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The Status of Operation of Piccoli Sognatori Academy Incorporated of Cauayan City During School Year 2025- 2026: As a Basis for a Proposed 5-Year Developmental Plan

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ABSTRACT

This study assessed the operational status of Piccoli Sognatori Academy Incorporated in Cauayan City during School Year 2025–2026 as a basis for proposing a five-year institutional development plan. Employing a descriptive survey research design, the study involved 95 respondents comprising 13 teachers, 30 pupils, 50 parents, and two administrators. Data were collected using an adapted structured questionnaire and analyzed through frequencies, percentages, weighted means, one-way analysis of variance, and post-hoc comparisons. Findings revealed favorable assessments of the Academy's philosophy and objectives (M = 4.34), faculty (M = 4.29), curriculum and instruction (M = 4.36), reading area corner (M = 4.09), documentaries (M = 4.30), student services (M = 4.01), and administration and organization (M = 4.40). Significant differences were identified among stakeholder assessments in six operational dimensions ($p < .05$), while student services showed no significant difference ($p = .113$). The findings indicated established institutional strengths alongside improvement needs in faculty development, reading facilities, and student health services. Consequently, a five-year development plan was proposed to strengthen instructional practices, learning resources, stakeholder engagement, and administrative effectiveness. Limited to one institution and stakeholder-reported assessments, the study provides an evidence-informed framework for continuous institutional improvement, supporting Sustainable Development Goal 4 through quality, inclusive, and sustainable education.

Keywords: *Educational Quality, Institutional Development, Operational Assessment, Private Education, School Administration, Stakeholder Perceptions, Sustainable Development*

1. INTRODUCTION

Education is a fundamental driver of human development, social progress, and sustainable growth. It promotes intellectual, moral, emotional, and social development while preparing individuals to respond to changing societal demands. The United Nations (2023) emphasizes the importance of inclusive and equitable quality education through Sustainable Development Goal 4 (SDG 4), which promotes lifelong learning opportunities for all. Similarly, UNESCO (2021) highlights the need for educational institutions to strengthen innovation, inclusivity, and adaptability to address emerging challenges in contemporary education.

1.1. Background and Context of the Study

Technological advancements, evolving instructional practices, and changing educational expectations have significantly influenced school operations. OECD (2023a) emphasizes the importance of digital learning platforms, technological integration, and institutional adaptability in improving educational delivery. These developments require educational institutions to continuously evaluate their instructional practices, faculty competencies, learning resources, and administrative systems to maintain educational quality and institutional sustainability. In the Philippines, the 1987 Constitution recognizes education as a fundamental right and mandates the promotion of quality education at all levels. Private educational institutions contribute to this commitment by providing alternative learning opportunities and supporting national educational objectives. However, operational challenges involving faculty development, instructional resources, technological integration, and institutional management continue to influence educational effectiveness (Philippine Institute for Development Studies, 2021). Within this context, Piccoli Sognatori Academy Incorporated in Cauayan City emphasizes holistic child development, moral values, independence, and experiential learning. Its educational philosophy seeks to nurture learners' intellectual, emotional, social, and moral capacities. Nevertheless, the institution faces operational concerns involving infrastructure, digital integration, faculty competencies, and enrollment sustainability. These circumstances underscore the importance of systematically assessing its operational status during School Year 2025–2026 to establish an evidence-based foundation for a proposed five-year developmental plan. Recent comparative research also underscores the importance of coherent digital learning systems and staff readiness (OECD, 2023a), teacher professional development (UNESCO, 2024a), and responsive school leadership (UNESCO, 2024b). In the Philippine context, the MATATAG curriculum implementation guidelines provide a current policy basis for curriculum alignment (Department of Education, 2024), while EDCOM II (2025) emphasizes the need to address foundational education challenges. The international evidence on learning outcomes and equity (OECD, 2023b; World Bank et al., 2022) reinforces the importance of systematically reviewing educational resources and services.

