VISION MAPPING: UTILIZING THE EXPERIENCES OF THE STUDENTS IN COLEGIO DE SAN JUAN DE LETRÁN – BATAAN

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ABSTRACT

The sudden shift of COVID-19, from an outbreak in the East Asian region to a pandemic, brought onslaught and catastrophe in our lives. Lockdowns and travel bans were implemented in different parts of the globe to minimize the transmission of the virus. Online mode of learning is the safest and practical way to promote and empower education during the pandemic. Colegio de San Juan de Letran-Bataan, one of the catholic schools in Bataan, implemented during the academic year 2020-2021, the program developed by the Colegio de San Juan de Letran-Manila with regards to Emergency Remote Learning during the pandemic called LET'S FLEX Program which has three domains namely: (1) connection, (2) content and (3) context. This mixed methodology study evaluated the online learning program of the Colegio de San Juan de Letran-Bataan for S.Y. 2020-2021. A total of 606 stakeholders became the respondent of the survey while 50 selected stakeholders were the informants of the interview. The findings revealed that the Colegio were able to provide informative presentation about the online learning program, accessible Learning Management System, interactive learning materials. However, school-life balance, time management, and learning materials' ability to motivate to study were opportunities for improvement of the department. Therefore, the department should provide teachers and students necessary trainings and programs that will empower the implementation of the LET'S FLEX Program.

Keywords: online *learning, emergency remote learning, pandemic, flexible learning, distance learning*

INTRODUCTION

Education serves as the cornerstone of personal and societal development, and institutions of learning play a critical role in shaping the experiences and future of their students. Colegio de San Juan de Letran Bataan stands as a beacon of educational excellence, priding itself on a longstanding tradition of imparting high-quality education across various levels. In today's rapid educational innovations and advancements, it becomes imperative to periodically assess the alignment between the institution's goals and the experiences of one of its major stakeholders, its students. This research paper investigates the agreement of Letran Bataan's vision and the experiences of its students, exploring the intricate narratives of students from junior high school (JHS), senior high school (SHS), and the collegiate level, with a dual aim: to critique the school's performance against its esteemed objectives and to provide insights into the formulation of a new vision for Colegio de San Juan de Letran Bataan.

The Role of Exit Interviews and Surveys

Although Etcuban (2013) concluded that teachers are the most valuable human resource in any academic institution, it is vital to remember that they need a wide variety of ongoing educational opportunities to improve their teaching methods and strategies. Such opportunities could only be realized if there is proper assessment using exit interview and survey and planning made by the administrators. Exit interviews and surveys are essential tools for educational institutions to assess activities, programs, student achievements, and satisfaction. These tools elicit valuable feedback on various aspects, including teaching methods, course requirements, evaluation techniques, integration of technology, and exposure to diversity across courses or programs (Berk, 2005). The use of exit interviews enables institutions to gather critical information about the strengths and weaknesses of their academic programs from the students' perspectives. This feedback is crucial for making curriculum enhancements and addressing program issues (Adao, 2014).

Asking students about their experiences upon completing their academic programs provides insights that can help reduce student turnover and increase engagement and productivity within school services. The results of such surveys should be disseminated to appropriate faculty, curriculum committees, and administrators for appropriate action (Berk, 2005). Moreover, conducting exit interviews can aid in fostering innovation and sustaining performance within the institution. Each organization needs to customize its exit interview process to ensure the highest levels of survey validity and reliability (Adao, 2014).

The Role of the Guidance, Counseling, Testing, and Placement Department

The Guidance, Counseling, Testing, and Placement (GCTAP) Department plays a pivotal role in gathering data for exit interviews and surveys. As defined by the American Counseling Association, counseling is a professional relationship that empowers diverse

individuals to achieve mental health, wellness, education, and career goals (ACA, 2010). The counselors at Letran Bataan are integral in providing guidance and support, particularly in helping students navigate the challenges associated with academic and personal growth. The sudden transition to various modalities of learning due to the recent pandemic has exacerbated these challenges, highlighting the necessity for effective guidance and counseling services (Cohen & Kerr, 1999; Mazo, 2015; Dimalaluan et al., 2017; Billote et al., 2021).

