

Perceived Internalization of the Vision-Mission of Colegio de Santa Rita de San Carlos, Inc.

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Abstract: This study examined the Vision-Mission of Colegio de Santa Rita de San Carlos, Inc. (CSR) as experienced and internalized through the Augustinian Recollect (A.R.) way of education using a concurrent mixed-method design. The analysis used the CSR survey data with 1,869 respondents. Quantitative data came from twenty two Likert scale items, analyzed using frequencies, percentages, means, and standard deviations. Qualitative data came from four open-ended questions analyzed through thematic analysis and integrated through joint display. Quantitative findings showed very strong internalization of the school's A.R. educational identity. Prayer and spiritual growth yielded the highest-rated indicators while the weakest area fell on the personal ownership of A.R identity. Faculty revealed the highest level of ownership while the students obtained the lowest. Qualitative themes confirmed that the CSR's Vision-Mission is strongly present in school life, but the next challenge lies in the shared appreciation to deeper personal ownership and active mission engagement.

Keywords: *Augustinian Recollect Education, Vision-Mission, Mixed Methods, Thematic Analysis, Catholic School Formation, CSR San Carlos.*

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I. INTRODUCTION

Colegio de Santa Rita de San Carlos, Inc. positions itself as an Augustinian Recollect institution that nurtures learners through faith, excellence, and service. Its Vision-Mission and Philosophy page states that the school seeks to transform the whole learner in the Augustinian Recollect way, envisions learners as strong in faith and fulfilled in life, and aims to form integral Augustinian Recollect stewards who are fit for the future. The same institutional page presents learners as inspired by the charism of the holy founders to be humble and persistent (Colegio de Santa Rita de San Carlos, Inc., n.d.-c).

These institutional statements are consistent with the wider spirituality of the Congregation of the Augustinian Recollect Sisters, whose official Vision-Mission emphasizes a community of Christ's disciples witnessing to Gospel values and charism and commits itself to a prayerful communion of life and humble service. The congregation's historical narrative also links this charism to the Talangpaz sisters, Dionicia and Cezilla Rossa, whose legacy is associated with humility, perseverance, Marian devotion, and

service (Congregation of the Augustinian Recollect Sisters, n.d.-a, n.d.-b).

Within the broader Augustinian educational tradition, schooling is understood not merely as academic training but as formation in truth, community, and service. This formation orientation is reinforced by Caranzo's (2023) published AR Whole Learner framework, which develops a school transformation model for Augustinian Recollect schools by integrating the Filipino Whole Learner with Augustinian Recollect learner attributes through a values-oriented approach. CSR's institutional framing likewise presents school life around faith, excellence, service, and the core values of Competence, Service, Reflection, and Synergy.

Given this framework, the present study asked how strongly CSR's Vision-Mission and Augustinian Recollect educational identity are perceived by stakeholders, and how the open-ended responses deepen the interpretation of the survey scores. Rather than treating the survey as a routine satisfaction check, this paper reads it as a data-based assessment of mission internalization intended to support school improvement and mission animation.

II. METHODS

➤ Design

This study employed a concurrent mixed-method design in which quantitative and qualitative data were analyzed simultaneously and integrated during interpretation through joint display and meta-inference (Creswell & Plano Clark, 2025).

➤ Data Source and Participants

The dataset came from the uploaded spreadsheet titled 'CSR Survey on the Augustinian Recollect Way of Education (Responses).' After cleaning affiliation labels, the final dataset contained 1,869 respondents. All respondents completed all 22 Likert items, so the frequency base was constant across questions. Email addresses were not used in the analysis and are excluded from reporting.

Table 1 Respondent Profile

Affiliation	N	%
Student	1654	88.50
Parent/Guardian	163	8.72
Alumni	22	1.18
Faculty	17	0.91
Non-Teaching Staff	8	0.43
Other/Unclear	5	0.27
Total	1869	100.00

➤ Quantitative Analysis

The quantitative part consisted of 22 Likert-scale items scored from 1 to 5. Descriptive statistics included frequencies, percentages, means, and standard deviations. The full 22-item scale demonstrated excellent internal consistency (Cronbach's alpha = 0.985). For interpretation, the following descriptive scale was used: 4.50-5.00 = Very High; 3.50-4.49 = High; 2.50-3.49 = Moderate; 1.50-2.49 = Low; and 1.00-1.49 = Very Low.