1.2. Research Problem

The effectiveness of private educational institutions depends on their capacity to maintain instructional quality, competent faculty, adequate learning resources, responsive student services, and efficient administrative operations. Despite their contributions to educational development, private schools encounter challenges associated with resource allocation, technological adaptation, professional development, and institutional sustainability. The Philippine Institute for Development Studies (2021) identifies infrastructure limitations and unequal access to digital learning resources as continuing concerns affecting educational institutions. Piccoli Sognatori Academy Incorporated operates within this changing educational environment. Its commitment to holistic education requires alignment between institutional philosophy, instructional practices, faculty qualifications, learning facilities, student services, and administrative management. However, the institution's operational conditions require systematic evaluation to determine whether these components adequately support its

educational objectives. The study specifically examines seven operational dimensions: philosophy and objectives, faculty, curriculum and instruction, reading area corner, documentaries, students and school services, and administration and organization. It also investigates whether assessments differ significantly among teachers, pupils, parents, and administrators. Institutional evaluation is especially relevant to non-state education providers because access, quality, and accountability are central considerations in the private education sector (UNESCO, 2022). Cross-national education indicators further demonstrate the value of monitoring educational resources and outcomes when setting institutional priorities (OECD, 2024, 2025).

1.3. Research Gap

Existing literature emphasizes institutional resilience, educational leadership, resource management, and instructional innovation as essential components of effective school operations. UNESCO (2021) discusses institutional adaptability and collaborative approaches to educational improvement, while UNESCO (2022) emphasizes inclusive educational practices and sustainable institutional development. Similarly, OECD (2023a) highlights technological integration and resource development as important considerations in educational management. Although these perspectives provide valuable foundations for institutional evaluation, they do not establish the specific operational conditions of Piccoli Sognatori Academy Incorporated during School Year 2025–2026. The institution requires localized evidence reflecting the assessments of its teachers, pupils, parents, and administrators across the seven identified operational dimensions. Furthermore, general educational management frameworks do not independently determine the institution's particular strengths, limitations, or strategic priorities. This study addresses that contextual gap through a stakeholder-based assessment of institutional operations and an examination of differences among respondent evaluations. The resulting findings provide a basis for formulating a proposed five-year developmental plan responsive to the Academy's identified operational needs.

1.4. Purpose and Objectives of the Study

This study aimed to determine the operational status of Piccoli Sognatori Academy Incorporated in Cauayan City during School Year 2025–2026 as a basis for proposing a comprehensive five-year developmental plan. Specifically, it examined the demographic profiles of teachers, pupils, parents, and administrators according to the characteristics identified for each respondent group. It assessed the institution's philosophy and objectives, faculty, curriculum and instruction, reading area corner, documentaries, students and school services, and administration and organization. Furthermore, the study investigated whether significant differences existed among respondents' assessments of institutional operations. The findings served as the foundation for developing a proposed five-year developmental plan intended to strengthen institutional effectiveness, educational quality, and operational sustainability.

1.5. Significance and Practical Contribution of the Study

The study provides institution-specific evidence to support strategic decision-making and continuous improvement at Piccoli Sognatori Academy Incorporated. Its findings may assist school administrators in identifying operational strengths, prioritizing institutional concerns, and allocating resources according to documented needs. Faculty members may benefit from recommendations concerning professional development, instructional improvement, and the effective utilization of educational resources. Parents and pupils may benefit from strengthened educational services and improved opportunities for stakeholder participation. The proposed five-year developmental plan offers a structured framework for aligning institutional priorities with the Academy's vision and mission. Additionally, the study contributes localized evidence to

educational management research concerning private school operations, stakeholder assessments, and institutional development planning.

1.6. Sustainable Development Goals (SDG) Alignment

The emphasis on inclusive learning environments and student well-being is also consistent with UNICEF (2021) and the school health standards developed by the World Health Organization and UNESCO (2021). This study primarily supports SDG 4: Quality Education by examining institutional conditions affecting instructional quality, faculty competence, educational resources, and student services. Its emphasis on operational assessment and continuous improvement contributes to efforts to strengthen inclusive and equitable educational opportunities. The research also relates to SDG 9: Industry, Innovation and Infrastructure, particularly through its consideration of learning facilities, technological integration, and institutional infrastructure development. Furthermore, SDG 17: Partnerships for the Goals is relevant to the study's emphasis on stakeholder participation and collaboration among teachers, parents, administrators, and the school community. Through its proposed five-year developmental plan, the study provides an institutional planning framework that may support educational sustainability and coordinated improvement.

