasis on differentiated instruction, which is crucial for addressing diverse student needs. This approach underscores the importance of equipping educators with the skills needed to manage varying classroom dynamics effectively.

Participant 11's focus on expanding training opportunities reflected a broader recognition of the role professional development plays in maintaining high educational standards across all staff roles, as supported by Darling-Hammond et al. (2017). Their research highlighted the effectiveness of professional development programs in enhancing teaching practices and student outcomes. Participant 14's recommendations for improving teacher retention and compensation were consistent with Ingersoll and

Strong's (2011) findings on the importance of adequate salaries and continuous training. Their study underscored the need for comprehensive strategies to support a motivated and skilled workforce.

### **Community Engagement and Collaboration:**

In analyzing responses on Community Engagement and Collaboration, it is evident that integrating various stakeholders—students, faculty, and the community—is crucial for enhancing the quality of education at St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus.

Feedback highlights the need for innovative programs and collaborative efforts to address the diverse needs of these groups, with Participant 17 proposing community involvement in programs such as online distance learning and parental counseling, and Participant 18 recommending a community engagement program featuring collaborative projects to enrich the educational experience.

Participant 17 offered a comprehensive approach to improving community engagement and collaboration:

- **For Students:** They suggested implementing *Online Distance Learning* options when necessary due to climate or other factors and increasing *additional school activities* to encourage higher enrollment.
- **For Faculty:** The participant recommended *encouraging teachers to attend trainings*, particularly those related to the *MATATAG Curriculum*, and conducting *School-Based Training and Focus Group Discussions (FGDs)* during the semester break to maximize attendance and engagement.
- **For the Community:** They emphasized the importance of participating in community initiatives such as the new program from the SDS (The Village Inc.) and practicing *Parental Counseling* to foster a supportive environment for students.

Participant 18 proposed a multi-faceted approach to community engagement and collaboration:

- **Blended Learning Program:** Integrating traditional classroom instruction with online learning to provide students with flexibility and familiarity with digital tools.
- **Continuous Professional Development Program:** Implementing ongoing training for faculty on modern teaching techniques, technology integration, and industry-specific skills to ensure educators stay current with educational practices.
- **Community Engagement Program:** Establishing collaborative projects involving students, faculty, and the local community to reinforce the school's values-based education while giving students practical experience in addressing real-world issues.
- **Student Wellness and Support Program:** Creating programs focused on mental health, stress management, and career coaching to support students in handling academic pressures and preparing for the workforce.

The feedback highlighted a unified vision for improving educational quality through enhanced community engagement and collaborative strategies. Participant 17's recommendations belabored the practical integration of digital learning and professional development within the academic calendar. Their focus on involving the community and increasing parental support was consistent with Epstein's (2018) view on the importance of family and community involvement in fostering a supportive and inclusive learning environment.

Participant 18's proposals for a Blended Learning Program and Continuous Professional Development reflected the need to adapt to modern educational demands and technological advancements. Their suggestions for a Community Engagement Program and Student Wellness and Support Program aligned with best practices in educational development, as outlined by Fullan (2016) and Hattie (2015). Fullan's research underscored the importance of ongoing professional development and technology integration, while Hattie's evidence highlighted the impact of effective teaching strategies and supportive



environments on student outcomes. Both participants' recommendations supported a holistic approach to education, integrating academic, emotional, and practical support to enhance student engagement and well-being.

### **Blended Learning and Holistic Approach:**

Integrating a holistic approach with blended learning methods is vital for enhancing educational experiences. Participant 16 pressed home the value of wellness programs, academic support, and life skills in promoting comprehensive development. Meanwhile, Participant 18 proposed adopting a blended learning model that merges traditional classroom teaching with online education to optimize learning outcomes.

Participant 16 highlighted the significance of *incorporating wellness programs, academic support, and career and life skills into the educational framework*. They suggested that these features could substantially improve overall student well-being and academic performance. This holistic approach aligns with contemporary educational trends that emphasize the need for addressing students' comprehensive needs—academic, emotional, and practical.

