The Implementation and Internalization of Philosophy, Vision, Mission, Goals, Objectives, and Core Values in the Basic Education Department

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ABSTRACT

The implementation of the university's philosophy, vision, mission, goals, objectives, and core values (PVMGOC) and student internalization highlight the crucial role these elements play in shaping student experiences and outcomes. This study examines the level of implementation and internalization of the PVMGOC within the Basic Education Department in one of the institutions in Ozamis City. This study utilized a descriptive-correlational design and was conducted on 416 students from the Basic Education department who were selected through stratified random sampling. A researcher-made questionnaire on the implementation and internalization of the PVMGOC was used to gather the data. Mean, Standard Deviation, and Pearson Product Moment Correlation Coefficient were the statistical tools used in the study to analyze the collected data. The results reveal that the university's level of implementation of the PVMGOC was very high, with students showing an equally high level of internalization. Furthermore, the analysis found a highly significant relationship between the degree of implementation and the level of internalization among students. The findings suggest that the university's effective implementation of its PVMGOC has led to a strong integration of these core elements into both institutional practices and student behavior, demonstrating how essential these principles are in shaping the academic and personal development of students. These results contribute to existing knowledge by emphasizing the impact of PVMGOC implementation on fostering holistic student growth.

Keywords: elements, implementation, internalization, students, university

INTRODUCTION

The Philosophy, Vision, Mission, Goals, Objectives, and Core Values (PVMGOC) of a university are not merely abstract concepts but pillars that profoundly impact the entire university community, including students, faculty, and staff. The institution's mission, vision, and philosophy act as a foundation for developing the organization's objectives and goals, offering a clear roadmap that everyone is expected to follow (Bueno, 2019). Core values serve as sources of inspiration, motivation, and engagement for individuals, prompting them to fulfill their responsibilities and obligations effectively. They encompass not just ethics and morality but also extend to aspects of society and culture (Schroeder et al., 2019).

These guiding principles form the basis upon which educational frameworks are built, influencing curriculum design, pedagogical approaches, and overall educational practices. These elements define the institution's identity, direction, and principles, making them essential for evaluating its ethos and aspirations (Villanca et al., 2021) and deeply ingrained in shaping the university's identity and purpose (Santiago, 2019). The PVMGOC establishes the foundation for the institution's strategic planning, execution, assessment, and improvement processes. In essence, they outline the institution's purpose, aspirations, values, and targets, guiding its systematic approach to decision-making and progress evaluation, which includes gathering feedback for continuous enhancement (Clemente, 2022).

The effectiveness of the VMGO lies in its structure and dissemination. For students, faculty, and stakeholders of an educational institution to achieve success, they must be thoroughly familiar with the institution's vision,

mission, goals, and objectives (VMGOs) and fully understand their significance. (Escolano, 2021). The awareness and acceptance of the university's vision, mission, goals, and objectives (VMGO) and its degree programs are vital for achieving institutional goals and securing licenses (Garcia et al., 2021).

Villanca (2019) evaluated the clarity of the VMGO statements at Bukidnon State University in the Southern Philippines, examining how well the VMGO was communicated and accepted by stakeholders. The findings show that the clarity of the vision and mission at Bukidnon State University, along with the goals and objectives, is well understood by various stakeholders, and with the great extent of dissemination and acceptability, stakeholders, including administrators, faculty, staff, and students, strongly agreed on the alignment of Bukidnon State University's mission and the College of Education's goals and objectives with current educational practices and activities.

Hence, by ensuring that all members of the organization fully comprehend and embrace the mission and vision statements, organizations can effectively align their actions and decisions with their overarching goals and aspirations, cultivating a unified sense of purpose and direction among employees (Kraaijenbrink, 2021). However, ineffective implementation of the vision and mission, strategies, and goals of educational institutions can affect the improvement of the quality of education (Manian et al., 2019). Without well-defined goals, objectives, and core values, decision-making processes may lack coherence and consistency, resulting in ineffective governance (Li, 2021).

