

Understanding Stakeholders' Perspectives of The Commitment to Quality Catholic Education of St. Louise de Marillac College of Sorsogon, Inc

Casimira Dematera Jarabo

Graduate Studies Department, Annunciation College of Bacon, Sorsogon Unit, Magsaysay Street,
Sorsogon City

Abstract

This study explores the diverse perspectives of stakeholders regarding St. Louise de Marillac College of Sorsogon, Inc. (SLMCSI) and its commitment to providing quality Catholic education. The research examines the experiences of alumni, the roles of internal stakeholders, and the perceptions of the wider community and employers regarding SLMCSI's educational contributions.

A qualitative research design was employed, utilizing semi-structured interviews and focus group discussions with purposively selected participants, including alumni, faculty, administrators, non-teaching personnel, and representatives from the public and private sectors. Thematic analysis was used to identify key patterns and insights from stakeholder narratives.

Findings reveal that alumni highly appreciate the academic and moral formation provided by SLMCSI, recognizing its significant impact on their personal and professional lives. Internal stakeholders see themselves as key contributors to students' holistic education, while community members and employers acknowledge SLMCSI's role in workforce development and social responsibility. Employers view graduates as competent and ethical professionals, though opportunities exist to further enhance technical skills.

The study concludes that SLMCSI remains a highly regarded institution that successfully integrates academic excellence with Catholic values. A proposed enhancement program is recommended to strengthen curriculum development, faculty support, and community engagement. These efforts aim to sustain and improve SLMCSI's commitment to producing graduates who are academically proficient, morally grounded, and socially responsible.

Keywords: quality Catholic education, alumni experiences, moral development, professional growth, holistic education

I. Introduction

Catholic education has played a pivotal role in shaping individuals' intellectual, moral, and spiritual development. Rooted in faith-based principles, Catholic institutions aim to integrate academic excellence with moral responsibility, producing graduates who are not only knowledgeable but also ethically grounded (Miller, 2006). St. Louise de Marillac College of Sorsogon, Inc. (SLMCSI) is one such institution committed to fostering holistic education through Catholic values and academic rigor. However, in a rapidly changing educational landscape influenced by globalization, technological

advancements, and shifting industry needs, it is essential for Catholic institutions to continuously assess and enhance their commitment to quality education (Altbach, Reisberg, & Rumbley, 2019).

Stakeholders—including students, parents, faculty, administrators, alumni, and employers—play a critical role in shaping perceptions of an institution's quality. Their expectations and experiences influence the reputation and effectiveness of an institution's educational programs (Tight, 2019). Understanding these perspectives is crucial for ensuring continuous institutional improvement, maintaining alignment with Catholic educational standards, and addressing emerging challenges in education.

One of the key challenges in higher education today is differentiation. Traditional competitive strategies focus on outperforming other institutions within existing educational markets, but the Blue Ocean Strategy (BOS) presents a unique alternative. This strategy encourages institutions to create new market spaces by prioritizing innovation and value creation rather than direct competition (Kim & Mauborgne, 2015). By applying BOS, Catholic institutions like SLMCSI can go beyond conventional approaches and offer distinctive educational experiences that integrate academic excellence, moral development, industry relevance, and community engagement.

Given these considerations, this study seeks to examine stakeholders' perceptions of SLMCSI's commitment to quality Catholic education and explore strategic enhancements based on the Blue Ocean Strategy framework. Through this approach, SLMCSI can refine its programs, strengthen community engagement, and ensure its graduates are well-prepared for both professional success and ethical leadership.

The study aims to explore multiple stakeholder perspectives on St. Louise de Marillac College of Sorsogon, Inc.'s (SLMCSI) dedication to delivering quality Catholic education. It seeks to identify the factors that significantly shape these perceptions and evaluate the alignment of stakeholders' views with the institution's educational mission. Additionally, the research aims to pinpoint areas for enhancement based on comprehensive stakeholder feedback. Ultimately, the study intends to offer strategic recommendations aimed at sustaining and enriching the provision of quality Catholic education at SLMCSI.

The findings of this research will provide valuable insights for school administrators, faculty members, and policymakers in developing strategic initiatives to enhance SLMCSI's commitment to quality Catholic education. By understanding stakeholders' expectations and concerns, the institution can refine its curriculum, strengthen faculty development programs, and foster stronger engagement with alumni and the broader community.