For synthesis, the 22 items were grouped into nine analytic domains: Augustinian identity and tradition, interiority and reflection, truth and faith-reason integration, community and relationships, service and spirituality, freedom and discipline, identity integration and formation, mission engagement and ownership, and future readiness.

➤ Qualitative Analysis

The qualitative part used the four open-ended survey questions. Nonblank responses were 1,858 for the question on experiencing the Augustinian Recollect spirit, 1,859 for the question on the most meaningful aspect of the educational

approach, 1,848 for the question on how the school can better live out its identity, and 132 for other comments. Responses were coded thematically to identify recurring patterns of meaning and to generate theme frequencies for mixed-method integration (Jowsey et al., 2021).

➤ Integration

Integration occurred in the Results and Discussion section through joint display, comparing the statistical patterns with thematic evidence from the open-ended responses. The goal was not only to identify high or low scores, but also to understand what stakeholders meant by those ratings.

III. RESULTS AND DISCUSSION

➤ Quantitative Findings

The overall scale mean across all 22 items was 4.41 (SD = 0.94), indicating a high perceived internalization of the Augustinian Recollect way of education. Positive responses (Agree + Strongly Agree) dominated all items, ranging from 82.93% to 89.67%.

Table 2 Highest- and Lowest-Rated Indicators

Indicator	Mean	SD	Agree/Strongly Agree %	Interpretation
Q13. Prayer and spiritual growth	4.51	0.92	89.30	Very High
Q2. Motto understanding	4.51	0.97	88.82	Very High
Q15. Responsibility and self-discipline	4.50	0.92	89.67	Very High
Q21. Personal ownership of AR identity	4.28	0.93	83.25	High
Q1. Core values familiarity	4.32	1.00	82.93	High
Q7. Seek truth	4.32	0.95	84.75	High

The strongest indicators were prayer and spiritual growth, understanding of the school motto, and responsibility and self-discipline. The lowest-rated indicator, although still in the high range, concerned personal ownership of Augustinian

Recollect identity. This pattern suggests that the school's mission is highly visible and appreciated, but deeper personal appropriation remains a developmental task.

Table 3 Overall Mean by Affiliation

Affiliation	Overall Mean	Interpretation
Faculty	4.78	Very High
Alumni	4.75	Very High

Non-Teaching Staff	4.74	Very High
Parent/Guardian	4.45	High
Student	4.40	High
Other/Unclear	4.17	High

Faculty posted the highest overall mean, followed closely by Alumni and Non-Teaching Staff. Students and Parents/Guardians remained highly positive but scored comparatively lower.

This ranking suggests that adult mission bearers and graduates tend to perceive CSR's educational identity more intensely, while students are still in the process of formation.

Table 4 Domain Means

Domain	Mean	Interpretation
Freedom and discipline	4.49	High
Service and spirituality	4.48	High
Identity integration and formation	4.45	High
Augustinian identity and tradition	4.41	High
Interiority and reflection	4.41	High
Community and relationships	4.39	High
Truth and faith-reason integration	4.36	High
Future readiness	4.32	High
Mission engagement and ownership	4.32	High

At the domain level, Freedom and discipline and Service and spirituality emerged as the strongest areas, while Mission engagement and ownership and Future readiness were comparatively lower. The school appears strongest in shaping conduct, prayerfulness, and service orientation, but somewhat less strong in eliciting strong personal ownership and active co-responsibility for mission.