Counselors are tasked with providing various services, including psychological testing, learning and study direction, research, placement, and referral, as outlined in the Rules and Regulations of Republic Act 9258 (Philippines). These professionals are crucial in addressing students' mental, emotional, and psychological well-being, especially considering the increased stress and anxiety brought about by the pandemic (Bressert, 2016; Ahmed & Firduos, 2020).

The Importance of Guidance and Counseling Services

The importance of guidance and counseling services in supporting students' socio- emotional and intellectual development cannot be overstated. These services help students take increased responsibility for their choices and develop the ability to understand and accept the consequences (Gibson, 2008; Kauchak, 2011). Furthermore, research has shown that comprehensive guidance and counseling programs are instrumental in fostering academic, social, and personal growth among students (Repetto et al., 2007; Kanus et al., 2018). The integration of these services into the educational system has been recognized as a critical factor in achieving educational objectives (Watts, 2010; Onyekuru & Ibegbunam, 2015; Lawrence, 2019).

Despite the recognized benefits of counseling services, there are still challenges to their implementation. Issues such as insufficient awareness among students, inadequate facilities, and the need for more time and resources for counselors are prevalent (Gipalen & Madrigal, 2020;

Mweemba, 2016). Furthermore, the pandemic has introduced new challenges, with many students now relying solely on online services due to social distancing requirements. This shift necessitates further research into the effectiveness and perceived value of online guidance services compared to traditional, in-person counseling (Bacığlu & Kocabıyık, 2019; Gallo et al., 2022).

In conclusion, the counseling department's role in conducting exit interviews and surveys is vital in ensuring that the experiences and needs of students at Colegio de San Juan de Letran Bataan are accurately captured and addressed. The insights gained from these processes are invaluable for the continuous improvement of the institution's programs and services, ultimately contributing to the holistic development of its students.

THE PRESENT STUDY

In the pursuit of determining the agreement and statistics of the student's experiences with the Colegio's esteemed objectives, this research will deploy a quantitative approach, centering the students' evaluation as the primary source of data. Their evaluation based on their personal experience, when analyzed together, will provide a rich array of insights, highlighting the efficacy of teaching methodologies, the robustness of academic programs, and the quality of the support services within the institution.

In doing so, the research aims to furnish the Guidance and Counseling, Testing, and Placement (GCTAP) Department with actionable intelligence to utilize the student's experience in furthering the improvement of the Colegio. The overarching goal is to ensure that Colegio de San Juan de Letran Bataan not only maintains its reputation as an institution that provides quality education, but also evolves as a dynamic institution that is responsive to the needs of its students, leading in impactful research, and fostering a spirit of community service. Moreover, this study will scrupulously critique the Colegio's vision or esteemed objectives and provide a basis for a much more refined and relevant set of recommendations. Through this scholarly endeavor, the institution can recalibrate its strategies, ensuring that its educational offerings are not only reflective of global standards but are also deeply attuned to the aspirations of its students.

METHODS

Research Design

This study employed a quantitative research design, specifically descriptive research. This approach allows for a systematic and objective examination of the alignment between the Colegio de San Juan de Letran Bataan's objectives and its students' experiences across different educational levels.

Participants

The participants of this study consisted of students from three distinct educational levels at the Colegio de San Juan de Letran Bataan. Junior High School (JHS), Senior High School (SHS), and the Collegiate level.

Instrumentation

The primary instrument used in this research is a self-administered exit survey, designed to evaluate the students' perspectives on two key areas: services provided by the Guidance and Counseling, Testing, and Placement (GCTAP) Department, and their overall experience at the Colegio. The survey is divided into seven (7) domains with five (5) items each. The domains include Dominican community values, quality of academic programs (focusing on faculty members, content, and pedagogy), impactful research, community services, care for creation, and quality of life, totaling 35 items. Responses to these items are measured using a 6-point Likert scale ranging from strongly disagree (1) to strongly agree (6).0

Data Analysis

The collected data were then analyzed using Jeffrey's Amazing Statistical Program (JASP), an open-source tool known for its robust capabilities in quantitative data analysis. Central tendency measures including mean and standard deviation are utilized to understand the general trends in student responses.

Procedure

Prior to the administration, the exit survey underwent a rigorous validation process and was approved by professionals experienced in the educational context of Letran. The survey was administered to students visiting the guidance office for their exit clearance, ensuring a convenient and effective collection of responses. Students completed the survey, hosted on Google Forms, with an emphasis on

honesty in their responses.

