

## Educational Goals of a Highly Desirable Elementary Learning Institution: Stakeholders' Perception

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### ABSTRACT

This study examined the qualities that teachers, pupils, and parents value in a basic elementary school. Using a descriptive design, data were collected via online surveys in 2019 (pre-pandemic), 2021 (during the pandemic), and 2022 (post-pandemic) involving 1123 pupils, 754 parents, and 64 teachers. Results, analyzed using central tendencies and the Kruskal-Wallis test, showed consistently high desirability across all educational goals. No significant differences were found across stakeholder groups or years, indicating a shared focus on holistic learner development—particularly in values and attitudes, interpersonal skills, and non-academic intelligences—while maintaining strong support for academic quality.

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## **INTRODUCTION**

Philosophy and objectives are the core of an educational institution. These are major factors significant in establishing the mission, direction, policies, and the education policy and curriculum of the school (Ogwora, Kuria, Nyamwaka, & Nyakan, 2013). Consequently, these create the culture and identity of the institution and of its graduates. Thus, the stakeholders of the school need to share, imbibe, and work towards the achievement of the set goals.

Understanding the educational goals of the learners and their parents are important aspects when looking for a school to enroll in. Parents choose to enroll their children in schools that prioritize academic quality and special programs (Erickson, 2017). The strength of these programs is dependent on the philosophy that the school upholds (American Philosophical Association, 2008). Thus, it is important that there is a philosophical discussion between the parents and the teachers towards the alignment and achievement of their educational goals (Papathanasiou, 2019) because after all, they are the primary clientele of the school. This is further shown and demonstrated by the educational achievement of the learners. In a study of 2,069 high school learners, high performing individuals have high academic goals in relation to academic quality (Martinez-Monteagudo, et.al, 2018). The closer their educational goals to the school's avowed principles, the better their educational outcomes become. Hence, an alignment among the educational goals of the parents and learners to the school's philosophy and objective results to a better academic performance and development of the learners.

Inseparable to quality education is a high performing faculty. As such, more than professional development, it is empirical that the teachers grow towards the vision, mission, and objectives of the school (Kunst, van Woerkom, & Poell, 2018). Teachers' attitude towards growth affects their engagement to professional development and is highly correlated to the progressive educational philosophy of the school (Alemdar & Aytac, 2022). Thus, it is crucial that teachers' professional goals align with the school's goals. In which case, both the teachers and the school administration work synergistically in assisting the professional growth of the teachers and the success and achievement of the school.

Education and philosophy are two sides of the same coin: the former being the practice while the latter as the theory behind the practice (Saragih, 2012). With the dynamic changes of the educational field, the school's philosophy needs to adapt to the progression of the educational needs and goals of its clientele. Thus, it is important that the school understands the needs and the aspirations of its stakeholders: parents, pupils, and teachers. The misalignment of the school's philosophy and objectives to current needs and wants of its clientele affects its relevance and purpose to the community. Hence, this study aimed to determine the educational goals that teachers, pupils, and parents look for a basic elementary educational institution. This further investigated the correlation among the goals of the stakeholders, and the

differences among three-time periods, pre-pandemic, during pandemic, normalcy.

## **THEORETICAL REVIEW**

Before the pandemic, educational standards and expectations from all stakeholders were well-established. There were designed assessments that check and determine the attainment of the standards and expectations. Each stakeholder plays their well-defined roles and responsibilities within the given educational structures. Teachers bear most of the responsibility in the learning of the children with limited involvement of the parents. (Jospeh, 2023). However, these structures were changed when the COVID-19 pandemic happened.

The involvement of parents in the education of learners has never been more important during the time of the COVID-19 pandemic. The roles of the parents have expanded to take over some of the responsibilities of the teacher due to the adaptation of various alternative modes of education. With the evolution of their roles, parents' expectations on educational institutions have also changed. All over the world, elementary educational institutions are expected to continuously provide relevant and rigorous education in the different modes of instruction. Schools are also expected to provide avenues and programs for the development of the physical, emotional, and social aspects of the learners.

