

From Review to Renewal: A Mixed Methods Study on the TLMII PVMGO-CV

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Abstract: This study examined the review and revisit of the Philosophy, Vision, Mission, Goals and Objectives, and Core Values (PVMGO-CV) of The Lady Mediatrix Institute, Inc. (TLMII) using a mixed methods research design, particularly the explanatory sequential approach. The quantitative phase was conducted first through a stakeholder survey that gathered perceptions on the awareness, understanding, clarity, relevance, communication, and lived expression of the school's PVMGO-CV. A total of 463 stakeholder participants/respondents were involved in the review process: 331 learners, 59 parents/guardians, 26 alumni, and 47 school employees composed of 25 teachers, 9 support staff, 9 maintenance staff, and 4 administrative/other personnel. The qualitative phase followed through open-ended responses and focused group discussions with students, parents/guardians, teachers, and staff to explain the meaning behind the survey results. Findings revealed that the PVMGO-CV was positively affirmed by stakeholders. Alumni respondents strongly agreed with all areas of the survey, while parents/guardians also gave positive ratings, particularly in Philosophy of Education, Vision-Mission, Catholic and Augustinian Recollect Identity, and Learner Formation. Teachers and staff participation strengthened the finding that the renewed PVMGO-CV must be translated into instruction, services, operations, campus care, and daily school culture. Qualitative findings showed that stakeholders valued Catholic and Christian formation, holistic and quality education, community collaboration, learner development, future readiness, and a whole-school Culture of Transformative Care. The study concludes that the TLMII PVMGO-CV was not rejected by stakeholders but was affirmed and called to renewal. The review and revisit process moved the school from affirmation to clarification, from consultation to alignment, and from institutional statements to a more lived formation direction in the Augustinian Recollect way.

Keywords: PVMGO-CV; TLMII; Augustinian Recollect Education; Catholic School Identity; Mixed Methods; Whole Learner Formation; School Renewal.

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I. INTRODUCTION

The Philosophy, Vision, Mission, Goals and Objectives, and Core Values (PVMGO-CV) of a school serve as the foundation of its identity, direction, and formation. These statements express what the institution believes, what it hopes to become, what it commits to do, what kind of learners it seeks to form, and what values guide its daily life. In educational institutions, the vision, mission, goals, and objectives are not merely formal declarations printed in handbooks, manuals, and school displays. They function as institutional guides for planning, curriculum development, instruction, assessment, formation, leadership, decision-making, and community engagement (Caranzo, 2023; Agua et al., 2026). When clearly understood and meaningfully communicated, the PVMGO-CV helps stakeholders recognize the purpose of the school and their shared responsibility in realizing its mission.

Studies on institutional vision, mission, goals, and objectives emphasize that these statements must be clear, relevant, visible, and accepted by stakeholders if they are to influence actual school life. In the published study on the Vision-Mission of Colegio de Santa Rita de San Carlos, Inc., Agua et al. (2026) examined how the school's Vision-Mission was experienced and internalized through the Augustinian Recollect way of education. Their mixed methods study involving 1,869 respondents found very strong internalization of the school's Augustinian Recollect educational identity, with prayer and spiritual growth emerging as the highest-rated indicators. However, the study also showed that the continuing challenge is to move stakeholders from shared appreciation toward deeper personal ownership and active mission engagement. This finding is relevant to the present study because it shows that institutional statements must not remain abstract ideals; they

must be periodically reviewed, communicated, internalized, and lived in the daily experiences of the school community.

For a Catholic Augustinian Recollect school, the PVMGO-CV carries an even deeper responsibility. It must express the school's faith identity, educational mission, learner formation direction, and fidelity to the Augustinian Recollect charism. Catholic education is called to form the whole person by integrating faith, life, culture, moral formation, and academic learning (Congregation for Catholic Education, 1977). Thus, the PVMGO-CV of a Catholic school should not only state institutional aspirations but should also reveal how the school forms learners in faith, character, service, communion, and responsible participation in society. In the Augustinian Recollect context, this includes the formation of learners through truth, charity, interiority, community life, humility, stewardship, and Christ-centered service.