Ethical Considerations

In conducting this research, stringent ethical standards were upheld to ensure the integrity of the study and the protection of participants. The following sections were strictly upheld:

Informed Consent. All participants were provided with clear and concise information about the nature of the study, its purpose, and their role in it. Participants were informed that their involvement was voluntary, with the assurance that they could withdraw at any time without any adverse consequences. Consent was obtained digitally before participants could access the survey.

Anonymity and Confidentiality. To protect the privacy of participants, the survey was designed to be anonymous, with no collection of personally identifiable information. This measure was taken to encourage honest and uninhibited responses. The confidentiality of participant responses was strictly maintained throughout the research process.

Data Security and Privacy

Given the sensitive nature of the data collected, robust measures were implemented to safeguard data security and privacy:

Secure Data Storage. All survey responses were collected and stored in a secured Google Drive, accessible only to the research team. This drive was password-protected, ensuring that unauthorized individuals could not access the data.

Data Handling Protocol. A strict data handling protocol was adhered to, with only designated members of the research team having access to the raw data. All data analyses were conducted in a secure environment to prevent any data breaches. The data were securely stored in the department's Google Drive, protected with a password to ensure confidentiality and privacy.

RESULTS

Table 1. Population, Sample and Response Rate of the respondents

Academic Level	Frequency	Response Rate
Collegiate	37	**85.71%**
Senior High School	137	**89.03%**
Junior High School	79	**90.80%**
Total	**253**	**89.08%**

The results from the exit surveys conducted among Junior High School (JHS), Senior High School (SHS), and College graduates at Colegio de San Juan de Letran Bataan reveal insightful trends and perceptions regarding various aspects of the Colegio experience.

Table 2. Descriptive Statistics of the responses in the domain, Dominican Community that Preaches Christ.

Dominican Community that Preaches Christ	College Graduates		SHS Graduates		JHS Completers		TOTAL		
	M	SD	M	SD	M	SD	M	SD	VI
The ideals and teachings (community, ministry, study, and prayer) of the Dominican community were integrated well into my school experience.	4.51	1.41	4.33	1.83	4.43	1.73	**4.39**	**1.74**	**A**
Letran Bataan emphasis on service and proactive involvement inspired me to get exposed to community projects.	4.51	1.39	4.23	1.83	4.32	1.68	**4.30**	**1.72**	**SA**
The Colegio's commitment to preaching Christ influenced my spiritual growth and development.	4.78	1.38	4.29	1.81	4.37	1.67	**4.39**	**1.71**	**A**
Letran Bataan has provided opportunities to participate in religious activities on campus that reflect the Dominican ideals.	4.73	1.37	4.31	1.83	4.38	1.70	**4.39**	**1.73**	**A**
Letran Bataan has deepened my understanding and faith of Catholic teaching.	4.65	1.34	4.37	1.90	4.32	1.79	**4.39**	**1.79**	**A**

Dominican Community that Preaches Christ	College Graduates		SHS Graduates		JHS Completers		TOTAL		
	M	SD	M	SD	M	SD	M	SD	VI
Overall Experience	**4.64**	**1.32**	**4.30**	**1.80**	**4.36**	**1.66**			

Note: Qualitative interpretation: 5.17-6.00 – Strongly agree (RA), 4.33-5.16 – Agree (A), 3.49-4.32 – Slightly agree (SA), 2.67-3.50 – Slightly disagree (SD), 1.83-2.66 – Disagree (D), 1.00-1.82 – Strongly disagree (SD); College graduates n = 46, SHS graduates n = 144, JHS completers n = 91

As seen in Table 2, there was a strong agreement (mean scores above 4.5) across all groups that the ideals and teachings of the Dominican community were well integrated into their school experience. College graduates reported the highest level of agreement, particularly regarding the influence of the Colegio's commitment to preaching Christ on their spiritual growth and development, with a mean score of 4.64. This suggests a highly effective integration of Dominican values and teachings at the collegiate level.