In Poland (Szcudlińska-Kanoś, 2022), parents expect that the schools continue to provide rigorous education but should consider updating their policies by extending or changing the operation time of the school to provide enough time for parents to assist their children, most especially the young ones. Furthermore, they suggest that the school develops extracurricular activities that learners can perform during the current context. The same concerns were observed in Portugal showing that parent's involvement in the elementary education is critical to the learning of the children, hence the schools and the government are encouraged to create policies that would provide opportunities to be involved with their children's learning but at the same time are compensated for their loss from work (Ribeiro, et al., 2021).

In Pakistan, parents expected that the academes should provide curated online classes for the learners that can develop also the physical and psychosocial aspects of the learners together with their academic learning (Bhamani, et al., 2020). In Germany, the parents also expected that quality education is provided to the learners using modern technology. Despite this, the parents have expressed great satisfaction with the abilities and support provided by the teachers for the learning of their children during the time of uncertainty (Haller & Novita, 2021). In Greece, since parents are taking over the roles of the teacher, they expected to receive workshops and trainings from the schools in the behavior management of their children as learners and an open line of communication among the school stakeholders for immediate support (Rousoulioti, et al., 2022).

The post-pandemic education concerns have been focused on filling in the gaps left by the alternative mode of education during the pandemic. However, it remained unchanged that quality academic learning is the top priority of the school stakeholders followed by the development of the intrapersonal and interpersonal skills of the learners (Presence, 2024). In a survey conducted in the US, parents have expressed their expectations towards a better quality of education that addresses the interests of their children and opportunities for psychosocial development (Napolitano, 2022). This is further supported by the findings of Watts & Pattnaik (2022) that the post-pandemic curriculum must be rigorous with emphasis on the acquisition of practical life skills and should develop the whole-being of the children most specially on socio-emotional health.

## **METHODOLOGY**

### ***Research Design***

This study utilized Descriptive Research Design. This design identifies trends, common characteristics, and categories in order to provide hypotheses of the data collected (Siedlecki, 2020) which in this study the educational goals of the pupils, parents, and teachers. Specifically, the existing group design was utilized wherein comparison between two or more groups are done to further describe the phenomenon.

### ***Data Collection and Analysis***

The study took place in one of the largest private elementary educational institutions in Cebu, Philippines. The participants include 1123 pupils, 754 parents, and 64 teachers. Secondary data on educational goals that were gathered using the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU) tool were utilized. These data were collected using the survey tool made specifically for collecting pertinent educational goals of the school's pupils, parents, and teachers. The survey was conducted online, and the tool is divided into 5 categories: (1) knowledge and skills, (2) values and attitudes, (3) relationship to self and others, (4) identity, vocation, & mission, and (5) aesthetic appreciation and development of talents. The survey was conducted in three different timeframes: before pandemic (2019), during pandemic (2021), and normalcy (2022), wherein there are significant educational modality shifts.

Data trends were analyzed through calculating central tendency. Since the data are ordinal in nature and is composed of three samples, Kruskal-Wallis's test was utilized. This test is a non-parametric test to test significant differences in data sets that do not assume a normal distribution (Bewick, Cheek, & Bali, 2004). In this study it was employed to determine the significant changes among the education goals learners, parents, and teachers across the years and significant differences between their educational goals within each year.

### ***Research Ethics***

The use of secondary data that is devoid of identifying information does not necessitate a full review from the ethical board of any institution as consents

are presumed given by the responders in relation to its primary use (Tripathy, 2013). Nevertheless, the data remained to be the property of the school and responders. Thus, in accordance with the Data Privacy Act 2012 of the Philippines and with the rules and policies of the school there appertaining to, the data were kept confidentially. Informed consent was granted by the school's administrators, parents, pupils, and teachers.