The Lady Mediatrix Institute, Inc. conducted a review and revisit of its PVMGO-CV to determine how stakeholders understand, affirm, and experience the school's institutional statements. The review was not intended simply to replace old statements with new ones. Rather, it was undertaken as a process of communal discernment. It sought to listen to the school community, preserve what carries the heart of the institution, clarify what needs to be better understood, align what needs to be better connected to school life, and renew what needs to respond to present and future needs. This process recognizes that institutional renewal becomes more meaningful when the voices of learners, parents/guardians, alumni, teachers, personnel, administrators, and other stakeholders are considered in shaping the school's future direction.

The review followed a mixed methods approach. Quantitative data were gathered first through a stakeholder survey. This provided the general picture of stakeholder perception regarding awareness, understanding, clarity, relevance, communication, identity, learner formation, and program alignment. Qualitative data were then gathered through open-ended responses and focused group discussions. These gave meaning to the numbers and helped explain why stakeholders affirmed certain areas and why other areas required clarification or strengthening. This approach is consistent with explanatory sequential mixed methods research, where qualitative findings are used to explain, deepen, and contextualize the results of the quantitative phase (Creswell & Plano Clark, 2025).

The central movement of the study may be described in four actions: affirm, clarify, align, and live out. The survey results showed that stakeholders affirm the PVMGO-CV. The qualitative responses showed that the school must clarify the language of the statements, align programs and practices with the PVMGO-CV, and ensure that the renewed institutional direction is lived concretely in daily school life. In this sense, the review and revisit of the TLMII PVMGO-CV became more than a technical revision of institutional statements. It became a process of renewal aimed at making the school's Catholic Augustinian Recollect identity clearer,

more memorable, more responsive, and more visible in the daily formation of the whole learner.

➤ *Research Questions*

This study sought to answer the following questions:

- What is the level of stakeholder affirmation of the TLMII PVMGO-CV in terms of awareness and understanding, philosophy of education, vision-mission, Catholic and Augustinian Recollect identity, goals and objectives, learner formation and educational relevance, school programs and community life, and clarity, relevance, and enhancement?
- Which areas of the PVMGO-CV were most strongly affirmed by alumni and parents/guardians, and how did the participation of teachers and staff support the interpretation of the findings?
- What positive themes and areas of concern emerged from the open-ended responses?
- How did the student, parent/guardian, teacher, and staff inputs explain the quantitative results?
- How can the integrated quantitative and qualitative findings inform the renewal of the TLMII PVMGO-CV?

II. METHODS

➤ *Research Design*

This study used a mixed methods research design, particularly the explanatory sequential approach. In this design, quantitative data are gathered and analyzed first, followed by qualitative data that explain, deepen, and contextualize the quantitative findings.

This design was appropriate for the PVMGO-CV review because the school first needed to determine the level of stakeholder affirmation through a survey. After the survey, the school needed to understand what the ratings meant, how stakeholders experienced the PVMGO-CV, and what concrete recommendations could guide the renewal of the institutional statements.

The study was conducted in two phases: Phase 1 was the quantitative survey, which gathered stakeholder perceptions on the PVMGO-CV. Phase 2 consisted of qualitative open-ended responses and focused group discussions, which gathered explanations, insights, and recommendations from stakeholders.

➤ *Respondents and Participants*

The quantitative phase gathered responses from different stakeholder groups, including learners, parents/guardians, alumni, teachers, support staff, maintenance staff, and administrative/other personnel. A total of 463 participants/respondents were involved in the PVMGO-CV review and revisit process. This included 331 learners, 59 parents/guardians, 26 alumni, and 47 school employees. The employee group was composed of 25 teachers, 9 support staff, 9 maintenance staff, and 4 administrative/other personnel. Their participation was important because teachers and staff are directly involved in

translating the PVMGO-CV into instruction, learner formation, school services, communication, campus care,

administrative systems, and daily institutional culture.

Table 1 Distribution of Survey Respondents

Respondent Group	Number
Learners	331
Parents/Guardians	59
Alumni	26
Teachers	25
Support Staff	9
Maintenance Staff	9
Administrative/Other Personnel	4
Total	463

- *Note. The 47 school employees participated as a complete employee group/quota in the review process and also contributed open-ended inputs and focused discussion responses for institutional integration.*

The qualitative phase included open-ended responses from the survey and focused group discussions/consultation sessions. A student FGD was conducted with ARSC officers on May 28, 2026, from 10:30 AM to 12:00 NN at the TLMII Audio-Visual Room. The parents/guardians FGD focused mainly on overload and performance tasks. The teacher and staff inputs were gathered through the employee participation in the survey, open-ended responses, and institutional

FGD/consultation, allowing the review to include the voices of personnel who implement the PVMGO-CV in instruction, services, operations, and school culture.