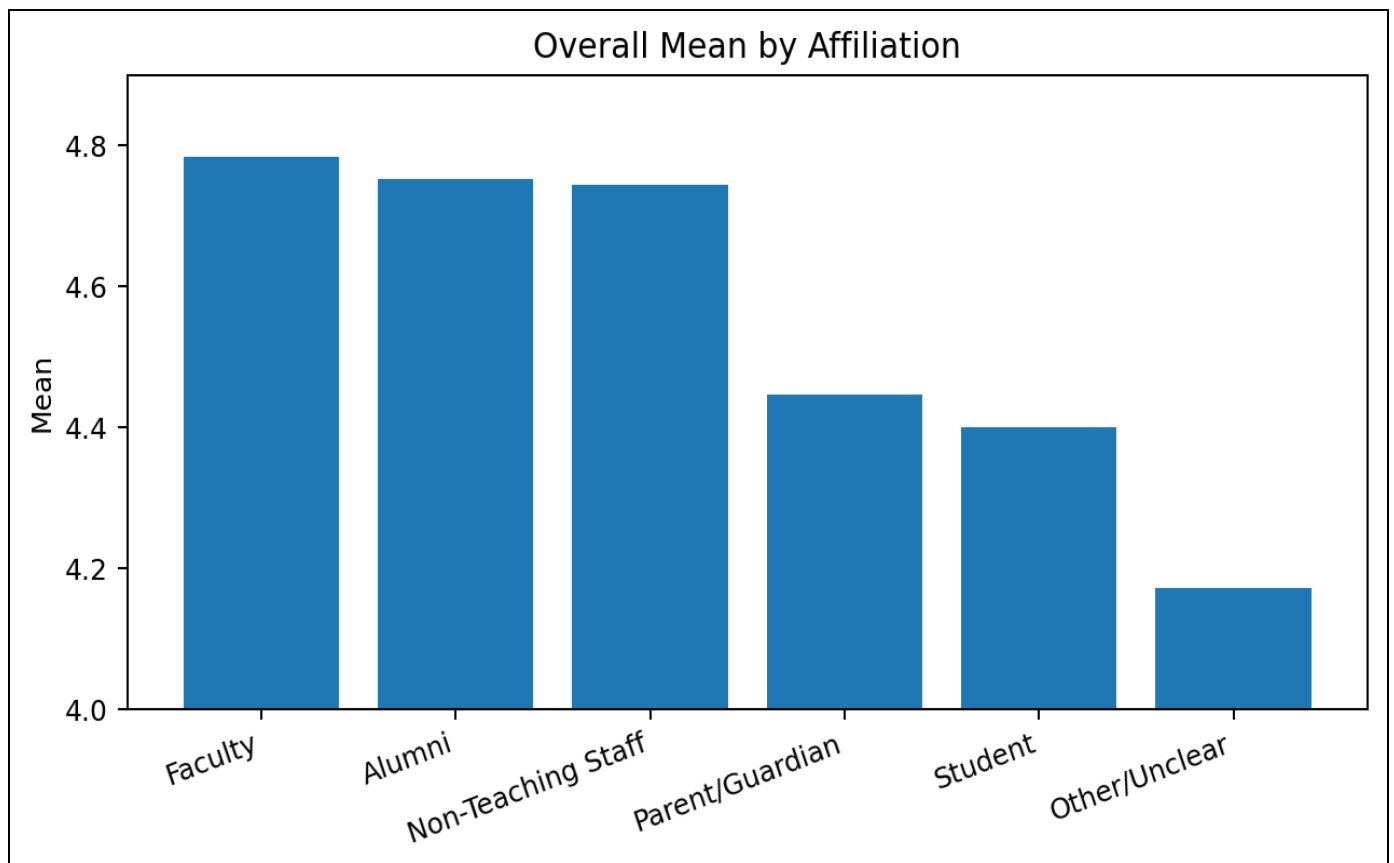


Fig 1 Overall Mean by Affiliation.

The chart shows a clear descriptive gradient, with Faculty, Alumni, and Non-Teaching Staff clustering in the very high range and Students and Parents/Guardians in the high range.