Awareness and acceptance of the school's VMGO foster a collective commitment to advancing the educational journey and achieving overarching aspirations. Stakeholders must understand and embrace the school's vision, mission, goals, and objectives because they give purpose and meaning to their actions. Without grasping the underlying reasons ("why"), activities can become mundane tasks on a checklist. However, when stakeholders comprehend the "why" behind these elements, it energizes their efforts toward aiding students' growth and development, guiding them to become their best selves (Simbulan et al., 2021).

Based on the literature and studies that the researchers have read, only a few have studied philosophy, vision, mission, goals, objectives, and core values, along with their level of implementation and internalization. Hence, there is a gap in the literature regarding the relationship between the level of implementation and internalization of the PVMGOC (Philosophy, Vision, Mission, Goals, Objectives, and Core Values). To address this knowledge gap, the researchers investigated the relationship between the university's level of implementation and students' level of internalization of the PVMGOC in one of the educational institutions in Ozamis City.

This study sought to explore how the PVMGOC is implemented and embraced within the institution, providing valuable insights that can guide educational practices and policies. By focusing on both the implementation and internalization processes, the study sought to uncover the relationship between these two critical aspects, thereby contributing to the broader discourse on organizational effectiveness and educational excellence.

METHODOLOGY

A. Research Design

This study employed quantitative methodology, specifically the descriptive-correlational design. Through this approach, the study conducted inferential analysis to explore the notable relationships among dependent variables influenced by independent variables. A descriptive correlational design is used in research studies that aim to provide static images of scenarios and establish the relationship between different factors (McBurney & White, 2009). This design is deemed appropriate for examining the implementation and internalization of the philosophy, vision, mission, objectives, and core values of the Basic Education Department.

B. Research Setting

The study was conducted in one of the universities in Ozamiz City, Misamis Occidental. The university is a private educational institution offering programs across three main divisions: basic education, college degrees, and graduate school. Specifically, the study was conducted in the Basic Education Department, which is

composed of preschool, elementary, junior high, and senior high schools. It provides a thorough curriculum aimed at preparing students with the necessary knowledge and skills for advanced education or employment. Emphasized academic excellence, values education, and extracurricular activities are the basic education programs that focus on the overall development of students. Classrooms are equipped with contemporary educational tools, and libraries are filled with a diverse array of resources to facilitate learning. Laboratories provide hands-on experiences, while recreational areas promote physical well-being and social interaction. Teachers and staff provide students with individualized attention and support throughout their educational journey, fostering a conducive atmosphere for growth and development.

C. Respondents of the Study

The research respondents include 416 students from the Basic Education department who were selected through stratified random sampling. The stratification was based on grade levels to ensure representation across different educational stages. The study involves a total of 76 grade 4-6 students, with required sample sizes of 21 students for grade 4, 21 students for grade 5, and 22 students for grade 6. In high school, the total student population is 150, with required sample sizes of 37 students for grade 7, 38 students for grade 8, 38 students for grade 9, and 39 students for grade 10. For senior high school, the sample size is 100 students in grades 11 and 12. The criteria for stratification included the following: (1) respondents are bona fide students of the Basic Education Department, (2) they had been enrolled in the university for at least five months to ensure sufficient exposure to the university's philosophy, vision, mission, goals, objectives, and core values (PVMGOC), and (3) they are willing to participate in the study. The sample sizes are determined based on the proportionate distribution of students across grade levels, ensuring that each subgroup was adequately represented. This approach enhances the validity of the findings by capturing diverse perspectives and experiences within the Basic Education Department.