➤ Research Instrument

The survey instrument was organized according to the major areas of the PVMGO-CV review: awareness and understanding of the PVMGO; philosophy of education; vision-mission; Catholic and Augustinian Recollect identity; goals and objectives; learner formation and educational relevance; school programs, leadership, and community life; and clarity, relevance, and enhancement.

Table 2 Verbal Interpretation Scale

Mean Range	Verbal Interpretation
4.21 - 5.00	Strongly Agree
3.41 - 4.20	Agree
2.61 - 3.40	Moderately Agree
1.81 - 2.60	Disagree
1.00 - 1.80	Strongly Disagree

The focused group discussions were guided by questions that encouraged stakeholders to identify meaningful words, lived practices, areas to retain, areas to simplify, and areas to strengthen. The ERRC framework was also used to determine what to eliminate, reduce, raise, and create.

➤ Data Analysis

Quantitative data were analyzed using descriptive statistics, particularly mean scores and verbal interpretation. The results were summarized by respondent group and by survey area. Qualitative data from open-ended responses and FGDs were analyzed thematically. Responses were grouped according to recurring ideas, concerns, and recommendations. The qualitative findings were then integrated with the quantitative results to explain the meaning of the numerical findings and to guide the renewal of the PVMGO-CV.

III. RESULTS

A. Overall Quantitative Findings

The consolidated quantitative findings showed that the TLMII community generally affirmed the PVMGO-CV. Across the major areas of the survey, results were positive and indicated that stakeholders recognized the value of the school's institutional statements.

The strongest areas in the consolidated results were Catholic and Augustinian Recollect Identity, Vision-Mission, and Learner Formation. This indicates that stakeholders strongly associate TLMII with faith formation, Augustinian Recollect identity, and the formation of learners.

At the same time, the results indicated that the PVMGO-CV needed to become clearer, more memorable, better communicated, and more visibly connected to daily

school life. Thus, the quantitative findings did not show rejection of the PVMGO-CV. Rather, they showed affirmation with a call for clarification and stronger implementation.

B. Alumni Responses

A total of 26 alumni participated in the survey. The alumni respondents gave consistently high ratings across all parts of the instrument, with all areas interpreted as Strongly Agree.

Table 3 Alumni Responses by Survey Area

Area	Alumni Mean	Verbal Interpretation
Awareness and Understanding of the PVMGO	4.41	Strongly Agree
Philosophy of Education	4.47	Strongly Agree
Vision-Mission	4.63	Strongly Agree
Catholic and Augustinian Recollect Identity	4.61	Strongly Agree
Goals and Objectives	4.48	Strongly Agree
Learner Formation and Educational Relevance	4.58	Strongly Agree
School Programs, Leadership, and Community Life	4.54	Strongly Agree
Clarity, Relevance, and Enhancement	4.47	Strongly Agree

The highest-rated area among alumni was Vision-Mission with a mean of 4.63. This was followed by Catholic and Augustinian Recollect Identity with 4.61 and Learner Formation and Educational Relevance with 4.58. These results indicate that alumni continue to recognize the lasting relevance of the school's institutional direction, Catholic and Augustinian Recollect identity, and learner formation even after graduation.

C. Parent/Guardian Responses

A total of 59 parents/guardians participated in the survey. The parent/guardian respondents gave generally positive ratings across all parts of the instrument. Four areas were interpreted as Strongly Agree, while the remaining four areas were interpreted as Agree.