Table 3. Descriptive Statistics of the responses in the domain, Quality Academic Programs

Quality Academic Programs	College Graduates		SHS Graduates		JHS Completers		TOTAL		
	M	SD	M	SD	M	SD	M	SD	VI
Faculty Members									
My teachers showed genuine concern for my academic progress and success.	4.57	1.46	4.36	1.78	4.61	1.64	**4.47**	**1.70**	**A**
The feedback and guidance provided by my teachers were helpful in improving my academic performance.	4.54	1.50	4.26	1.80	4.63	1.66	**4.42**	**1.72**	**A**
My teachers demonstrated their teaching competencies in their respective subjects.	4.65	1.38	4.31	1.79	4.58	1.60	**4.45**	**1.70**	**A**
I felt challenged by my teachers to think critically and creatively.	4.60	1.54	4.34	1.80	4.63	1.66	**4.47**	**1.72**	**A**
My teachers demonstrated a passion for their subject matter.	4.61	1.61	4.29	1.82	4.66	1.62	**4.44**	**1.73**	**A**

Quality Academic Programs	College Graduates		SHS Graduates		JHS Completers		TOTAL		
	M	SD	M	SD	M	SD	M	SD	VI
Content									
The curriculum was well-organized and aligned with the course objectives.	4.41	1.32	4.28	1.79	4.48	1.58	**4.38**	**1.87**	A
The subject/course content was relevant to the current trends and practices in the field.	4.65	1.44	4.29	1.80	4.57	1.54	**4.43**	**1.87**	A
The readings and materials assigned were challenging and thought-provoking.	4.54	1.48	4.32	1.81	4.56	1.62	**4.43**	**1.70**	A
The subject/course content was presented in a clear and understandable manner.	4.54	1.41	4.28	1.80	4.56	1.54	**4.41**	**1.87**	A
The subject/course content was engaging and sparked my interest in the subject matter.	4.60	1.42	4.28	1.81	4.52	1.60	**4.40**	**1.88**	A
Pedagogy									
My teachers utilized a variety of teaching methods to cater to different learning styles.	4.60	1.40	4.30	1.83	4.58	1.61	**4.43**	**1.71**	A
The use of technology in the classroom enhanced my learning experience.	4.46	1.45	4.32	1.80	4.52	1.65	**4.41**	**1.70**	A
The assignments and projects were designed to develop my critical thinking and problem-solving skills.	4.62	1.40	4.37	1.83	4.60	1.58	**4.48**	**1.88**	A
The use of group work and discussions facilitated my understanding of my subjects.	4.57	1.39	4.28	1.83	4.54	1.62	**4.40**	**1.71**	A
My teachers provided modules/ learning materials that enhanced my learning experience.	4.68	1.33	4.37	1.80	4.62	1.59	**4.84**	**1.88**	A
Overall Experience	**4.57**	**1.32**	**4.31**	**1.73**	**4.55**	**1.63**			

The responses indicated a general satisfaction with the quality of academic programs, including aspects like faculty members, content, and pedagogy. The survey results exhibit a strong appreciation and satisfaction with the faculty members at Letran Bataan. Across all educational levels, students consistently rated their experiences with faculty highly, with mean scores indicating a strong agreement. The content of the courses offered at Letran Bataan received high praise for its relevance, depth, and alignment with contemporary academic and industry standards. The pedagogical approaches at Letran Bataan were highly rated, reflecting the institution's commitment to innovative and effective teaching methods. Overall, the mean scores were consistently high across all groups, with college graduates often reporting slightly higher satisfaction. Table 3 reflects positively on the academic environment and the effectiveness of teaching methods employed by the Colegio.

Table 4. Descriptive Statistics of the responses in the domain, Impactful Research

Impactful Research	College Graduates		SHS Graduates		JHS Completers		TOTAL		
	M	SD	M	SD	M	SD	M	SD	VI
I believe Letran Bataan has a strong commitment to conducting impactful research.	4.84	1.30	4.33	1.77	4.30	1.68	**4.40**	**1.70**	A
Letran Bataan has provided valuable resources for my research endeavors.	4.65	1.36	4.28	1.79	4.38	1.62	**4.37**	**1.69**	A
I believe the research initiatives at Letran Bataan positively contribute to the academic community.	4.78	1.32	4.37	1.78	4.39	1.67	**4.46**	**1.67**	A
The research opportunities provided by Letran Bataan helped me develop valuable skills.	4.87	1.32	4.32	1.80	4.38	1.59	**4.39**	**1.69**	A
Letran Bataan has enabled me to confidently conduct research in the future.	4.78	1.29	4.35	1.81	4.42	1.65	**4.42**	**1.67**	A
Overall Experience	**4.78**	**1.25**	**4.33**	**1.74**	**4.38**	**1.58**			