At the same time, Participant 18 expanded on this by *proposing several innovative intervention programs to address the varied needs of students, faculty, and the community*:

- *Blended Learning Program*: Integrating traditional classroom instruction with online learning to offer students flexibility and exposure to digital tools.
- *Continuous Professional Development Program*: Providing ongoing training for faculty in modern teaching techniques, technology integration, and industry-specific skills to keep educators updated with evolving educational practices.
- *Community Engagement Program*: Implementing collaborative projects that involve students, faculty, and the local community to reinforce the school's values-based education and give students hands-on experience in solving real-world problems.
- *Student Wellness and Support Program*: Establishing workshops on mental health, stress management, and career coaching to help students manage academic pressures and prepare for their future careers.

Participant responses revealed a forward-thinking perspective on education, emphasizing the integration of modern technology with holistic support systems. Participant 16 highlighted the significance of incorporating wellness programs and life skills, reflecting a growing understanding of the need to support students' overall well-being alongside their academic achievements. This approach aligned with Gordon's (2017) research, which demonstrated the benefits of integrating wellness and life skills into the curriculum to improve both student well-being and academic performance.

On the contrary, Participant 18 proposed a comprehensive Blended Learning Program and Continuous Professional Development, which corresponded with contemporary educational innovations that merged technology with traditional teaching methods. Their suggestions for a Community Engagement Program and a Student Wellness and Support Program showcased a commitment to creating a well-rounded educational experience that addressed both academic and personal challenges. Garrison and Vaughan (2013) discussed how Blended Learning combined online and face-to-face instruction to provide a flexible and enriched learning experience. Additionally, Schunk and Zimmerman (2017) underscored the value of ongoing professional development for educators, noting that continuous training enhanced teaching practices and adapted to emerging educational technologies.

Enhancing educational quality at St. Louise de Marillac College of Sorsogon, Inc. (SLMCSI) Gubat Campus required a comprehensive approach that addressed several critical areas. The focus on technology



integration and training revealed a pressing need to advance technological resources and provide consistent training for both faculty and students. This emphasis aimed to rectify the deficiencies in current technological utilization and support innovative teaching methodologies. The examination of student well-being and support services underscored the necessity of implementing mental health programs, tech-based learning resources, and a holistic support system that catered to academic, emotional, and physical needs. These recommendations aligned with contemporary research, which highlighted the positive impact of comprehensive support on student success. In terms of faculty development, the importance of differentiated instruction, ongoing professional development, and fair compensation was evident. These aspects were critical for enhancing teaching effectiveness and addressing the diverse needs of students. Additionally, community engagement and collaboration were deemed essential for enriching the educational experience. Proposed initiatives included blended learning models, community involvement, and comprehensive support programs, reflecting a commitment to creating a well-rounded educational environment. These strategies collectively aimed to foster an engaging and technologically advanced learning experience, consistent with modern educational practices and responsive to the needs of the educational community.

### **Project Proposal:**

### **Enhancing Educational Services at St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus (SLMCSI GC) Using Agile Model**

#### **Rationale**

This project proposal aims to enhance the educational services at St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus (SLMCSI GC) by adopting the Agile model. The Agile approach, known for its flexibility and responsiveness, will foster a collaborative environment that addresses the evolving needs of various stakeholders, including alumni, internal staff, the local community, and employers. By integrating continuous feedback and focusing on iterative development, this model will ensure that SLMCSI GC remains adaptive to changes in the educational landscape, improving both the quality and relevance of its services. This approach is especially vital as the institution strives to provide high-quality, Christ-centered education while remaining responsive to the dynamic demands of the community it serves. Implementing the Agile model will create a structured framework for engaging stakeholders, ensuring that their voices are actively integrated into decision-making processes. It will also enable SLMCSI GC to quickly respond to emerging challenges and opportunities in education, from curriculum adjustments to teaching methods. The collaborative, feedback-driven nature of the Agile model will help the institution continuously improve its educational practices and foster a culture of innovation. Ultimately, this project seeks to enhance the educational experience at SLMCSI GC by promoting a dynamic, responsive, and stakeholder-centered approach, ensuring that the college remains a leader in providing relevant and effective education.