Table 4 Parent/Guardian Responses by Survey Area

Area	Parents/Guardians Mean	Verbal Interpretation
Awareness and Understanding of the PVMGO	4.08	Agree
Philosophy of Education	4.31	Strongly Agree
Vision-Mission	4.31	Strongly Agree
Catholic and Augustinian Recollect Identity	4.30	Strongly Agree
Goals and Objectives	4.20	Agree
Learner Formation and Educational Relevance	4.24	Strongly Agree
School Programs, Leadership, and Community Life	4.07	Agree
Clarity, Relevance, and Enhancement	4.10	Agree

Parents/Guardians gave the highest ratings to Philosophy of Education and Vision-Mission, both with a mean of 4.31. These were followed by Catholic and Augustinian Recollect Identity with 4.30 and Learner Formation and Educational Relevance with 4.24. These results show that parents/guardians positively recognize the school's philosophy, institutional direction, Catholic and Augustinian Recollect identity, and formative purpose.

The lowest mean among parents/guardians was School Programs, Leadership, and Community Life with 4.07,

followed by Awareness and Understanding of the PVMGO with 4.08 and Clarity, Relevance, and Enhancement with 4.10. These results suggest that parents/guardians need more opportunities to understand, participate in, and see the concrete connection between the PVMGO-CV and daily school programs.

D. Comparative Interpretation of Alumni and Parent/Guardian Results

Table 5 Comparative Interpretation of Alumni and Parent/Guardian Results

Area	Alumni Mean	Parent/Guardian Mean	Interpretation
Awareness and Understanding	4.41	4.08	Alumni show stronger familiarity; parents need stronger communication
Philosophy of Education	4.47	4.31	Both groups strongly affirm the school's educational philosophy
Vision-Mission	4.63	4.31	Alumni show very strong recognition of institutional direction
Catholic and Augustinian Recollect Identity	4.61	4.30	Both groups affirm the Catholic and Augustinian Recollect identity

Area	Alumni Mean	Parent/Guardian Mean	Interpretation
Goals and Objectives	4.48	4.20	Parents need clearer explanation of goals and objectives
Learner Formation and Educational Relevance	4.58	4.24	Both groups recognize the formative role of the school
School Programs, Leadership, and Community Life	4.54	4.07	Parents need stronger engagement in programs and community life
Clarity, Relevance, and Enhancement	4.47	4.10	Parents desire clearer, simpler, and more relevant expressions

The comparison shows that alumni are highly affirmative of the PVMGO-CV, especially because they have already experienced the long-term impact of the school's formation. Parents/Guardians, on the other hand, affirm the PVMGO-CV but also indicate the need for clearer communication, simpler language, better scheduling, stronger program alignment, and more visible implementation.

E. Qualitative Results

The open-ended responses helped explain the quantitative findings. While the numerical results showed positive affirmation of the PVMGO-CV, the written responses revealed what stakeholders valued most and what they hoped the school would improve.

➤ Positive Themes

Catholic and Christian Formation. Respondents appreciated the school's strong emphasis on prayer, faith, spirituality, and moral values. Many suggested strengthening retreats, recollections, prayer activities, and spiritual programs.

Holistic and Quality Education. Stakeholders valued the school's commitment to academic excellence, learner formation, leadership, and social responsibility.

Community and Collaboration. Many responses highlighted the importance of teamwork, community involvement, and stronger partnerships among students, parents, alumni, teachers, personnel, and administrators.

Learner Development and Student Participation. Respondents encouraged programs that promote talents, leadership, creativity, and student engagement.

Future Readiness and Innovation. Several participants suggested more technology-integrated learning, digital platforms, career readiness programs, and learner-centered activities.

➤ Areas of Concern and Constructive Feedback

Lengthy and Repetitive Statements in the PVMGO-CV. Some respondents found parts of the PVMGO-CV too long, repetitive, formal, or difficult to understand.

Overlapping Activities and Academic Workload. Several stakeholders mentioned that too many activities, projects, paperwork, and overlapping requirements sometimes become stressful for students and teachers.

Financial Concerns. A few respondents raised concerns about expenses related to school activities, assessments, costumes, books, and other requirements.

Limited Participation Opportunities. Some participants observed that certain school programs and activities involve only selected students repeatedly.

Need for Better Student Support. Respondents suggested strengthening guidance services, mental health support, anti-bullying programs, and student welfare initiatives.

School Services and Campus Practices. A few comments mentioned concerns about garbage disposal practices, administrative processes, and the effectiveness of some monthly programs and activities.

Technology and Modernization. Several stakeholders recommended reducing reliance on paper-based systems and increasing the use of digital tools, cloud-based platforms, and technology-integrated learning.