Additionally, this study contributes to the broader discourse on Catholic education by highlighting the role of innovative strategies—such as the Blue Ocean Strategy—in shaping educational excellence. It offers a model that other Catholic institutions can adopt to remain competitive, relevant, and true to their faith-based mission (Guzmán & Tan, 2021)

This research seeks to explore and understand the perspectives of various stakeholders regarding SLMCSI's commitment to providing quality Catholic education. Specifically, it aims to examine the experiences of alumni concerning the education they received and how they perceive its impact on their personal and professional lives. It also investigates how internal stakeholders, including administrators, faculty members, and non-teaching personnel, view their roles in shaping the institution's educational quality. Furthermore, the study explores public and private community perceptions of SLMCSI's contributions to education in Sorsogon, as well as how employers in the province assess the quality of its

graduates and their contributions to the workforce. Ultimately, the research seeks to develop an enhanced program that strengthens the institution's commitment to quality education based on insights gathered from both internal and external stakeholders.

This study aims to examine the perspectives of various stakeholders regarding SLMCSI's commitment to quality Catholic education and identify the key factors that influence their perceptions. It also seeks to assess the extent to which stakeholders' views align with the institution's educational mission and values, while identifying areas for improvement based on their feedback. Ultimately, the study aims to propose an enhanced program that will further strengthen SLMCSI's dedication to providing quality Catholic education.

This study provides meaningful insights that can guide SLMCSI in strengthening its commitment to quality Catholic education. For administrators and policymakers, the findings can inform strategies for curriculum development, faculty support, and institutional growth. For faculty and staff, the study highlights their role in shaping students' academic and moral development. Alumni and students can benefit from improvements based on stakeholders' feedback, ensuring that their education remains relevant and impactful. Furthermore, community members and employers will gain a clearer understanding of SLMCSI's role in workforce development and its contributions to the local community. By addressing stakeholders' perceptions and concerns, this study aims to reinforce SLMCSI's mission of providing holistic education, ensuring that graduates are well-equipped with knowledge, skills, and values that contribute to society.

II. Methods

This study employed a qualitative research design to gain an in-depth understanding of stakeholders' perspectives on St. Louise de Marillac College of Sorsogon, Inc. (SLMCSI)'s commitment to quality Catholic education. A qualitative approach was chosen to explore participants' experiences, insights, and perceptions in a detailed and meaningful way, allowing for a comprehensive analysis of the factors influencing their views on the institution's educational mission and values.

Participants

The study included 32 participants from various stakeholder groups to ensure a diverse and representative sample. This sample was selected using a stratified random sampling technique, ensuring that all key stakeholder groups were proportionally represented. Alumni were included to provide insights into the long-term impact of SLMCSI's education, while internal stakeholders (faculty, administrators, and non-teaching personnel) offered perspectives on the institution's internal processes. Public and private community members contributed external viewpoints, and employers assessed the preparedness and quality of SLMCSI graduates in the workforce.

To ensure a robust and multi-dimensional understanding of stakeholder perspectives, two primary data collection methods were used: Survey and Focus Group Discussion. Surveys were administered to all 32 participants, incorporating open-ended questions, allowing respondents to elaborate on their experiences and provide deeper insights into the strengths and areas for improvement of SLMCSI. To complement the surveys, four focus group discussions (FGDs) were conducted, with one group per major stakeholder category (Alumni, Internal Stakeholders, Community Members, Employers). Each FGD lasted approximately 60–90 minutes and was moderated using a semi-structured discussion guide. Discussions

focused on themes such as the institution's academic rigor, moral and spiritual formation, institutional impact, and areas for improvement.

Focus group discussions (FGDs) provided a platform for an in-depth exploration of stakeholders' perceptions, fostering dynamic and interactive exchanges among participants. A thematic analysis was conducted on both open-ended survey responses and FGD transcripts to identify recurring patterns and significant insights. Responses were systematically coded and categorized into key themes, including educational quality, moral and spiritual development, graduate preparedness, and institutional reputation. To strengthen the depth and authenticity of the findings, direct participant quotations were incorporated to illustrate key insights, providing a richer context and a deeper understanding of stakeholder perspectives. To enhance the validity and reliability of the study, data triangulation was employed by cross-referencing survey responses, FGD discussions, and institutional documents. Furthermore, member checking was conducted, allowing selected participants to review the preliminary findings and verify the accuracy of interpretations. To ensure the credibility of the thematic analysis, expert validation was sought from educational researchers, reinforcing the rigor and trustworthiness of the study's conclusions.

Through in-depth qualitative insights from FGDs, this study offered a comprehensive understanding of stakeholders' perspectives on SLMCSI's commitment to quality Catholic education. By capturing diverse viewpoints and experiences, the findings provide a nuanced and well-rounded analysis of how the institution upholds its mission and areas where further enhancement may be needed.