2. METHODOLOGY

2.1. Research Design

This study employed a descriptive survey research design to assess the operational status of Piccoli Sognatori Academy Incorporated in Cauayan City during School Year 2025–2026. The design facilitated the systematic collection of stakeholder perceptions concerning the institution's philosophy and objectives, faculty, curriculum and instruction, learning resources, student services, and administration. Structured questionnaires containing four-point rating-scale items and open-ended questions were used to obtain quantitative assessments and supplementary insights into institutional strengths, challenges, and improvement opportunities. The findings provided an empirical basis for developing the proposed five-year developmental plan.

2.2. Research Locale, Population, and Participants or Respondents

The study was conducted at Piccoli Sognatori Academy Incorporated in Cauayan City, Isabela, Philippines, during School Year 2025–2026. It involved 95 respondents representing four stakeholder groups: 13 teachers (13.68%), 30 pupils (31.58%), 50 parents (52.63%), and two administrators (2.11%), including the school owner. The pupil respondents were drawn from Grades 3, 4, and 5, with 10 participants from each grade level. Parents represented both preschool and grade school levels, while the teacher respondents comprised the institution's entire teaching staff. These participants provided different perspectives on the Academy's operational conditions, educational services, instructional practices, and institutional management.

2.3. Sampling Technique and Sample Determination

The study involved 95 respondents selected through a combination of sampling approaches. The methodology identified purposive selection for the overall participant group, while the respondent description specified random selection of 50 parents to represent preschool and grade school families. All 13 teachers and both administrators were included, representing complete participation from these institutional groups. Thirty pupils were selected from Grades 3, 4, and 5, with equal representation across the three grade levels. The manuscript did not specify a sample-size computation or statistical formula for determining the total number of participants. The primary research instrument was a structured questionnaire adapted from Dr. Erlyn Galope's study, Prospects and Expectations of Select Stakeholders and the Status of the

Pre-School Program of Our Lady of the Pillar College–Cauayan, Cauayan City, Isabela: Basis for a Five-Year Development Plan for Academic Years 2021–2026. Based on the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU) assessment tool, the questionnaire was modified to address the Academy's operational conditions. It contained three parts and incorporated four-point rating-scale items and open-ended questions. The methodology identified Cronbach's alpha as a planned reliability measure but did not report an obtained coefficient.

2.4. Data Gathering Procedure

The researcher obtained formal approval from the school owner or Directress before conducting the institutional assessment. Questionnaires were distributed to the identified teachers, pupils, parents, and administrators. Assistance from the research adviser was sought in distributing questionnaires to parents and facilitating their completion at home. Respondents provided demographic information and assessments of the Academy's operational dimensions. Following questionnaire administration, the completed instruments were retrieved and examined for data processing. The collected responses were subsequently tabulated, analyzed, and interpreted to identify institutional strengths, operational concerns, and priorities for the proposed developmental plan.

2.5. Data Analysis and Statistical Treatment

Descriptive and inferential statistical techniques were identified for analyzing the collected data. Frequency counts and percentages summarized respondent characteristics, while weighted means described stakeholder assessments using a four-point scale: Excellent (3.51–4.00), Very Good (2.51–3.50), Good (1.51–2.50), and Fair (1.00–1.50). One-way analysis of variance (ANOVA) was specified to examine differences among respondent groups at the 0.05 significance level. The methodology also identified Tukey's honestly significant difference test for post-hoc comparisons, Levene's test for variance homogeneity, and the Kruskal–Wallis test as a possible nonparametric alternative when assumptions were violated.

2.6. Ethical Considerations

The study described institutional approval and measures intended to protect respondents throughout data collection. Formal permission was obtained from the school owner or Directress before questionnaire administration. The methodology identified informed consent, confidentiality, anonymity, and respectful, non-disruptive participation as ethical considerations. These measures were particularly relevant because the respondent groups included school pupils. The manuscript did not provide a separate ethics committee approval number or detailed documentation of parental consent and child assent procedures. Accordingly, no additional ethical clearances or procedures are claimed.