Note: Qualitative interpretation: 5.17-6.00 – Strongly agree (RA), 4.33-5.16 – Agree (A), 3.49-4.32 – Slightly agree (SA), 2.67-3.50 – Slightly disagree (SD), 1.83-2.66 – Disagree (D), 1.00-1.82 – Strongly disagree (SD); College graduates n = 46, SHS graduates n = 144, JHS completers n = 91

In Table 4, students across all levels agreed that Letran Bataan has a strong commitment to conducting impactful research, with mean scores nearing or above 5.00. This demonstrates the institution's success in fostering a research-oriented environment that positively contributes to the academic community and student skill development.

Table 5. Descriptive Statistics of the responses in the domain, Community Services

Community Services	College Graduates		SHS Graduates		JHS Completers		TOTAL		
	M	SD	M	SD	M	SD	M	SD	VI
I believe Letran Bataan is committed to empowering community service initiatives.	4.81	1.47	4.34	1.79	4.81	1.62	**4.46**	**1.70**	A
The community projects I participated in during my time at Letran Bataan were impactful and meaningful.	4.60	1.42	4.29	1.80	4.41	1.61	**4.37**	**1.69**	A
I believe the community service initiatives at Letran Bataan positively contribute to society.	4.76	1.48	4.34	1.73	4.54	1.61	**4.46**	**1.66**	A
Letran Bataan helped me develop important skills through community service opportunities.	4.73	1.54	4.25	1.75	4.48	1.63	**4.39**	**1.69**	A
Letran Bataan provides projects that are centered in uplifting the dignity of the community.	4.78	1.48	4.28	1.73	4.51	1.63	**4.42**	**1.67**	A
Overall Experience	**4.73**	**1.42**	**4.30**	**1.72**	**4.48**	**1.58**			

Note: Qualitative interpretation: 5.17-6.00 – Strongly agree (RA), 4.33-5.16 – Agree (A), 3.49-4.32 – Slightly agree (SA), 2.67-3.50 – Slightly disagree (SD), 1.83-2.66 – Disagree (D), 1.00-1.82 – Strongly disagree (SD); College graduates n = 46, SHS graduates n = 144, JHS completers n = 91

Responses in Table 5 strongly indicated that the community service initiatives at Letran Bataan were both impactful and meaningful. The high level of agreement across all educational levels, especially among college graduates, suggests that these initiatives significantly contribute to student development and societal benefit.

Table 6. Descriptive Statistics of the responses in the domain, Care for Creation and Quality of Life

Care for Creation and Quality of Life	College Graduates		SHS Graduates		JHS Completers		TOTAL		
	M	SD	M	SD	M	SD	M	SD	VI
I believe Letran Bataan is committed to promoting care for the environment.	4.92	1.32	4.36	1.78	4.62	1.67	4.52	1.69	A
Letran Bataan helped me develop an active role to advocate for social justice and community.	4.87	1.29	4.28	1.78	4.49	1.58	4.43	1.66	A
I believe Letran Bataan is committed to promoting quality of life for its students.	4.73	1.43	4.29	1.78	4.54	1.65	4.43	1.70	A
Letran Bataan provided me with resources to help me maintain my physical and mental health.	4.31	1.78	4.53	1.59	4.73	1.48	4.46	1.68	A
Letran Bataan helped me develop healthy relationships among my classmates and teachers.	4.27	1.48	4.27	1.84	4.53	1.64	4.42	1.73	A
Overall Experience	**4.82**	**1.33**	**4.30**	**1.74**	**4.54**	**1.58**			

Note: Qualitative interpretation: 5.17-6.00 – Strongly agree (RA), 4.33-5.16 – Agree (A), 3.49-4.32 – Slightly agree (SA), 2.67-3.50 – Slightly disagree (SD), 1.83-2.66 – Disagree (D), 1.00-1.82 – Strongly disagree (SD); College graduates n = 46, SHS graduates n = 144, JHS completers n = 91

Table 6 had high mean scores, which reflects a strong agreement that Letran Bataan is committed to initiatives that promote care for creation and improve quality of life. This aligns well with the Colegio's objectives of fostering a community-oriented and environmentally conscious student body.