III. Results

The findings of this study provide valuable insights into stakeholders' perspectives on St. Louise de Marillac College of Sorsogon, Inc. (SLMCSI) and its commitment to delivering quality Catholic and Vincentian education. Through interviews, focus group discussions, and document analysis, six key themes emerged, highlighting the institution's strengths, challenges, and opportunities for improvement.

1. Alumni Perceptions of SLMCSI's Education

Alumni expressed a strong appreciation for the academic rigor and values-based education they received from SLMCSI. They acknowledged the institution's role in shaping them into competent professionals with strong moral foundations. Many emphasized how the Vincentian charism—centered on service, compassion, and faith—continues to influence their personal and professional decisions.

“SLMCSI didn't just teach me technical skills; it molded me into a responsible and ethical professional. The values I learned here still guide me in my career and personal life.” — SLMCSI Alumnus

2. Impact of SLMCSI on Alumni's Personal and Professional Growth

Beyond academic knowledge, alumni credited SLMCSI for instilling in them a deep sense of social responsibility and ethical leadership. Many reported that their Catholic education helped them navigate professional challenges with integrity, and some noted that their involvement in community service programs at SLMCSI fostered a commitment to social advocacy.

“The Vincentian values I learned at SLMCSI—humility, service, and faith—remained as my guiding principles in my profession and everyday life.” — SLMCSI Alumnus

3. Internal Stakeholders' Commitment to Student Development

Faculty members, administrators, and non-teaching personnel see themselves as integral to the mission of the institution. They view their role not just as educators and support staff but as mentors shaping students'

academic and spiritual journeys. Many emphasized the importance of continuously improving teaching methodologies, student engagement, and moral formation.

“Teaching here isn’t just about delivering lessons; it’s about forming individuals who are academically competent and morally upright.” — SLMCSI Faculty Member

4. Community Recognition of SLMCSI’s Contributions

Public and private community members recognize SLMCSI as a pillar of education, workforce development, and moral leadership in Sorsogon. Many highlighted the institution’s commitment to Catholic social teaching and its engagement in outreach programs that benefit marginalized sectors.

“SLMCSI isn’t just an academic institution—it’s a community partner. Their outreach programs and scholarships make a real difference.” — Community Member

5. Employer Perspectives on SLMCSI Graduates

Employers generally perceive SLMCSI graduates as competent, ethical, and service-oriented professionals. Many acknowledged the graduates’ strong work ethic and adaptability, though some suggested further strengthening technical skills and industry-specific training to align with market demands.

“SLMCSI graduates stand out not only because of their skills but because they bring integrity and commitment to the workplace.” — Employer

6. Recommendations for Strengthening Quality Catholic Education at SLMCSI

Based on stakeholders’ feedback, an enhanced program is proposed to further reinforce SLMCSI’s commitment to quality education. Key areas of improvement include:

Curriculum Enhancement – Updating programs to integrate more technical and industry-relevant skills alongside Catholic values.

Faculty Development – Providing ongoing training and mentorship to ensure high-quality instruction and student engagement.

Student Support Programs – Strengthening scholarships, leadership programs, and spiritual formation to nurture well-rounded graduates.

Community Engagement – Expanding service-learning initiatives to deepen students’ commitment to social responsibility.

Stakeholders unanimously recognize SLMCSI as a transformative institution that produces graduates who are not only academically skilled but also morally grounded and socially responsible. The Vincentian values of humility, charity, and service remain at the heart of the institution’s educational framework, shaping individuals who make meaningful contributions to society. Moving forward, stakeholders emphasize the need for continuous innovation, faculty development, and stronger industry partnerships to ensure that SLMCSI maintains its legacy of excellence in Catholic education.

IV. Discussion

The findings of this study provide a well-rounded understanding of stakeholders’ perceptions regarding St. Louise de Marillac College of Sorsogon, Inc. (SLMCSI)’s commitment to delivering quality Catholic education. The discussion explores the implications of these findings and their alignment with existing literature on Catholic education, institutional reputation, and graduate outcomes.

1. Alumni Perspectives: Academic and Moral Formation

Alumni expressed strong appreciation for SLMCSI's quality education, particularly its role in shaping their professional competencies and personal values. Their experiences suggest that the institution effectively integrates academic rigor with Catholic values, producing graduates who are both intellectually prepared and morally grounded.