3. RESULTS AND DISCUSSION

3.1. Demographic Profile of the Respondents

The study involved 95 respondents comprising 13 teachers (13.68%), 30 pupils (31.58%), 50 parents (52.63%), and two administrators (2.11%). Parents constituted the largest respondent group, followed by pupils, teachers, and administrators. This distribution provided perspectives from stakeholders with different responsibilities and experiences within Piccoli Sognatori Academy Incorporated, allowing a comprehensive assessment of its operational status during School Year 2025–2026. Among the 13 teachers, eight (61.5%) were aged 21–25 years, four (30.8%) were aged 26–30 years, and one (7.7%) was above 30 years old. These findings indicate that the teaching workforce consisted predominantly of younger educators. Such a demographic composition highlights the relevance of continuous professional development, instructional mentoring, and institutional support in strengthening faculty competencies and maintaining

educational quality. The 30 pupil respondents were equally distributed across Grades 3, 4, and 5, with 10 participants from each grade level. Their participation provided insights into learners' experiences concerning instructional delivery, educational resources, and school services. Meanwhile, parents contributed perspectives regarding the Academy's educational programs and institutional performance, while administrators provided assessments based on their management responsibilities. The inclusion of these stakeholder groups aligns with Systems Theory, which emphasizes the interconnected roles of organizational members in achieving institutional effectiveness (Katz & Kahn, 1978). The findings on faculty readiness and instructional technology are consistent with the need for sustained teacher development and well-supported digital education systems (UNESCO, 2024a; OECD, 2023a). The reported concerns about the reading environment and student services likewise underscore the value of foundational learning support and school health provision (World Bank et al., 2022; World Health Organization & UNESCO, 2021).

3.2. Operational Status of Piccoli Sognatori Academy Incorporated

The operational assessment covered seven institutional dimensions: philosophy and objectives, faculty, curriculum and instruction, reading area corner, documentaries, student services, and administration and organization. The findings generally reflected favorable stakeholder assessments, although specific operational areas required further improvement. The Academy's philosophy and objectives obtained an overall mean of 4.34, interpreted as Excellent. Respondents recognized the institution's well-defined philosophy, vision, mission, and objectives, which guide its educational programs, policies, and operations. However, periodic review and updating of institutional objectives were identified as necessary to maintain alignment with emerging educational trends and stakeholder expectations. Faculty performance received an overall mean of 4.29, described as Excellent. Respondents acknowledged the teachers' dedication, instructional competence, and commitment to providing quality education. Nevertheless, the integration of technology into teaching was identified as an area requiring enhancement. This finding highlights the importance of continuous professional development, particularly in strengthening digital competencies and innovative instructional strategies. Curriculum and instruction obtained an overall mean of 4.36, interpreted as Excellent. The findings indicated favorable perceptions of the alignment between instructional practices, the Academy's educational philosophy, and the Department of Education curriculum. Respondents also recognized the institution's commitment to holistic learner development. However, opportunities remained to further strengthen the development of learners' positive values and attitudes. These findings relate to Constructivist Learning Theory, which emphasizes meaningful learning experiences and active learner participation (Piaget, 1954; Vygotsky, 1978). The reading area corner obtained an overall mean of 4.09, interpreted as Very Good. Respondents acknowledged the availability of appropriate reading materials and the area's contribution to literacy development. However, improvements in its physical environment were recommended to establish a more inviting, child-friendly, and engaging learning space. Strengthening reading facilities and resource accessibility may further support independent learning and literacy development. Documentaries received an overall mean of 4.30, interpreted as Excellent. The findings reflected favorable perceptions of the Academy's documentation practices, including the organization, maintenance, and updating of institutional records, policies, and official documents. Effective documentary management supports administrative continuity, accountability, and compliance with educational requirements. Student services obtained an overall mean of 4.01, described as Very Good. Respondents recognized the contribution of student activities to learners' interests and holistic development. Nevertheless, the assessment identified opportunities to improve health services, particularly the availability of qualified health personnel and medical support. This finding emphasizes the importance of strengthening learner-centered services that address students' academic, physical, and developmental needs.

Administration and organization received an overall mean of 4.40, interpreted as Excellent. Respondents acknowledged the effectiveness of institutional leadership, organizational structure, and management practices. The findings reflected the administrators' commitment to implementing the Academy's philosophy, vision, mission, and objectives. These results support Systems Theory, which emphasizes coordination among institutional components in achieving organizational effectiveness (Katz & Kahn, 1978; Senge, 1990). Overall, the findings revealed favorable assessments across the seven operational dimensions, with administration and organization receiving the highest reported mean and student services the lowest. Although the institution demonstrated operational strengths, continued improvements in faculty development, learning facilities, student health services, and institutional monitoring remain important for sustaining educational quality. Recent international research provides context for interpreting the findings on faculty readiness, learning resources, and learner services (UNESCO, 2024a; OECD, 2023a; World Bank et al., 2022). School health standards also support attention to student well-being and access to appropriate services (World Health Organization & UNESCO, 2021).