Overall, the open-ended responses confirm that stakeholders do not reject the PVMGO-CV. Rather, they ask that it become clearer, simpler, more inclusive, more responsive, and more visible in actual school life.

F. Student Focus Group Discussion Results

The student FGD was conducted with ARSC officers on May 28, 2026, from 10:30 AM to 12:00 NN at the TLMII Audio-Visual Room. The discussion began with the recitation of the current Vision and Mission, followed by guided reflection on key words, practices, relevance, alignment, and possible improvements.

The ARSC officers identified meaningful words and concepts in the existing PVMGO-CV, including Augustinian Recollect, Christ-centered, life-giving stewards, environmentally caring, transformative, educational, innovative, committed, stakeholders, and global leaders. The students connected these words to lived practices such as humility, charity, evangelization, prayer, care for creation, values formation, involvement, and academics.

Table 6 Student FGD Findings Using the ERRC Framework

ERRC Area	Student FGD Findings
Eliminate	Practices no longer helpful or aligned
Reduce	Workload, PETA costs, fundraising, repetition, and unclear requirements
Raise	Faith formation, Augustinian Recollect identity, academic support, and stakeholder life
Create	E-sports, science fairs, theater-related projects, journalism equipment, cameras, and a room for radio broadcasting

The students also raised matters related to facilities, including the improvement of high school building restrooms, water supply, urinals, bidet, and the sustainability of the Home Economics and Speech laboratories. These findings show that learners understand the PVMGO-CV as both identity and experience.

G. Parents/Guardians Focus Group Discussion Results

The parents/guardians FGD focused especially on overload and performance tasks. Parents recognized the value of performance tasks because these allow learners to demonstrate creativity, collaboration, communication,

application of learning, and practical skills. However, they expressed concern that when several performance tasks, projects, and activities are scheduled closely together, these may create pressure not only for learners but also for families.

The parents' concern was not a rejection of performance-based learning. Rather, it was a request that performance tasks be more balanced, purposeful, well-scheduled, cost-sensitive, and clearly connected to learning competencies and formation goals.

Table 7 Parents/Guardians FGD Themes and Interpretation

Parents FGD Theme	Explanation	Research Interpretation
Overload of requirements	Many tasks, projects, and activities sometimes happen close together	There is a need for better coordination and scheduling
Performance task concerns	Parents value performance tasks but worry about volume, deadlines, and preparation demands	Performance tasks should be purposeful, manageable, and competency-based
Financial sensitivity	Some tasks require materials, costumes, printing, or other expenses	Activities should consider family capacity and avoid unnecessary cost
Need for clearer alignment	Parents want to understand why tasks are given and how these support learning	Teachers should explain the learning purpose and rubric of major tasks
Whole learner balance	Parents want learners to grow without excessive pressure	Formation should be meaningful, humane, and balanced

The parents FGD explains the lower parent/guardian ratings in the areas of School Programs, Leadership, and Community Life, as well as Clarity, Relevance, and Enhancement. Parents continue to affirm the school's Philosophy, Vision-Mission, Catholic and Augustinian Recollect Identity, and Learner Formation. However, they desire clearer implementation of programs so that academic work, formation activities, and performance tasks remain meaningful, balanced, and supportive of the whole learner.

H. Teachers and Staff Involvement in the PVMGO-CV Review and Revisit

The PVMGO-CV review and revisit explicitly included the participation of the school's 47 employees as a complete employee group/quota. This group was composed of 25 teachers, 9 support staff, 9 maintenance staff, and 4 administrative/other personnel. Their participation ensured that the review did not only reflect the perceptions of learners, parents/guardians, and alumni, but also included the voices of those who implement and sustain the PVMGO-CV in daily school life.

As survey respondents, the teachers and staff contributed to the overall affirmation of the PVMGO-CV. Their responses formed part of the general finding that the school community positively affirmed the institutional statements. The PVMGO-CV was viewed not as something rejected by the community, but as something valued and

needing clarification, alignment, and stronger lived expression.

The teachers' participation is significant because they are the primary implementers of the PVMGO-CV in curriculum, lesson planning, classroom instruction, assessment, values integration, discipline, learner formation, and student accompaniment. Their responses helped show whether the institutional statements were clear enough to guide teaching and formation practices. They also helped identify the need to connect the PVMGO-CV more visibly to learning activities, classroom culture, performance tasks, spiritual formation, academic support, and student welfare.