## **RESULTS AND DISCUSSION**

### ***Stakeholders' Educational Goals***

The educational goals of key stakeholders: teachers – primary implementors of the department's programs and activities, and parents and learners – primary clientele of the department, provides understanding and assessment on the robustness and relevance of the school's philosophies and objectives. It also provides key areas on the improvement of the school's program and leadership (Gurley, et.al, 2014). Hence getting a clear comprehension of the stakeholder's educational goals provides baseline data for the school improvement plan. The following are the major educational goal categories based on the PAASCU guidelines:

Knowledge and skills (KS) involve the development of intellectual powers and critical thinking, effective study skills, a command of basic mathematical processes, understanding the scientific method, technological progress and how it works. It also includes the development of intellectual skills and concepts necessary for civic competence, a basic understanding of the operation of one's government according to the constitution, of good citizenship and of the economic goals of the country and to train in intelligent action as consumers. Generally, these goals point to academic competence and proficiency that would make the pupils ready for higher education and active citizenship.

Values and attitudes (VA) are the expectations for elementary education to provide understanding on basic moral and spiritual values, to develop a set of values and an ethical system by which to live, to develop correct values, to desire and achieve socially responsible behavior, and to develop refined manners to be able to conduct properly in any kind of gathering. In general, it is expected for good values to be inculcated during the formative years.

Relationships (R) are the expectations for elementary education to provide avenues for proficiency in expressing oneself and be self-reliant, to develop the ability to work cooperatively with others, to be given ample opportunity for social interaction, to provide guidance in the balanced development of one's personality, to provide opportunities for self- discovery, self-expression and creativity , to develop the ability to deal constructively with psychological tension, to maintain good physical and mental health, and to provide adequate sex education.

Identity, vocation, and mission (IVM) are the development of effective leadership and followership skills – to mold learners to be good, effective servant leaders of the community, to learn to dedicate oneself in the service of God and fellowmen, to develop a sense of social awareness and responsibility, and grow to be good citizens of our country. Equally important are for pupils to know the

contemporary conditions of one's community and the nation as a whole and one's role in the community or in the nation, to be provided with opportunities for active participation in projects for community improvement.

With regard to their vocation, the educational goals are also set for pupils to develop the ability to adapt to changing conditions and to learn from mistakes, select and prepare for an occupation or vocation, prepare for marriage and family life, develop an understanding of the concept of and need for responsible parenthood, and understand the abilities and skills needed for a successful and worthwhile family membership. Lastly, for their identity, for pupils to develop an understanding of the meaning of life, learn how to deal with life- its problems and stress, and to develop the ability to plan one's life.

Aesthetic, appreciation, and development of talents (AADT) are set to provide opportunities for worthwhile co- activities, appreciation of arts, music and other aesthetic experiences, to discover and develop creative talent, acquire a wide range of interests, learn how to make use of leisure time; and learn and, to be immersed in the social and cultural heritage of the local, as well as national community, to instill appreciation and pride in their race and country, to be confident, responsible individuals who truly understand and appreciate the Filipino culture. Table 1 shows the summary data on the educational goals of learners, parents, and teachers in three school years.

Table 1. Stakeholders' Educational Goals for Year: 2019, 2021, 2022

Educational Goals	Learners			Parents			Teachers		
	2019	2021	2022	2019	2021	2022	2019	2021	2022
Knowledge	4.50	4.21	4.30	4.64	4.69	4.73	4.72	4.61	4.50
Values & Attitudes	4.54	4.26	4.43	4.87	4.88	4.89	4.98	4.91	4.88
Relationships	4.45	4.13	4.30	4.79	4.80	4.83	4.80	4.80	4.79
Identity, Vocation, & Mission	4.44	4.07	4.18	4.67	4.67	4.75	4.74	4.62	4.57
Aesthetic Appreciation and Development of Talents	4.49	4.14	4.23	4.63	4.70	4.73	4.80	4.75	4.71

Legend:

1.00 - 1.80 - Indifferent

1.81 - 2.61 - Not Desirable

2.62 - 3.42 - Occasionally Desirable

3.43 - 4.23 - Desirable

4.24 - 5.00 - Highly Desirable

Generally, stakeholders have deemed all the educational goals to be highly desirable. This suggests that the stakeholders have chosen to stay with the school because their educational goals and the school's general educational philosophy and goals are aligned. Subsequently, the school's programs and activities in relation to the achievement of its avowed philosophies and principles are viewed to be important and relevant by the stakeholders. There is however, a

decline on desirability among the learners on all of the educational goals during the pandemic on the year 2021. The challenges and stressed brought upon by the online learning have negatively impacted the learning experiences and mental health of the learners (Barrot, Llenares, & del Rosario, 2021) and have developed considerable dissatisfaction among them (Yekefallah, et.al, 2021).