DISCUSSION

The results of this study provide a multifaceted insight into how the experiences of students at Colegio de San Juan de Letran Bataan align with the institution's esteemed vision. Students from Junior High School, Senior High School, and the Collegiate level have expressed high levels of satisfaction and agreement, indicating a strong alignment with the Colegio's vision across various domains – particularly Dominican community values, quality of academic programs, research, community service, and care for creation and overall quality of life.

The general agreement among students on integrating Dominican values is consistent with research showing that religious education can improve adolescent mental health and wellbeing by a significant amount. According to Estrada, Lomboy, & Gregorio (2019), religious education fosters connectivity, raises awareness of religious values, reinforces coping mechanisms, and helps people develop healthier responses to stimuli—all of which improve overall well-being. This is consistent with the high mean scores in the results of the study, reflecting the positive influence of Dominican values on the students' spiritual growth and development.

The high levels of student satisfaction and alignment with the institution's vision enhance the reputation of Colegio de San Juan de Letran Bataan. This positive perception can attract more students and faculty who share similar values and aspirations, fostering a thriving educational community. Additionally, it can lead to greater alumni support and engagement, as former students feel a strong connection to an institution that positively shaped their lives.vve

The insights gained from this study can inform future development and strategic planning for the institution. Understanding the areas where students feel most aligned with the institution's vision allows for targeted improvements and the strengthening of programs that are particularly impactful. This ongoing alignment ensures that the institution remains relevant and responsive to the needs of its students, adapting to changing educational landscapes while staying true to its core values.

CONCLUSION

This study is deemed as an effective tool as a reference for improving the standard of students' holistic educational experience. In conclusion, the findings from this study resonate with broader educational research on the positive impacts of religious education, quality academic programs, impactful research, empowering community service, and environmental consciousness (care for creation and quality of life) on student development. This suggests that the Colegio's educational approach is well-aligned with contemporary educational best practices and effectively contributes to the holistic development of its students. Furthermore, the profound alignment between student experiences and the Colegio's vision, underscoring the effectiveness of its educational approach and the significant benefits of integrating Dominican values into its programs. This alignment not only enhances students' academic and personal development but

also reinforces the institution's mission and reputation, paving the way for continued success and growth.

RECOMMENDATIONS

1. Strengthening Dominican values integration. Although the study demonstrates the effective integration of Dominican values, more involvement is always possible. The Colegio should look at creative ways to incorporate these values more fully into all subjects/courses so that the philosophy is present in every facet of the learning process.

2. Continuous improvement of academic programs. This study indicates that there is a high degree of satisfaction with academic programs. However, continuous assessment and enhancements are essential to maintaining their quality and relevance. This includes things like curriculum visits and revisions, faculty development programs, and the integration of more modern teaching methods and technology.

3. Expanding research opportunities. With the positive response to the research-oriented environment, the Colegio should consider enhancing research opportunities. This could involve increasing funding for student-led research, facilitating collaborations with external institutions, and integrating research projects more deeply into the curriculum.

4. Enhancing community service initiatives. In order to strengthen the impact of community service programs, the Colegio may want to investigate forming new partnerships with local and international institutions. These collaborations can give students access with a broader range of experiences and a deeper understanding of global issues.

5. Promoting Care for Creation and quality of life. Considering the positive reception of environmental initiatives, further efforts could be made to integrate sustainability into all aspects of campus life. This could include sustainability-themed events, green campus initiatives, and courses focused on environmental stewardship.

6. Direction of the vision of the Colegio. The vision should emphasize the development of individuals who are well-rounded, socially conscious, and globally aware, while fostering

academic excellence, innovative research, community involvement, and environmental stewardship. The findings of the study will serve

as key components for the evaluation and development of the Colegio's new Vision, encompassing areas like religious formation program, curriculum and teaching, research initiatives, community extension, care for creation and quality of life.

7. Establish regular and systematic ways to gather feedback from students, faculty, and other stakeholders and utilize data and insights from research like this study to inform policy and strategy decisions.

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