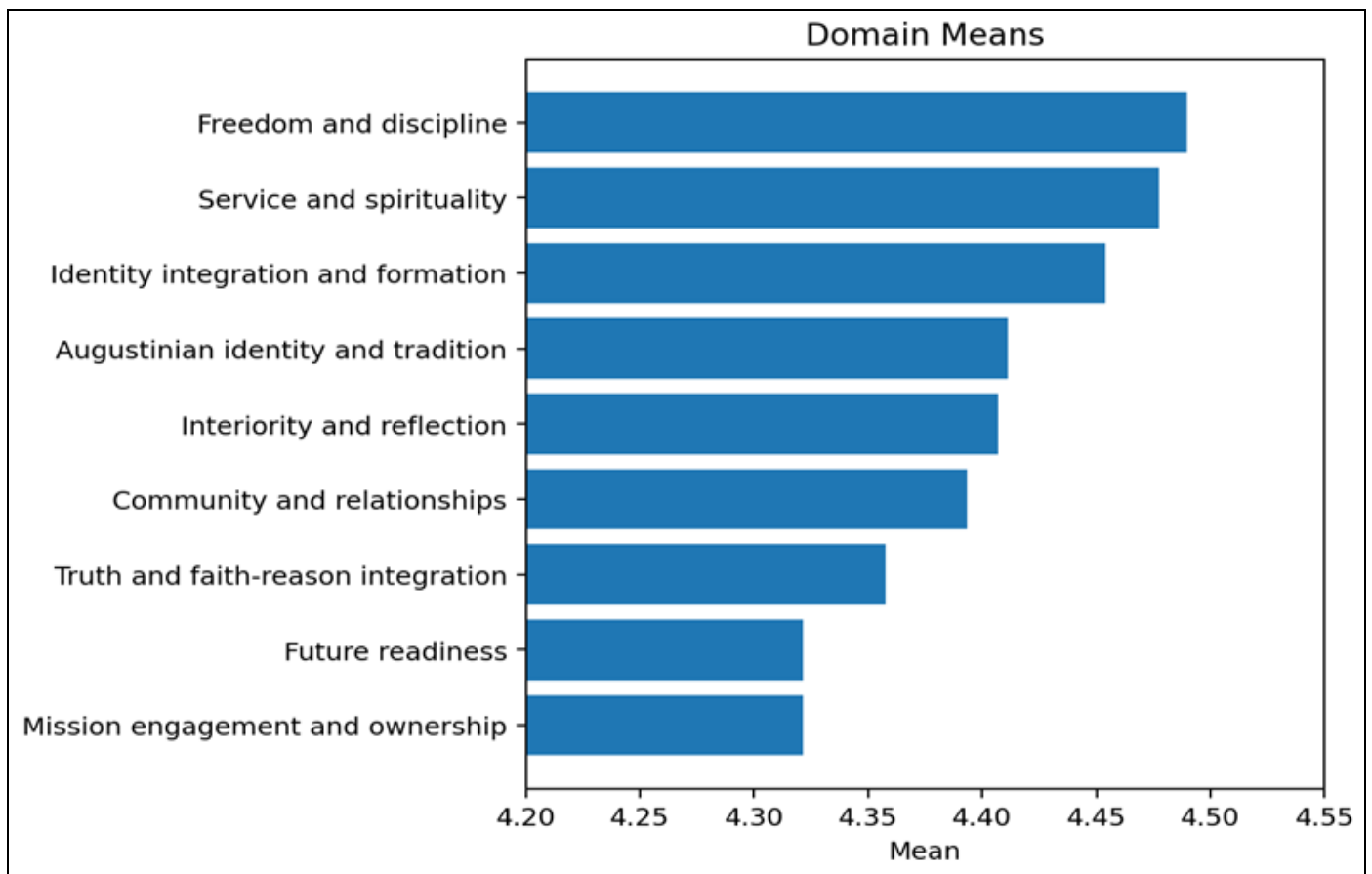


Fig 2 Domain Means.

The chart highlights the relative strength of discipline and spirituality-oriented domains and the lower, though still high, means for mission ownership and future readiness.

➤ *Qualitative Findings*

The qualitative responses enriched the numeric findings. Across the first three open-ended questions, recurring themes included spirituality and prayer, values and character formation, community and belonging, service and outreach, stronger Augustinian identity formation, and a desire for more consistent lived values.

Table 5 Major Qualitative Themes

Question	Theme	Count (%) of nonblank responses	Illustrative excerpt
Experience of AR spirit	Spirituality and prayer	963 (51.8%)	The Augustinian Recollect spirit is seen in our school through community service, reflection and prayer, values-based learning, and simple living, shaping students into compassionate individuals.
Experience of AR spirit	Values and character formation	803 (43.2%)	I experience the Augustinian Recollect spirit through our prayers, values formation, and the way teachers guide us to be kind, respectful, and faithful.
Most meaningful aspect	Values and character formation	771 (41.5%)	The most meaningful part for me is learning not only academics but also good values and self-reflection.
Most meaningful aspect	Spirituality and closeness to God	702 (37.8%)	All students are encouraged to hold on to each other and pray in order to finish their academic journey together.
Better live out AR identity	Stronger Augustinian identity formation	966 (52.3%)	Our school can better live out its Augustinian Recollect identity by deepening the practice of its core values—competence, service, reflection and synergy—in our everyday school life.
Better live out AR identity	More service and outreach activities	912 (49.4%)	Our school can better live it out by encouraging more service activities and showing love, unity, and respect in everyday actions.