D. Instruments

The study on the implementation and internalization of philosophy, vision, mission, goals, objectives, and core values in the Basic Education Department utilized the following questionnaires:

a) Level of Implementation Questionnaire
b) Level of Internalization Questionnaire

Both questionnaires underwent validation and reliability testing. They were presented to experts to assess the statements per construct and determine whether each should be accepted, revised, or rejected. For accepted statements, no changes were made. Revised statements were adjusted following the experts' suggested comments to ensure more accurate construction. Rejected statements were replaced with new ones based on the experts' recommendations. The revised questionnaires were then pilot tested on students who were not included in the study.

To analyze the results, the following scale is used:

Responses	Continuum	Interpretation
5 – Strongly Agree	4.20-5.00	Very High
4 – Agree	3.40-4.19	High
3 – Neutral	2.60-3.39	Moderately High
2 – Disagree	1.80-2.59	Low
1–Strongly disagree	1.00-1.79	Very Low

E. Data Collection

In this study, the researcher obtained permission from the Basic Education Department to conduct the research.

After receiving approval, the researcher conducted pilot testing. Following this, the researchers personally distributed questionnaires to students at grade school, junior high, and senior high levels. They explained the content of the questionnaire, particularly to the grade school students. Once the discussion was complete and the respondents had finished filling out the questionnaire, the researchers collected the responses. Furthermore, the researchers ensured that each student understood the purpose of the study and the importance of their responses through an informed consent form detailing the study's objectives, procedures, potential risks, and benefits. The researchers carefully explained these details in clear, accessible language, ensuring that students fully understood what their participation entailed.

The total number of students included in the study was 416. The results of Cronbach's Alpha from the pilot testing indicated reliability scores by construct: Philosophy: 0.87, Vision: 0.86, Mission: 0.82, Goals: 0.83, Objectives: 0.85, and Core Values: 0.84, demonstrating the questionnaire's internal consistency and reliability.

F. Ethical Considerations

Before starting this study, the researchers secured permission from the relevant authorities, specifically the principal of the basic education department, via a consent letter. This letter detailed the study's purpose and requested the respondents' agreement to participate. The researchers ensured that the respondents were fully informed about the objectives and significance of the research both to them and to the university. In this study, safeguarding the privacy of respondents' data was crucial, with questionnaire responses being maintained in strict confidentiality. To ensure this, the researchers distributed an informed consent form, which explained the study's details and reassured participants that their responses would remain anonymous. Additionally, the researchers took measures to ensure that their respondents were not subjected to any harm and were given the right to participate voluntarily. Throughout the study, the results of the data gathered were presented in an unbiased manner, reflecting the honest and unfiltered responses of the respondents.

G. Data Analysis

In analyzing the data, the following tools were used:

Mean and Standard Deviation. These tools were selected to assess the overall level of implementation and internalization of the institution's Philosophy, Vision, Mission, Goals, Objectives, and Core Values among students. The Mean was used to calculate the average response, providing a summary measure of how well students have embraced these foundational elements. Standard Deviation was employed to examine the variability in students' responses, helping to identify consistency or discrepancies in their engagement with these elements. This aligns with the study's objective to evaluate how effectively students internalize and implement these principles.

Responses	Continuum	Interpretation
5 – Strongly Agree	4.20-5.00	Very High
4 – Agree	3.40-4.19	High
3 – Neutral	2.60-3.39	Moderately High
2 – Disagree	1.80-2.59	Low
1 Strongly Disagree	1.00-1.79	Very Low

Pearson Product Moment Correlation Coefficient was used to measure the strength and direction of the relationship between students' academic performance and their level of engagement with the institution's Philosophy, Vision, Mission, Goals, Objectives, and Core Values. This correlation analysis was chosen because it directly supports the study's goal of exploring whether students' academic success is linked to their alignment with these key institutional principles.