The support staff and maintenance staff also played an important role in the review because the PVMGO-CV is not lived only in the classroom. It is also expressed in school services, communication, records, facilities, cleanliness, safety, campus care, daily interactions, and operational systems. Their participation broadened the meaning of the PVMGO-CV by showing that institutional identity must be visible in how the whole school serves, cares, communicates, and supports learners and families.

The open-ended responses and FGD/consultation inputs of teachers and staff further supported the need to move from institutional statements to lived practice. Their participation affirmed that the renewed PVMGO-CV must be clear, practical, and applicable to all areas of school life. It must

guide not only academic and formation programs but also administrative service, personnel conduct, campus culture, and stakeholder engagement. Thus, the teachers and staff

responses strengthened the direction toward a whole-school Culture of Transformative Care.

Table 8 Integration of Quantitative and Qualitative Findings

Quantitative Finding	Qualitative Explanation	Renewal Direction
Alumni strongly agreed with all PVMGO-CV areas	Alumni recognize the lasting impact of the school's Vision-Mission, Catholic and AR identity, and learner formation	Preserve the core identity and formation direction of the school
Parents/Guardians affirmed the PVMGO-CV but gave lower ratings in awareness, programs, and clarity	Parents need clearer communication, better scheduling, and more visible connection between programs and formation goals	Strengthen parent communication and stakeholder engagement
Catholic and Augustinian Recollect identity was strongly affirmed	Stakeholders valued prayer, faith, spirituality, moral values, Christ-centeredness, humility, charity, and evangelization	Retain and raise Catholic and Augustinian Recollect identity
Learner formation was positively affirmed	Stakeholders valued holistic education, leadership, values, social responsibility, creativity, and student participation	Strengthen whole learner formation
Clarity and enhancement received comparatively lower ratings among parents	Some respondents found the PVMGO-CV lengthy, repetitive, formal, or difficult to remember	Simplify and clarify the statements
School programs and community life received lower ratings among parents	Parents raised concerns about overload, performance tasks, cost, and scheduling	Improve coordination, planning, and alignment of activities
Students asked for more learner-centered opportunities	Students proposed science fairs, e-sports, theater, journalism equipment, and broadcasting spaces	Create future-ready and talent-developing opportunities
Stakeholders raised concerns on student support and campus practices	Suggestions included guidance, mental health support, anti-bullying, garbage disposal, administrative processes, and technology modernization	Make the PVMGO-CV visible in student welfare, campus culture, and systems
Teachers and staff participated in the review process as a complete employee group/quota of 47 personnel: 25 teachers, 9 support staff, 9 maintenance staff, and 4 administrative/other personnel.	Teachers and staff recognized that the PVMGO-CV must guide instruction, formation, student support, administrative services, communication, campus care, and daily school culture.	Strengthen whole-school ownership of the PVMGO-CV and institutionalize the Culture of Transformative Care across instruction, services, operations, and community life.

The integrated findings support the central movement of the study: Affirm, Clarify, Align, and Live Out. Stakeholders affirmed the school's identity. They asked for clearer and simpler language. They requested better alignment of programs, activities, performance tasks, facilities, and services. They also desired that the PVMGO-CV be lived concretely in the daily experience of learners and families.

IV. DISCUSSION

The findings of the study show that the review and revisit of the TLMII PVMGO-CV was a process of affirmation and renewal. The quantitative results showed a generally positive perception of the school's institutional statements. Alumni strongly affirmed all areas of the PVMGO-CV, while parents/guardians also gave positive ratings, with particular strength in the areas of Philosophy of Education, Vision-Mission, Catholic and Augustinian Recollect Identity, and Learner Formation and Educational Relevance.

The stronger ratings from alumni suggest that the long-term impact of TLMII formation remains meaningful even after graduation. Alumni recognized the lasting value of the school's Vision-Mission, Catholic and Augustinian Recollect identity, and learner formation. This indicates that the PVMGO-CV is not merely an administrative statement but a formation experience remembered by former learners.