#### **Objectives**

The purpose of this project is to enhance the educational services at St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus (SLMCSI GC) by assessing the perceptions and experiences of various stakeholders. This will help identify areas for improvement and enable the development of an effective action plan that aligns with the needs and expectations of alumni, internal staff, the local community, and employers. The following objectives outline the key areas of focus for this project:

1. Gathers insights into the lived experiences of alumni regarding the quality of education at SLMCSI GC.

2. Evaluates how alumni perceive the impact of their education on their personal and professional growth.
3. Analyzes how administrators, faculty, and non-teaching personnel view their roles in shaping the educational outcomes at SLMCSI GC.
4. Assesses the local community's views on SLMCSI GC's contributions to promoting quality education in the region.
5. Examines how local employers perceive the quality of education provided by SLMCSI GC and its impact on the workforce.

## II. Methodology

### A. Stakeholder Engagement:

1. Conducts surveys and interviews with alumni, internal stakeholders, community members, and employers.
2. Uses focus groups to gather detailed qualitative data.

### B. Agile Framework Implementation:

1. *Scrum Teams*: Form cross-functional teams to work on specific aspects of educational service improvement.
2. *Sprints*: Implement iterative cycles (sprints) to develop, test, and refine educational initiatives.
3. *Daily Stand-ups*: Hold brief daily meetings to ensure continuous communication and quick resolution of issues.
4. *Retrospectives*: Conduct regular reviews to assess progress and identify areas for improvement.

## III. Key Initiatives

### A. Curriculum Development:

1. *Iterative Updates*: Regularly update the curriculum based on feedback from stakeholders and emerging industry trends.
2. *Pilot Programs*: Test new courses and teaching methods in small groups before its full implementation.

### B. Professional Development:

1. *Continuous Training*: Provide ongoing training for faculty and staff to adapt to innovative teaching practices and technologies.
2. *Mentorship Programs*: Establish mentorship opportunities for faculty to share best practices and support each other.

### C. Community and Employer Engagement:

1. *Partnerships*: Strengthen ties with local businesses and organizations to create internship and job placement opportunities for students.
2. *Feedback Loops*: Establish regular communication channels with employers to gather feedback on graduate performance and curriculum relevance.

### D. Alumni Relations:

1. *Networking Events*: Organize events to connect alumni with current students and faculty.
2. *Alumni Portal*: Develop an online platform for alumni to share experiences, provide mentorship, and stay engaged with the institution.

### E. Quality Assurance:

1. *Continuous Improvement*: Use Agile retrospectives to continuously assess and improve educational services.
2. *Stakeholder Feedback*: Regularly collect and analyze feedback from all stakeholders to ensure the institution meets their needs.

#### IV. Expected Outcomes

1. *Enhanced Educational Quality*: Improved curriculum and teaching methods that align with stakeholder needs.
2. *Increased Stakeholder Satisfaction*: Higher satisfaction levels among alumni, internal stakeholders, and the community.
3. *Stronger Community Ties*: Enhanced partnerships with local organizations and increased community involvement.
4. *Improved Graduate Employability*: Graduates who are well-prepared to meet workforce demands and contribute meaningfully to their professions.

#### V. Timeline

- *Phase 1 (Months 1-3)*: Stakeholder surveys and interviews, initial analysis, and formation of Scrum teams.
- *Phase 2 (Months 4-6)*: Implementation of key initiatives, continuous stakeholder engagement, and iterative development.
- *Phase 3 (Months 7-12)*: Monitoring, evaluation, and refinement of initiatives based on feedback.

#### V. Budget

● Stakeholder Engagement	: 8,000 pesos
● Curriculum Development	: 15,000 pesos
● Professional Development	: 12,000 pesos
● Community and Employer Engagement	: 10,000 pesos
● Alumni Relations	: 5,000 pesos
● Quality Assurance	: 5,000 pesos
● Contingency	: <u>5,000 pesos</u>
Total	: 60,000 pesos

#### VI. Conclusion

By adopting the Agile model, SLMCSI GC can create a dynamic and responsive educational environment that meets the evolving needs of its stakeholders. This approach will ensure continuous improvement and a strong commitment to quality education.

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, findings, conclusions, and recommendations of the study based on the analysis and interpretation of insights collected from the participants.