RESULTS AND DISCUSSION

Level of Implementation

Table 1 presents the level of implementation of Philosophy, Vision, Mission, Goals, Objectives, and Core Values in the Basic Education Department. Philosophy received very high remarks (M = 4.24, SD = 0.75), indicating a high degree of alignment with teaching principles and demonstrating that the university consistently incorporates its educational philosophy into practice. Vision yielded a high remark (M = 4.18, SD = 0.84), suggesting that the university often embodies its educational vision, working towards the long-term goals and aspirations of the institution. However, this rating is slightly lower than other constructs, due to its higher standard deviation, indicating variability in responses. This suggests that some stakeholders may perceive the vision's clarity and alignment differently, which could reflect challenges in consistently communicating and aligning with the university's Vision. The mission received very high remarks (M = 4.35, SD = 0.73), reflecting a consistent manifestation of the mission.

Goals received very high remarks (M = 4.39, SD = 0.76), indicating that the university consistently achieves its set goals, ensuring that it meets the expected standards and outcomes. Objectives were also remarked to be very high (M = 4.27, SD = 0.79), demonstrating that the university effectively implements specific, measurable goals in its teaching practices, contributing to a structured and goal- oriented educational environment. Core Values were also remarked to be very high (M = 4.28, SD = 0.77), demonstrating a strong adherence to fundamental values and showing that the university maintains the essential principles and ethical standards expected in its profession.

The results indicate that the Basic Education Department at the university has achieved a very high level of implementation across its foundational elements. Philosophy, Mission, Goals, Objectives, and Core Values received very high remarks, reflecting exceptional effectiveness with educational principles, mission statements, and core values. These areas demonstrate the university's strong alignment in incorporating its educational philosophy, achieving its set goals, and maintaining fundamental values. The vision has the lowest mean among the elements assessed, although it is still rated as "high." This relatively lower mean suggests that while the university generally embodies its long-term goals and aspirations, it does not consistently or effectively align as it does with other elements like the Philosophy, Mission, Goals, Objectives, and Core Values.

The study by Gouëdard et al. (2020) on curriculum reform provides a comprehensive framework for organizing, implementing, evaluating, and improving educational curricula, which aligns closely with the findings from the Basic Education Department at the university. This study highlights the importance of a structured approach to curriculum development, ensuring that educational practices are aligned with foundational elements such as Philosophy, Mission, Goals, Objectives, and Core Values.

The university's very high level of implementation in these areas reflects the systematic approach advocated by Gouëdard et al. (2020). Their research emphasizes the need for continuous evaluation and improvement processes to maintain alignment with educational goals and core values. The university's exceptional remarks across its foundational elements suggest effective implementation and regular assessment. This process highlights the importance of alignment and continuous improvement for successful curriculum reform, as suggested by Gouëdard et al.

The overall rating of Philosophy, Vision, Mission, Goals, Objectives, and Core Values (PVMGOC), interpreted as very high, are closely tied to their effective implementation within the university's educational framework. Firstly, when these elements are well-aligned and rated highly, they act as guiding principles that unify educational practices. The Vision construct has a high rating with a mean score of 4.1755, indicating a generally positive perception. However, it is not as high as other constructs due to its mean score being just below the "Very High" range and having a higher standard deviation, which shows more variability in responses.

This variability and the mean score falling just outside the "Very High" range contribute to why Vision is categorized as "High" rather than "Very High." This alignment ensures that all stakeholders—faculty, administrators, and students—are on the same page regarding the institution's educational purpose and direction.

Secondly, the clarity provided by well-defined PVMGOC facilitates strategic decision-making. Administrators can use these foundational elements to prioritize initiatives that directly support the university's long-term goals and objectives. Lastly, the strong alignment of PVMGOC supports a cohesive and integrated educational experience. It allows the university to measure progress against set goals and objectives, fostering a culture of continuous improvement and accountability.