3.3. Significant Differences in Stakeholder Assessments of School Operations

The analysis of variance revealed statistically significant differences among respondent assessments in six of the seven operational dimensions. Significant differences were identified in philosophy and objectives ($F = 14.70$, $p < .001$), faculty ($F = 19.20$, $p < .001$), curriculum and instruction ($F = 19.90$, $p < .001$), reading area corner ($F = 6.05$, $p = .001$), documentaries ($F = 7.15$, $p < .001$), and administration and organization ($F = 2.94$, $p = .037$). Conversely, student services showed no statistically significant difference among respondent groups ($F = 2.05$, $p = .113$). These findings indicate that stakeholder perceptions varied across most institutional dimensions, while assessments of student services were not statistically distinguishable at the 0.05 significance level. The post-hoc analysis revealed significant differences in the assessment of philosophy and objectives, particularly between pupils and teachers and between pupils and parents. Pupils provided significantly lower ratings than these adult stakeholders, suggesting differences in how the institution's educational philosophy and objectives were perceived across respondent groups. However, no significant differences were identified among administrators, teachers, and parents. Faculty assessments also demonstrated significant differences between pupils and teachers (mean difference = 1.03, $p < .001$), pupils and parents (mean difference = 0.87, $p < .001$), administrators and teachers (mean difference = 1.47, $p = .006$), and administrators and parents (mean difference = 1.31, $p = .011$). Pupils and administrators provided lower assessments than teachers and parents. These findings suggest that perceptions of faculty performance differ according to stakeholder roles and experiences. Systems Theory provides a perspective for understanding these variations because institutional stakeholders interact with teachers through different responsibilities and expectations (Katz & Kahn, 1978; Senge, 1990). In curriculum and instruction, significant differences were identified between pupils and administrators (mean difference = 1.25, $p = .011$), pupils and teachers (mean difference = 1.09, $p < .001$), and pupils and parents (mean difference = 0.83, $p < .001$). Pupils consistently provided lower assessments than adult respondents, whereas no significant differences were observed among administrators, teachers, and parents. These variations may be interpreted through Constructivist Learning Theory, which recognizes that learners develop understanding through direct educational experiences (Piaget, 1954; Vygotsky, 1978). The reading area corner demonstrated significant differences between pupils and teachers (mean difference = 0.97, $p < .001$) and between teachers and parents (mean difference = 0.57, $p = .048$). Teachers provided higher assessments than pupils and parents, suggesting differences in how learning resources were evaluated. Teachers may have emphasized the reading area's instructional potential, while pupils and parents may have considered its accessibility, physical environment, and actual utilization. For documentaries, significant differences emerged between pupils and teachers

(mean difference = 0.82, p = .001) and between pupils and parents (mean difference = 0.46, p = .009). Pupils provided lower ratings than these adult stakeholder groups. This finding suggests that perceptions of institutional documentation may vary according to respondents' familiarity with administrative processes and educational records. Administration and organization also demonstrated a significant difference between pupils and teachers (mean difference = 0.76, p = .021), with pupils providing lower assessments. However, the remaining reported comparisons did not reveal statistically significant differences. These findings indicate that stakeholder perceptions of institutional leadership and management were generally comparable, except for the identified difference between pupils and teachers. The results emphasize the importance of incorporating multiple stakeholder perspectives into institutional evaluation and strategic planning. Differences in perceptions should inform targeted improvements and encourage greater stakeholder participation in educational decision-making. Such an approach is consistent with Systems Theory, which recognizes the interdependence of institutional components in achieving organizational effectiveness (Katz & Kahn, 1978; Senge, 1990).