These findings align with prior research on Vincentian education by Ross, J. (2016), which emphasizes holistic development—nurturing not only students' academic knowledge but also their ethical responsibility, faith, and social engagement. Many alumni credited SLMCSI with influencing their career success and personal growth, reinforcing the long-term impact of faith-based education on life outcomes. This aligns with studies showing that graduates from Catholic institutions tend to exhibit high levels of civic engagement, ethical leadership, and social responsibility (Bryk et al., 1993; Convey, 2012).

2. Internal Stakeholders: Commitment to Mission and Values

Administrators, faculty members, and non-teaching personnel see themselves as integral to the institution's mission, emphasizing their collaborative role in fostering academic and moral education. Their shared commitment to Catholic identity, continuous improvement, and student success highlights a strong institutional culture of faith-driven service and educational excellence.

These perspectives are consistent with literature on Catholic educational institutions, where faculty and staff often view their work as a vocation rather than a profession (Ozar & Weitzel-O'Neill, 2012). The commitment of internal stakeholders ensures that SLMCSI maintains its Catholic Vincentian identity, providing students with an education that blends knowledge, spirituality, and service.

3. Community Perceptions: Reputation and Societal Impact

Public and private community members view SLMCSI as a pillar of educational and moral leadership in Sorsogon, contributing to social and economic development through workforce preparation and community engagement. The institution's active role in service-oriented programs, ethical leadership training, and local development efforts strengthens its reputation among external stakeholders.

This finding aligns with studies on the role of Catholic colleges in community engagement, which emphasize the importance of social outreach and ethical leadership in shaping local communities (Grace, 2002). While the community appreciates SLMCSI's contributions, there is recognition that further strengthening of industry linkages, outreach programs, and public engagement can enhance its impact.

4. Employer Perceptions: Graduate Readiness and Workforce Contributions

Employers in both public and private sectors view SLMCSI graduates as competent, ethical, and adaptable, underscoring the institution's effectiveness in preparing students for professional success and ethical leadership. However, some employers noted opportunities to strengthen technical skills and industry-specific training to better meet evolving workforce demands.

This aligns with research indicating that Catholic institutions excel in producing ethically responsible graduates but often face challenges in aligning curricula with rapidly changing industry requirements (Heft, 2011). The emphasis on values-based education is a strong asset, but continuous curriculum development and industry partnerships can further enhance technical competencies and job readiness.

5. Proposed Enhancements: Strengthening SLMCSI's Educational Impact

Stakeholder feedback highlighted areas for strategic enhancement, particularly in:

Continuous curriculum development to integrate more practical, industry-relevant skills while maintaining strong Catholic values.

Faculty and student support programs, including professional development initiatives and holistic student formation.

Strengthening community engagement to deepen SLMCSI's role in public service, social transformation, and ethical leadership.

These enhancements align with best practices in Catholic higher education, where institutions are encouraged to adapt to contemporary educational demands while preserving their spiritual and ethical foundations (Telli, 2020).

Conclusion

The discussion highlights how SLMCSI's commitment to quality Catholic education is widely acknowledged across stakeholder groups. While the institution excels in academic preparation, moral formation, and community engagement, continuous improvements in industry partnerships, technical training, and curriculum alignment will ensure that it remains a leading educational institution in the region.

By strengthening its programs based on stakeholder feedback, SLMCSI can continue to produce graduates who are not only professionally capable but also morally and socially responsible leaders—fulfilling its mission as a Vincentian Catholic institution.

References:

1. Miller, J. M. (2006). *The Holy See's teaching on Catholic schools*. Sophia Institute Press.
2. Guzmán, A. B., & Tan, E. (2021). Catholic higher education and employability: Perspectives from graduates and employers. *Journal of Catholic Education*, 24(1), 45-67.
3. Altbach, P. G., Reisberg, L., & Rumbley, L. E. (2019). *Trends in global higher education: Tracking an academic revolution*. Springer.
4. Tight, M. (2019). *Higher education research: The developing field*. Bloomsbury Publishing
5. Kim, W. C., & Mauborgne, R. (2015). *Blue ocean strategy: How to create uncontested market space and make the competition irrelevant*. Harvard Business Review Press.
6. Bryk, A. S., Lee, V. E., & Holland, P. B. (1993). *Catholic schools and the common good*. Harvard University Press.
7. Convey, J. J. (2012). *Catholic schools and the future of the church*. National Catholic Educational Association.
8. Ozar, L. A., & Weitzel-O'Neill, P. (2012). *National standards and benchmarks for effective Catholic elementary and secondary schools*. Loyola University Chicago, Center for Catholic School Effectiveness.
9. Grace, G. (2002). *Catholic schools: Mission, markets, and morality*. Routledge.
10. Heft, J. L. (2011). *Catholic high schools: Facing the new realities*. Oxford University Press.