Table 1. Level of Implementation

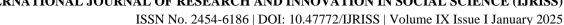| Construct	Mean	SD	Interpretation
Philosophy	4.2380	0.7468	Very High
Vision	4.1755	0.8362	High
Mission	4.3462	0.7271	Very High
Goals	4.3870	0.7552	Very High
Objectives	4.2716	0.7889	Very High
Core Values	4.2764	0.7749	Very High
Overall Level	4.28245	0.7715	Very High

Level of Internalization

Table 2 highlights the level of internalization among students, with a very high rating (M = 4.23, SD = 0.79). This degree of internalization indicates that students not only comprehend the rules and expectations but also adopt them as their own, fostering a cohesive and effective educational environment. The advanced level of internalization suggests that students have deeply assimilated institutional values and norms, integrating these principles into their daily actions and decisions. Such uniform internalization across the student body is crucial for establishing a stable and harmonious educational environment where students' behaviors align with institutional goals (Reidy, 2021). This consistency is essential for maintaining a stable educational setting where behaviors and attitudes align with institutional objectives (Reidy, 2021).

The very high level of internalization promotes a positive and supportive learning atmosphere, encouraging students to engage in self-regulated behavior and reducing the need for external rule enforcement. Internalization of values and norms fosters intrinsic motivation and a sense of personal responsibility (Niu et al., 2022), significantly contributing to a supportive classroom atmosphere where students are actively involved in their learning processes. This high level of internalization suggests that the university's targeted programs, such as values-based initiatives or mentorship, may play a crucial role in facilitating the assimilation of institutional values and behavioral norms with these internalized values, students are likely to be intrinsically motivated, leading to greater engagement and improved academic performance. The adoption of positive behaviors and attitudes through internalization can have enduring benefits, helping students become responsible and ethical individuals (Reidy, 2021).

The implications of internalization levels among students extend to philosophy, vision, mission, objectives, goals, and core values. Firstly, it enhances the educational environment when students deeply integrate these principles into their ethical framework and behavioral expectations. Internalized rules foster a unified understanding among students, promoting a shared sense of purpose and community within the educational institution. Moreover, internalization encourages students to embody institutional values in their daily conduct, fostering a cohesive and inclusive environment to achieve educational goals.

Additionally, internalization encourages students to embody institutional values in their daily conduct, fostering a cohesive and inclusive environment to achieve educational goals. Promoting a very high level of internalization among students not only strengthens institutional values and norms but also enhances intrinsic motivation and overall academic performance. It underscores the importance of educational practices that support students'

autonomy, competence, and relatedness.

Table 2. Level of Internalization

Construct	Mean	SD	Interpretation
Internalization	4.2284	0.7874	Very High

Relationship between the Level of Implementation of the University and the Level of Internalization of the Students

Table 3 presents the test of the relationship between the level of implementation of the university's components and the level of internalization among students. The correlation coefficient (r) values and corresponding p-values indicate the strength and statistical significance of these relationships. For instance, the correlation between Philosophy and Internalization ($r = 0.305$, $p = 0.000$) shows a highly significant positive correlation, suggesting that the effective implementation of the university's philosophy greatly enhances students' internalization. Other constructs, like Mission and Core Values, show similarly strong correlations, underlining the importance of these elements in fostering student engagement and internalization. The correlation between Philosophy and Internalization ($r = 0.305$, $p = 0.000$) has a highly significant positive correlation, indicating that effectively implementing the university's philosophy greatly enhances students' internalization. Similarly, Vision and Internalization show a highly significant positive correlation ($r = 0.305$, $p = 0.000$), suggesting that a clear and well-communicated vision enhances students' internalization of values and practices. The Mission and Internalization relationship ($r = 0.263$, $p = 0.000$) demonstrates a highly significant positive correlation, signifying that adherence to the university's mission correlates with greater internalization. Goals and internalization exhibit a highly significant positive correlation ($r = 0.301$, $p = 0.000$), indicating that alignment with the university's goals fosters internalization among students. The correlation between Objectives and Internalization ($r = 0.257$, $p = 0.000$) is highly significant as well, suggesting that clear educational objectives contribute positively to the internalization process. Notably, the relationship between Core Values and Internalization ($r = 0.319$, $p = 0.000$) demonstrates a highly significant positive correlation, reflecting that internalization is most robust when students closely align with the institution's core values. These findings underscore the importance of effectively implementing the university's philosophy, vision, mission, goals, objectives, and core values to enhance internalization among students.