The open-ended responses portray CSR as a prayerful, value-centered, and community-oriented school. At the same time, respondents repeatedly asked for more explicit identity formation, more outreach, and stronger consistency between professed values and everyday practice.

➤ *Integrated Discussion*

Table 6 Joint Display of Quantitative and Qualitative Findings

Construct	Quantitative evidence	Qualitative evidence	Integrated interpretation
Spirituality and prayer	Q13 = 4.51; Q14 = 4.46	Prayer, God's presence, Mass, recollection, and spiritual growth were the most common lived experiences.	CSR's religious and spiritual environment is one of the clearest and most consistently perceived strengths of the institution.
Values and discipline	Q15 = 4.50; Q16 = 4.48; Q11 = 4.45	Respondents repeatedly emphasized respect, kindness, compassion, responsibility, and character formation.	The Vision-Mission is not perceived as abstract rhetoric; it is experienced in behavior, expectations, and relationships.
Community and service	Q12 = 4.46; Q9 = 4.37; Q10 = 4.36	Community, belonging, outreach, and helping others were major themes.	The CSR environment is experienced as communal and service-oriented, consistent with Augustinian and AR charism.
Identity ownership and mission participation	Q20 = 4.36; Q21 = 4.28	Many respondents asked for more explicit identity formation, outreach, and student involvement.	Stakeholders affirm the mission, but they want deeper ownership and more participative embodiment of it.

The integration is largely convergent: the qualitative data supports the quantitative finding that CSR is strongly perceived as a school of faith, values, and community. The school's own institutional framing around faith, excellence, service, and the core values of Competence, Service, Reflection, and Synergy is mirrored in the survey responses (Colegio de Santa Rita de San Carlos, Inc., n.d.-a, n.d.-b, n.d.-c).

The findings also resonate with the wider charism of the Augustinian Recollect Sisters. Their official pages emphasize community, interiority, service, prayerful communion, and humble service; these same dimensions appeared clearly in the responses, especially in the themes of prayer, community, reflection, humility, and outreach (Congregation of the Augustinian Recollect Sisters, n.d.-a, n.d.-b).

The lower score on personal ownership of AR identity is especially significant. The data suggests that stakeholders already recognize and appreciate the school's formation climate, but they want deeper participation in it. In other words, the institution is visibly Augustinian Recollect, yet the developmental challenge is helping stakeholders move from recognition of mission to conscious appropriation of mission.

In mixed-method terms, the results identify a transition from institutional climate to personal ownership, and from values awareness to co-responsible participation. This is not a sign of institutional failure; rather, it is a formation opportunity. The school's next task is to deepen mission animation so that students and families not only affirm the identity of the school, but also live it more intentionally.

IV. CONCLUSION AND RECOMMENDATIONS

This study demonstrates that the Vision-Mission of Colegio de Santa Rita de San Carlos, Inc. is not only formally articulated but also substantially experienced by its stakeholders. Across all 22 indicators, quantitative results reflected consistently high to very high levels of agreement, while qualitative responses reinforced CSR's identity as a faith-centered, values-oriented, and community-based Augustinian Recollect school. Taken together, the findings affirm that the school's formative thrust toward developing the whole learner is both visible and meaningful in the lived experience of its community.

However, the results also indicate that the movement from institutional awareness to personal appropriation remains an important area for further development. While stakeholders readily affirmed the school's spiritual, moral, and communal dimensions, comparatively lower responses on mission engagement and personal ownership of Augustinian Recollect identity suggest that deeper internalization, particularly among students, still requires sustained formation.

In this regard, the school may further strengthen its mission by deepening the integration of the Vision-Mission into curriculum, instruction, and formative practice. More explicit engagement with the AR charism, reflective pedagogy, service-learning, and student participation in mission-oriented initiatives may help translate institutional identity into more intentional personal embodiment. Periodic mixed-method evaluation may likewise provide a useful basis for monitoring progress and guiding future mission-centered educational improvement.

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