3.4. Proposed Five-Year Institutional Development Plan The proposed phased approach is *consistent with school leadership and organizational learning perspectives (UNESCO, 2024b; Senge, 1990), while the emphasis on curriculum monitoring aligns with current national implementation guidance (Department of Education, 2024). Based on the findings, a five-year institutional development plan was proposed for Piccoli Sognatori Academy Incorporated, covering School Years 2026–2027 to 2030–2031. The plan was designed to sustain the institution's operational strengths while addressing identified areas requiring improvement. It encompasses philosophy and objectives, faculty development, curriculum and instruction, learning resources, documentaries, student services, and administration and organization. The proposed interventions emphasize educational quality, stakeholder collaboration, effective resource management, and continuous institutional improvement. The first year focuses on institutional assessment, stakeholder consultation, and the establishment of baseline information concerning operational needs. The second year emphasizes capacity building through faculty training, instructional development, improved learning resource utilization, and administrative enhancement. The third year concentrates on strengthening institutional policies, faculty performance management, instructional monitoring, and learning facilities. The fourth year prioritizes institutional evaluation, standardization of operational practices, and preparation for quality assurance and accreditation requirements. The fifth year focuses on sustaining institutional improvements through continuous professional development, annual curriculum reviews, learning resource maintenance, systematic documentation, and strategic planning for the succeeding development cycle. The School Directress is designated to lead implementation in coordination with administrators, academic coordinators, teachers, student services personnel, parents, and other stakeholders. The plan identifies specific objectives, proposed activities, responsible personnel, budgetary requirements, and expected performance indicators for each operational dimension. Annual monitoring and accomplishment reporting are intended to evaluate implementation progress, identify emerging challenges, and guide necessary adjustments according to institutional priorities and available resources. The proposed developmental plan reflects the principles of Systems Theory by emphasizing coordinated institutional improvement through the interaction of organizational components (Katz & Kahn, 1978; Senge, 1990). It also supports the Academy's commitment to holistic and learner-centered education by integrating instructional development, resource improvement, stakeholder participation, and effective governance. Through systematic implementation and continuous evaluation, the plan provides a framework for strengthening institutional effectiveness and supporting sustainable educational development.*

4. CONCLUSIONS AND RECOMMENDATIONS

The study concluded that Piccoli Sognatori Academy Incorporated demonstrated generally favorable operational performance during School Year 2025–2026, as reflected in the assessments of teachers, pupils, parents, and administrators. Most operational dimensions received ratings described as Very Good or Excellent, particularly philosophy and objectives, faculty, curriculum and instruction, documentation, and administration and organization. These findings indicate that the institution possesses established educational and administrative practices that support its commitment to holistic and learner-centered education. Nevertheless, improvements remain necessary in student health services, particularly the availability of qualified medical personnel, as well as reading facilities and learning resources. Significant differences were identified among stakeholder assessments in six operational dimensions, while student services showed no statistically significant difference. These findings suggest that although institutional operations were generally perceived positively, stakeholder experiences and expectations varied. Consequently, continuous institutional assessment and responsive development planning remain essential to sustaining educational quality and addressing identified operational concerns.

Based on the findings, the Academy should implement the proposed five-year institutional development plan to strengthen operational effectiveness and sustain educational quality. School administrators should regularly review institutional philosophy, vision, mission, and objectives while improving strategic planning, emergency preparedness, asset protection, and administrative monitoring. Faculty members should participate in continuous professional development programs focusing on instructional innovation, technological integration, collaborative lesson planning, and learner-centered teaching strategies. Improvements in reading facilities, classroom resources, and student health services should also be prioritized, particularly the availability of qualified health personnel and appropriate medical support. Furthermore, the institution should strengthen stakeholder participation through regular consultations, parent involvement, community engagement activities, and systematic feedback mechanisms. Annual monitoring and evaluation should guide implementation, resource allocation, and necessary adjustments to development priorities. Future researchers may examine additional factors influencing instructional effectiveness, student engagement, and institutional sustainability.

The study was limited to Piccoli Sognatori Academy Incorporated in Cauayan City during School Year 2025–2026 and involved 95 respondents comprising teachers, pupils, parents, and administrators. Other stakeholders, including alumni and community partners, were excluded from the assessment. Consequently, the findings primarily represent the perceptions and experiences of the participating institutional stakeholders and may not be directly generalizable to other educational institutions. Furthermore, the assessment relied on respondent evaluations of the Academy's operational dimensions rather than independently measured institutional outcomes. Although significant differences were identified among stakeholder groups, these findings do not establish causal relationships. The proposed five-year developmental plan was formulated from the assessment results, and its effectiveness has not yet been evaluated through implementation. Future studies may include additional stakeholder groups, broader institutional settings, and longitudinal evaluations to examine operational improvements and the outcomes of institutional development initiatives.

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