The parent/guardian results, while still positive, showed the need for clearer communication and stronger engagement. Their lower ratings in Awareness and Understanding, Goals and Objectives, School Programs, Leadership and Community Life, and Clarity, Relevance, and Enhancement reveal that the PVMGO-CV may be valued but not yet fully understood or experienced by all stakeholders in the same way.

The open-ended responses helped explain these quantitative results. Stakeholders appreciated the school's Catholic and Christian formation, holistic education, community collaboration, learner development, and future readiness. At the same time, they identified areas for

improvement, including lengthy and repetitive statements, academic workload, financial concerns, limited participation opportunities, student support, campus practices, and technology modernization.

The student FGD further deepened the interpretation of the findings. The ARSC officers identified meaningful words such as Augustinian Recollect, Christ-centered, life-giving stewards, environmentally caring, transformative, innovative, committed, stakeholders, and global leaders. They connected these words to practices such as humility, charity, evangelization, prayer, care for creation, values formation, involvement, and academics.

Using the ERRC framework, the student participants recommended reducing workload, PETA costs, and fundraising, while raising faith formation, Augustinian Recollect identity, academic support, and stakeholder life. They also proposed creating more learner-centered opportunities such as e-sports, science fairs, theater-related projects, journalism equipment, and a room for radio broadcasting.

The parents FGD also clarified an important finding. Parents were not against performance tasks. They recognized their value in developing creativity, collaboration, communication, and application of learning. However, they expressed concern about overload, overlapping deadlines, additional costs, and unclear alignment of some tasks. This means that performance tasks should remain part of learner formation, but they must be designed with purpose, coordination, balance, and sensitivity to families.

The participation of the 47 teachers and staff further deepens the meaning of the findings. While learners, parents/guardians, and alumni reveal how the PVMGO-CV is received and experienced by the school community, teachers and staff show how it can be implemented, sustained, and made visible in daily school life. Teachers carry the PVMGO-CV into lesson planning, instruction, assessment, classroom management, values formation, spiritual activities, learner support, and student accompaniment. Support staff and maintenance staff carry the PVMGO-CV into communication, school services, documentation, campus care, administrative processes, safety, order, and daily service to learners and families.

This means that the renewal of the PVMGO-CV must also be understood as a whole-school culture-building process. The school does not only need clearer institutional statements; it also needs shared language, coordinated programs, consistent service, caring systems, and common practices that reflect its Catholic and Augustinian Recollect identity. The involvement of the complete employee group shows that teachers and staff are not merely implementers after the revision. They are participants in the discernment and co-builders of the renewed institutional direction.

Therefore, the involvement of teachers and staff confirms that the review and revisit of the PVMGO-CV leads to the Culture of Transformative Care. This culture calls the

whole TLMII community to make care transformative in instruction, formation, discipline, student support, parent engagement, administrative service, campus practices, and stakeholder relationships. Through the participation of administrators, teachers, support staff, maintenance staff, learners, parents, alumni, and partners, the renewed PVMGO-CV becomes not only a statement to remember but a way of life to practice.

The integration of the quantitative and qualitative findings supports the central finding of the study: the PVMGO-CV was not rejected by the stakeholders. It was affirmed. However, stakeholders asked that it become clearer, simpler, more inclusive, more responsive, and more deeply connected to daily school life. Thus, the review and revisit process moved from affirmation to clarification, from consultation to alignment, and from institutional statements to lived formation through the Culture of Transformative Care.

The renewed PVMGO-CV therefore responds to the evidence gathered from the stakeholders. It preserves the Catholic and Augustinian Recollect identity of the school while making the institutional direction more memorable, learner-centered, future-ready, and practical. The renewed Vision, “Every Augustinian Recollect learner is strong in faith and fulfilled in life,” and the renewed Mission, “We transform the whole learner in the Augustinian Recollect way,” reflect the main movement of the study: to form learners whose faith, character, intellect, relationships, talents, and life direction are transformed through an Augustinian Recollect education.