Nevertheless, among stakeholders and across the three years, the most desirable educational goal is on values and attitudes. Hence, learners, parents, and teachers alike are primarily mostly interested in the formation of the values, morality, and behavior of the pupils. This also suggests that the schools formation programs are to consider this aspect as it is the principal reason for stakeholders to enrol and work in the school.

### *Differences of Educational Goal Desirabilities*

To provide further evidence, the result of differences on the desirability of the educational goals demonstrates a deeper understanding on them. Table 2 below shows the differences on the desirability of the stakeholders among educational goals categories and across the years.

Table 2. Kruskal-Wallis Test Results on Differences

Categories	H-value	degrees of freedom	p-value	Meaning
Among educational goals	$H = 7.6341$	4	$p = 0.10594$	no significant difference
Learners' educational goals across years	$H = 11.18$	2	$p = 0.00374$	with significant difference
Parents' educational goals across years	$H = 2.365$	2	$p = 0.31427$	no significant difference
Teachers' educational goals across years	$H = 2.000$	2	$p = 0.36788$	no significant difference
Educational goals across stakeholders	$H = 79.3945$	2	$p < 0.0001$	with significant difference

Although the differences on the desirability of the stakeholders among the different categories of educational goals are not significant, it does still support that highest in the rank chosen by them as their primary reason for enrolling in a school are the formation programs. However, the insignificant difference also suggest that the stakeholders have perceived that all the educational goal categories as equivalently important in choosing schools. This is further evidently supported by the insignificant differences on the parents' and teachers' educational goals across three years which suggests that the school's philosophies, principles, and underlying programs and activities are important and relevant in the growth and development of the learners despite the changes

in the learning modality. Whether it was pre-pandemic, during the pandemic, and normalcy periods, stakeholders have perceived that the schools should continue to uphold their vision and mission.

Contrarily, the pandemic period and the learning modality during it have affected the desirability of the learners. This is evident on the significant difference found between their results across the years. This is also further supported by having a significantly lower average desirability score compared to the parents and teachers. Nevertheless, the decrease is not that low to post a concern for schools and the administrators. Thus, it is still necessary to understand the areas in the educational goals with erratic responses among the stakeholders.

***Specific Measure of Desirability of each Educational Goal***

Although the general results have provided positive results, it does not follow that each individual statements under the major categories have favorable responses as well. Looking into the specific educational statements provides a deeper idea on the areas that the schools have to look in their programs and activities. Table 3 below show the average results in each item under each categories of the educational goals.

Table 3. Average Results Across Years on Knowledge and Skills

Educational Goal Statements	Pupils		Parents		Teachers	
1. develop intellectual powers	4.31	HD	4.74	HD	4.77	HD
2. develop critical thinking	4.52	HD	4.85	HD	4.92	HD
3. develop effective study skills	4.47	HD	4.83	HD	4.83	HD
4. develop command of basic mathematic process	4.21	D	4.77	HD	4.54	HD
5. understand the scientific method and how it works	4.27	HD	4.70	HD	4.45	HD
6. understand the scientific and technological process	4.30	HD	4.71	HD	4.50	HD
7. develop intellectual skills and concepts necessary for civic competence	4.33	HD	4.65	HD	4.67	HD
8. develop a basic understanding of the operation of one's government according to the constitution	4.24	HD	4.51	HD	4.35	HD
9. develop a basic understanding of the essentials of good citizenship	4.44	HD	4.66	HD	4.72	HD
10. develop an understanding of the economic goals of the country	4.26	HD	4.51	HD	4.34	HD
11. train in intelligent action as consumers	4.31	HD	4.57	HD	4.48	HD
12. train in the intelligent use of natural resources	4.43	HD	4.75	HD	4.76	HD