#### Key Concepts

Understanding the perspectives of stakeholders regarding the promotion of quality education at St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus (SLMCSI GC) is crucial to recognizing the institution's overall impact. Stakeholders, including alumni, internal stakeholders, the local community, and employers, have unique experiences and insights that reflect the college's contributions to individual growth, workforce development, and community welfare. Each of these perspectives provides a nuanced view of how the college nurtures its students and fulfills its mission of promoting educational excellence. This dissertation, titled *Understanding Stakeholders' Perspectives of St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus in Promoting Quality Education*, explored the experiences of alumni and

their perceptions of the quality of education received. The research also examined how this education influenced their personal and professional growth. Additionally, it explored the views of administrators, faculty, and non-teaching personnel in shaping the educational environment, as well as the local community's recognition of the college's contributions to quality education in Sorsogon. Employers' perceptions of the institution's impact on workforce development were also considered.

Through an in-depth analysis of these narratives, several key themes emerged, which serve as the foundation for the conclusions and recommendations presented in this study. These findings also form the basis for a proposed intervention program aimed at improving the educational services provided by SLMCSI GC, ensuring that it continues to produce competent and well-rounded graduates who contribute meaningfully to the community and the broader workforce.

### Research Questions

This case study explored critical questions to assess stakeholders' views on the quality of education at St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus (SLMCSI GC). Specifically, it addressed the following questions:

1. What are the lived experiences of alumni regarding the quality of education provided at SLMCSI GC?
2. How do alumni perceive the impact of SLMCSI GC on their personal and professional growth?
3. How do internal stakeholders, such as administrators, faculty members, and non-teaching personnel, perceive their role in shaping the education provided by SLMCSI GC?
4. What is the local community's perception of SLMCSI GC's contributions to promoting quality education in Sorsogon?
5. How do local employers in the Province of Sorsogon perceive the quality of education from SLMCSI GC and its impact on the workforce?
6. What intervention program could be designed to improve the educational services of SLMCSI Gubat Campus?

### Research Process

This case study aimed to explore stakeholders' perspectives on the quality of education at St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus (SLMCSI GC) through a detailed investigation of its components and variables. The research commenced with the selection of a relevant topic and formulation of research questions, supported by consultations with academic advisers. After thorough planning and proposal writing, the researcher successfully defended the proposal and received approval to conduct the study.

To gather comprehensive data, the researcher employed multiple methods, including one-on-one interviews, focus group discussions (FGDs), and an online Google Form. The Google Form was strategically used to capture a broader range of feedback, accommodating participants who preferred digital responses. This approach allowed for diverse insights from alumni, administrators, faculty members, and local community members, thus enhancing the overall data collection process.

The researcher ensured the validity of the data collection instruments by seeking expert feedback and obtaining formal permissions from institutional authorities. During data collection, participants were given the option to provide written responses via the Google Form if they were uncomfortable with face-to-face interviews, thus respecting their preferences and maintaining ethical research practices.

Following data collection, the researcher engaged in rigorous coding and thematic analysis to interpret the participants' narratives. Guided by the research adviser, key themes and patterns were identified, which formed the basis for the study's findings, conclusions, and recommendations. Throughout the process,

participant information was handled with confidentiality and respect, ensuring adherence to ethical standards and accommodating the needs of all participants.

### **Findings and Interpretations**

Based on the analysis and interpretation of data, the salient findings of the study are as follows:

1. The positive experiences of alumni at St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus (SLMCSI GC) can be attributed to the comprehensive approach the institution takes towards education. The emphasis on spiritual and values formation, which is often a cornerstone of education in religiously affiliated institutions like SLMCSI GC, provides students with a strong moral compass and a sense of purpose that guides them in their personal and professional lives. This is complemented by the academic rigor of the programs offered, which challenges students, hone their critical thinking skills, and deepens their understanding of their chosen field of study. The focus on holistic development ensures that education extends beyond academics, encompassing physical health, emotional intelligence, and social skills. This well-rounded approach helps students thrive in various aspects of life. Additionally, the inclusion of practical skills training in the curriculum allows students to apply their classroom learning to real-world situations, making them more prepared for the workforce. These elements combined create a rich and comprehensive educational experience that equips students for success in their personal and professional lives.
2. Alumni perceive the impact of SLMCSI GC on their personal and professional growth as significant due to several key factors. The institution's emphasis on instilling core values plays a crucial role in shaping the character and ethical conduct of its students, preparing them not just for their careers but for their roles in society as well. The strong academic foundation provided by SLMCSI GC equips students with the knowledge and skills necessary for their chosen fields, contributing to their career readiness. Moreover, the practical experiences offered by the institution, such as internships and hands-on projects, provide students with opportunities to apply their learning in real-world contexts. These experiences foster resilience as students navigate challenges and learn from them, further enhancing their preparedness for the professional world. Thus, the combination of values education, academic learning, and practical experiences at SLMCSI GC creates a holistic educational environment that significantly contributes to the personal and professional growth of its alumni.
3. Internal stakeholders at SLMCSI GC, such as administrators, faculty members, and non-teaching personnel, play a crucial role in shaping the education provided by the institution. They perceive their roles as multifaceted and interconnected. Continuous professional development is seen as a key aspect of their roles, as it allows them to stay updated with the latest educational trends and methodologies, thereby enhancing the quality of education they provide. The maintenance of campus facilities is another important aspect, as a conducive learning environment can significantly impact students' academic performance and overall learning experience. Active support and collaboration among internal stakeholders are also seen as vital in creating a harmonious and productive educational environment. Financial management is another crucial aspect of their roles, as it ensures the sustainability of the institution and its programs. Lastly, ensuring alignment with the institution's educational philosophy is seen as fundamental in shaping the education provided by SLMCSI GC, as it guides all educational practices and policies within the institution. These roles, when performed effectively, contribute significantly to the provision of quality education at SLMCSI GC.
4. The local community's positive perception of SLMCSI GC's contributions to promoting quality education in Sorsogon can be attributed to several factors. The community recognizes that the



institution's graduates are well-prepared for the workforce, which is a testament to the quality of education provided by SLMCSI GC. This readiness of graduates not only benefits the individuals themselves but also contributes to the overall development of the local workforce. Furthermore, the community appreciates that the institution supports local workforce needs, which indicates a strong alignment between the institution's programs and the needs of the local economy. However, the community also notes that there is room for improvement, particularly in aligning the curriculum with industry trends and enhancing practical training opportunities. These areas of improvement suggest that while the institution is doing well, there is always scope for further enhancement to better serve the students and the community. This continuous strive for improvement is a hallmark of institutions committed to providing quality education.

5. Local employers in the Province of Sorsogon perceive the quality of education from SLMCSI GC positively, primarily because they find the institution's graduates to be well-prepared and ethical. These graduates are seen as valuable additions to the workforce, bringing with them the knowledge and skills they have acquired from their education at SLMCSI GC. Their ethical conduct, likely nurtured by the institution's emphasis on values formation, is also appreciated in the professional setting. However, employers also note areas for improvement, particularly in terms of technological adaptation and curriculum relevance. They suggest that while the graduates are generally well-prepared, they could benefit from more exposure to the latest technologies and trends in their respective fields. This feedback indicates a need for the institution to continuously update its curriculum and incorporate more practical training opportunities to better prepare its students for the evolving demands of the workforce. This continuous strive for improvement is a hallmark of institutions committed to providing quality education.
6. An intervention program designed to improve the educational services of SLMCSI Gubat Campus could focus on several key areas. Integrating modern technology into the curriculum is crucial in today's digital age, as it not only enhances learning experiences but also prepares students for the technological demands of the modern workforce. Enhancing faculty training on innovative teaching methods can further improve the quality of education, as it equips educators with the skills and knowledge to effectively engage students and facilitate learning. Upgrading infrastructure and facilities can create a conducive learning environment that supports the academic needs and well-being of students. Providing mental health and well-being support for students is also important, as it promotes a healthy learning environment and supports students' overall well-being, which is crucial for their academic success. Lastly, aligning the curriculum with industry trends ensures that the education provided is relevant and that students are well-prepared for their future careers. These interventions, when implemented effectively, can significantly enhance the quality of education provided by SLMCSI Gubat Campus.

## Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. The alumni of St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus (SLMCSI GC) attribute their positive experiences to the institution's comprehensive approach to education, which combines spiritual and values formation, academic rigor, holistic development, and practical skills training, creating a rich educational experience that equips them for success in their personal and professional lives.