V. CONCLUSION

The review and revisit of the TLMII PVMGO-CV showed that stakeholders positively affirm the institution’s Catholic and Augustinian Recollect identity, Vision-Mission, philosophy, learner formation, and educational relevance. The review involved 463 participants/respondents composed of 331 learners, 59 parents/guardians, 26 alumni, and 47 school employees. Alumni gave consistently strong affirmation across all areas, indicating that the school’s formation continues to be meaningful even after graduation. Parents/Guardians also affirmed the PVMGO-CV, but their ratings and FGD responses indicated the need for stronger communication, clearer language, better program alignment, and more balanced implementation of performance tasks and activities. Teachers and staff participation confirmed that renewal must also be translated into classroom instruction, services, campus care, administrative systems, and daily school culture.

The qualitative findings confirmed that stakeholders value the school’s Catholic and Christian formation, holistic and quality education, community collaboration, learner development, and future readiness. At the same time, stakeholders asked the school to address lengthy and repetitive statements, workload concerns, financial sensitivity, limited participation opportunities, student support, campus practices, and technology modernization.

The study concludes that the PVMGO-CV was not rejected by the school community. It was affirmed and called to renewal. The review and revisit process became a communal act of discernment where the numbers gave the general picture and the voices gave meaning. Through the mixed methods process, TLMII moved from review to renewal, from affirmation to clarification, and from institutional statements to a more lived formation direction.

The renewed PVMGO-CV now serves as a clearer and more practical formation compass for TLMII. It preserves the school's Catholic and Augustinian Recollect identity while making its institutional direction more memorable, learner-centered, future-ready, and connected to the daily life of the school community. It also provides the foundation for the Culture of Transformative Care, where administrators, teachers, staff, learners, parents, alumni, and partners share responsibility for forming the whole learner.

RECOMMENDATIONS

- Simplify and communicate the PVMGO-CV in stakeholder-friendly language through orientations, handbooks, posters, classroom reminders, formation sessions, and digital platforms.
- Strengthen parent/guardian engagement in understanding the PVMGO-CV by showing how it is connected to classroom instruction, performance tasks, student activities, discipline, and formation programs.
- Align performance tasks with competencies, rubrics, values, and learner well-being. They should be coordinated, purposeful, competency-based, cost-sensitive, and clearly explained.
- Reduce unnecessary workload, repetition, and cost by reviewing activities, paperwork, projects, fundraising, and requirements that may be simplified, integrated, or removed.
- Create more inclusive opportunities for student participation in science fairs, journalism, theater, broadcasting, e-sports, leadership, service, faith formation, and creative programs.
- Strengthen student support and welfare programs, including guidance services, mental health support, anti-bullying programs, student welfare initiatives, and learner accompaniment.
- Make the PVMGO-CV visible in campus life and school operations, including facilities, services, administrative processes, garbage disposal, technology systems, laboratories, restrooms, and daily campus culture.
- Continue technology modernization and responsible innovation through digital platforms, technology-integrated learning, and ethical use of digital tools and artificial intelligence.
- Institutionalize regular PVMGO-CV review with systematic participation from learners, parents, alumni, teachers, personnel, administrators, and external partners.
- Institutionalize the Culture of Transformative Care as the practical expression of the renewed PVMGO-CV. This may be done through coordinated formation, teacher and staff development, parent partnership, learner support

systems, service standards, campus care, and regular monitoring of how the PVMGO-CV is lived in curriculum, operations, and community life.

PROPOSED RENEWED PVMGO-CV DIRECTION

➤ *The Results of the Study Support the Renewed Institutional Direction of TLMII:*

- Vision: Every Augustinian Recollect learner is strong in faith and fulfilled in life.
- Mission: We transform the whole learner in the Augustinian Recollect way.

This renewed direction captures what the stakeholders affirmed and what they desired. It retains Catholic and Augustinian Recollect identity, strengthens faith formation, emphasizes the whole learner, and calls the school to make its mission visible in daily school life through the Culture of Transformative Care.

➤ *Final Research Statement*

The PVMGO-CV review and revisit of The Lady Mediatrix Institute, Inc. became more than an administrative revision of institutional statements. It became a communal act of discernment involving learners, parents/guardians, alumni, teachers, staff, and school leadership. The survey showed that the PVMGO-CV was valued by stakeholders. The open-ended responses and focused group discussions showed how it could become clearer, more balanced, more inclusive, and more deeply lived. In the end, the school did not merely rewrite words. It renewed a shared direction and strengthened its Culture of Transformative Care: to form every Augustinian Recollect learner to be strong in faith and fulfilled in life.

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