Generally, the stakeholders have found the development of academic knowledge and skills of the learners as highly desirable. However, the pupils have found developing command of basic mathematic process to be only desirable. In a study among high school students, it is revealed that the reason for their reluctancy in the subject is due to their level of proficiency and negative perception of it since their elementary years (Aguilar, 2021). This suggests that their level of desirability of the subject affects their learning. As such, it is important that this be taken into consideration in the development and presentation of the mathematics subject.

Li and Schoenfeld (2019) suggested the Teaching for Robust Understanding (TRU) Framework in teaching mathematics. TRU has five dimensions which focus and lead to providing experiential application of mathematical concepts so that learners can make sense of them prior to the practice of skills. They argued that although the development of mathematical skills are important, learners become detached to it if it is not within their realm of experience nor authentic. This can be a good framework to explore to help increase pupils' desirability on mathematics.

Oppositely, all the educational goal statements under values and attitudes have high desirability among pupils, parents, and teachers. Compared to Knowledge and Skills, Values and Attitudes scored with High Desirability in all items. Table 4 below shows the mentioned level of desirability.

Table 4. Average Results Across Years on Values and Attitudes

Educational Goal Statements	Pupils	Parents	Teachers
1. understand basic moral and spiritual values	4.34 HD	4.89 HD	4.93 HD
2. acquire a set of values and an ethical system by which to live	4.33 HD	4.90 HD	4.93 HD
3. develop correct values	4.52 HD	4.91 HD	4.96 HD
4. desire and achieve socially responsible behavior	4.48 HD	4.88 HD	4.94 HD
5. acquire refined manners to be able to conduct one's self properly in any kind of gathering	4.38 HD	4.82 HD	4.85 HD

The results have shown that indeed, the primary reasons of parents and pupils enrolling in schools is the development of appropriate values and attitudes. This also suggests that the value system that schools are implementing is highly sought after among the clientele. Furthermore, the high level of desirability among teachers proves that the development of values and attitudes among the learners are also their fundamental responsibility and goal in teaching in the schools. Thus suggesting that the philosophy and culture of the school needs to be successfully inculcated to the faculty.

In the category of Relationship, there are sensitive issues in which desirability is inconsistent among the stakeholders. This issues need to be taken accordingly by the schools. Table 5 shows these results.

Table 5. Average Results Across Years on each Item under Relationships

Educational Goal Statements	Pupils		Parents		Teachers	
1. acquire proficiency in expressing oneself	4.23	D	4.84	HD	4.88	HD
2. acquire self-reliance	4.33	HD	4.87	HD	4.89	HD
3. develop the ability to work cooperatively	4.45	HD	4.86	HD	4.87	HD
4. provide opportunities to meet people	4.30	HD	4.72	HD	4.72	HD
5. provide guidance in the balanced development of one's personality	4.35	HD	4.84	HD	4.84	HD
6. provide opportunities for self-discovery, self-expression and creativity	4.41	HD	4.83	HD	4.88	HD
7. develop the ability to deal constructively with psychological tension	4.19	D	4.78	HD	4.73	HD
8. maintain good physical and mental health	4.46	HD	4.90	HD	4.88	HD
9. provide adequate sex education	3.93	D	4.62	HD	4.54	HD

Developing interpersonal and intrapersonal skills among learners have been concerns identified during the online learning due to the pandemic that leads to the delay of forming intercultural and interconnections among peers (Bauer, 2021). This decline on giving importance to relationship with others and to oneself is observed among the pupils and is presented by their level of desirability on them as educational goals. On the other hand, parents and teachers have high derirability on these showing the significance of these matters to the learners. However, if these concerns continue to progress in the future, the social efficacy of learners will be negatively affected (Erozkan, 2013).