The rejection of the null hypothesis shows that effectively implementing the university's foundational elements— philosophy, vision, mission, goals, objectives, and core values—has a highly significant relationship with the level of internalization among students. Each element has a strong positive correlation with internalization, as indicated by their respective R-values and p-values.

Effective implementation of the university's philosophy, vision, mission, goals, objectives, and core values significantly enhances the internalization process among students, underscoring the need for a clear and coherent alignment of these principles to foster student engagement and educational development. Aligning and implementing these university components not only boosts internalization but also improves students' academic engagement and satisfaction, highlighting the importance of a cohesive approach to institutional development and student learning experiences.

The profound influence of a university's philosophy, mission, goals, objectives, and core values on students' educational experiences and personal development is pivotal in cultivating a supportive and enriching academic environment. These elements significantly contribute to students' identity formation and sense of belonging. The results suggest that future strategic planning should focus on enhancing the alignment of Vision and other core principles across the university to ensure greater consistency and clarity in communication, which can foster deeper student engagement and academic success. Institutional mission and values contribute to students' identity formation and sense of belonging, and they significantly contribute to students' internalization of institutional ethos and their sense of belonging within the academic community (Evans et al., 2019). In addition, clear communication and implementation of institutional missions enhance student engagement. When students perceive clarity and consistency in the institution's mission and goals, they are more likely to internalize these

principles into their own academic and personal development (Kiec & Antes, 2019).

The relationship between the implementation of the university's foundational components and the internalization of these elements by students shows highly significant positive correlations across all variables. The six elements of student internalization include aspects such as attitudes, behaviors, academic engagement, ethical standards, alignment with institutional goals, and commitment to personal and professional growth. Firstly, it enhanced student engagement and success. The significant correlations indicate that well- implemented foundational elements lead to better student engagement, alignment with institutional values, and academic success. Students who internalize these elements are more likely to invest in their educational journey. Secondly, a cohesive learning environment. Internalization of these elements contributes to a coherent and supportive learning environment characterized by shared values and goals. This cohesion enhances collaboration, respect, and a positive educational atmosphere. Lastly, regarding strategic development, the findings underscore the importance of strategic planning and clear communication of the university's philosophy, vision, mission, goals, objectives, and core values. These elements should be consistently integrated into the institutional framework to maximize their impact on student internalization.

Table 3. Relationship between the Level of Implementation of the University and the Level of Internalization of the Students

Variables	r-value	p-value	Decision
Philosophy	0.305	0.000	Reject Ho
Vision	0.305	0.000	Reject Ho
Mission	0.263	0.000	Reject Ho
Goals	0.301	0.000	Reject Ho
Objectives	0.257	0.000	Reject Ho
Core Values	0.319	0.000	Reject Ho
Overall Relationship	0.292	0.000	Reject Ho

CONCLUSION

The university implemented the PVMGOC effectively. The manifestation of the university's implementation of the PVMGOC indicates a robust adherence to and execution of the program's strategies and policies. It reflects a systematic and effective integration of the PVMGOC into the university's operations, leading to its visible and sustained presence across the institution.

The program's principles and objectives are deeply ingrained in the student body. Students not only understand but also embrace these principles, contributing to a cohesive and effective educational environment where the PVMGOC values are deeply embedded in student behavior and attitudes.

There is a strong link between how well the university implements the PVMGOC and how deeply students internalize its values. It highlights the direct impact of institutional practices on student engagement with the program. Effective implementation not only ensures the program's visibility but also enhances students' understanding and integration of its principles, thereby fostering a cohesive educational environment.

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