2. Alumni perceive the impact of SLMCSI GC on their personal and professional growth as significant, attributing it to the institution's emphasis on instilling core values, providing a strong academic foundation, and offering practical experiences, all of which foster resilience and readiness for the professional world.
3. Internal stakeholders at SLMCSI GC, such as administrators, faculty members, and non-teaching personnel, perceive their roles as crucial in shaping the institution's education through continuous professional development, maintenance of campus facilities, active support and collaboration, financial management, and alignment with the institution's educational philosophy, all of which significantly contribute to the provision of quality education at SLMCSI GC.
4. The local community perceives SLMCSI GC's contributions to quality education in Sorsogon positively, recognizing the institution's well-prepared graduates and support for local workforce needs, while also noting areas for improvement such as curriculum alignment with industry trends and enhanced practical training opportunities, reflecting a commitment to continuous improvement.
5. Local employers in the Province of Sorsogon perceive the quality of education from SLMCSI GC positively due to the well-prepared and ethical graduates it produces, but they also suggest improvements in technological adaptation and curriculum relevance to better prepare students for the evolving demands of the workforce.
6. To enhance educational services at SLMCSI Gubat Campus, an intervention program should integrate modern technology into the curriculum, improve faculty training on innovative teaching methods, upgrade infrastructure, offer mental health and well-being support for students, and align the curriculum with industry trends to better equip students for the workforce.

### Recommendations

The following recommendations were formulated from the emerging themes and findings:

1. SLMCSI GC, holds more industry-specific workshops and internships, expands extracurricular activities focusing on arts, sports, and community service, and utilizes digital tools for interactive learning while continuing to emphasize spiritual and values formation through retreats and community service programs.
2. SLMCSI GC strengthens partnerships with industry leaders for mentorship programs, incorporates more experiential learning opportunities such as internships and project-based assignments, and continues to emphasize core values and academic excellence through updated curricula and community engagement initiatives.
3. Internal stakeholders at SLMCSI GC, including administrators, faculty members, and non-teaching personnel, are provided with continuous professional development, maintenance of campus facilities, active support and collaboration, financial management, and alignment with the institution's educational philosophy, significantly contributing to the provision of quality education at SLMCSI GC.
4. SLMCSI GC enhances curriculum alignment with industry trends and provides more practical training opportunities to further improve the quality of education and better meet local workforce needs.
5. Investment in modern technology and teaching tools be prioritized, along with ongoing faculty training in innovative methods to advance educational delivery and stay current with technological progress.
6. An intervention program to improve the educational services of SLMCSI Gubat Campus which could focus more on integrating modern technology into the curriculum, enhancing faculty training,

upgrading infrastructure, providing mental health support for students, and aligning the curriculum with industry trends, all of which, when implemented effectively, can significantly enhance the quality of education provided by the institution.

### **Suggested Titles for Future Research**

Given the study's focus on understanding stakeholders' perspectives of St. Louise de Marillac College of Sorsogon, Inc. Gubat Campus in promoting quality education, several areas of future research can be explored to deepen insights into stakeholder engagement and educational development. The following are six suggested research titles for future studies:

1. "Exploring the Role of Community Involvement in Enhancing Educational Outcomes in Private Institutions"
2. "Assessing the Impact of Faculty Development Programs on Stakeholder Satisfaction and Institutional Performance"
3. "Stakeholder Perceptions of Digital Learning Innovations in Private Educational Institutions"
4. "The Influence of Institutional Culture on Stakeholder Collaboration in Private Schools"
5. "Evaluating the Contribution of Alumni Networks to Institutional Growth and Educational Excellence"
6. "Ethical Leadership in Private Educational Institutions: Stakeholder Perspectives on Governance and Policy Development"
7. "Examining the Relationship Between Curriculum Relevance and Graduate Employability in Private Higher Education"
8. "The Role of Parental Engagement in Shaping Academic Success and Student Well-being in Private Colleges"
9. "Investigating the Impact of Infrastructure Upgrades on Stakeholder Perceptions of Education Quality"
10. "The Effectiveness of Mental Health Support Services in Enhancing Student Learning and Stakeholder Satisfaction"

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