Both the development of interpersonal and intrapersonal relationships have direct correlation to the the academic performances of learners (Okwuduba, et.al, 2021). Although, they do not have any causal relationships but studies have found that learners with high level of interpersonal skills (Lindsey & Rice, 2015) and intrapersonal skills (Amir, Arumugam, & Karuppanan, 2021) have high academic performances. Thus, it is important that there are opportunities and avenues for these skills to be developed in school through collaborative works, authentic assessments, and interdisciplinary tasks and learning. Its implementation should target both the increase of academic performance and personality development among the learners.

Another issue that has been debated for years is on sex education. In the past, the talks with regard to reproduction and reproductive health have been taboo topics for many Filipinos brought about by the country's culture and

religions (Austria, 2006). Although there were efforts in developing the understanding of these concerns, it was not until the Republic Act No. 10354 was approved that there was discussion on a more extensive provision for the reproductive health of the Filipinos. Included in the act is the provision for a comprehensive reproductive health education. Still, even at the present, reproduction and reproductive health are topics in which people are uncomfortable of discussing out in the open. This is evidently observed in the level of desirability of the learners on sex education. Furthermore, though parents and teachers have highly desired such educational goal, it still scores the lowest among the items under relationships which suggests a hint of hesitation.

In the study conducted by La Bella (2014), the participants composed of students, teachers, and key informants (Health Officials and Church Counselors) have a general positive perception on the implementation of sex education. However, it has to be taken into consideration the context, the appropriate age, the strategies, and the limitations in which the program will have to be delivered. Most of the students and teachers preferred to give the responsibility on reproductive health education at home with the guidance of the parents instead of having it in a formal setting such as the school. Hence, this concern is something that would need careful consideration among schools.

More than these, preparation for the civic life in the future are too distant for the stakeholders to prioritize in the elementary education as well. Stakeholders have varied opinions on this aspect. Table 6 below shows these concerns.

Table 6. Average Results Across Years on Identity, Vision, & Mission

Educational Goal Statements	Pupils		Parents		Teachers	
1. train in effective leadership	4.22	D	4.82	HD	4.80	HD
2. train in intelligent followership	4.27	HD	4.69	HD	4.71	HD
3. develop the ability to adapt to changing conditions and to learn from mistakes	4.53	HD	4.88	HD	4.89	HD
4. select and prepare for an occupation or vocation	4.23	D	4.72	HD	4.66	HD
5. prepare for marriage and family life	3.62	D	4.48	HD	4.22	D
6. develop an understanding of the concept of and need for responsible parenthood	4.06	D	4.55	HD	4.28	HD
7. understand the abilities and skills needed for a successful and worthwhile family membership	4.31	HD	4.73	HD	4.63	HD
8. develop an understanding of the meaning of life	4.38	HD	4.82	HD	4.77	HD
9. learn how to deal with life, its problems and stress	4.31	HD	4.85	HD	4.77	HD
10. develop the ability to plan one's	4.27	HD	4.75	HD	4.70	HD

life							
11. know the contemporary conditions of one's community and the nation as a whole and one's role in the community or in the nation	4.34	HD	4.58	HD	4.59	HD	
12. train for community leadership	4.21	D	4.62	HD	4.69	HD	
13. provide opportunities for active participation in projects for community upliftment	4.21	D	4.59	HD	4.65	HD	

Generally, the stakeholders have high desirability on Identity, Vision, and Mission. However, civic responsibilities including marriage and family life, parenthood, and choice of occupation and vocation are too early to be goals that learners think of when attending school. According to Parson's Trait and Factor of Occupational Choice (1909), for an individual to realize and decide the occupation and vocation to take, there must be a clear understanding of their traits and skills, knowledge about the available jobs and the labor market, and a reasoned and impartial sense of judgement between the relationship of the aforementioned. In the elementary level, such characteristics are not well developed yet. This is also supported by the desirability of the teachers on preparation for marriage and family life.

On the other hand, civic engagement skills such as leadership, followership, and community participation are educational goals that learners can be involved with as early as elementary level. In fact, a study in England have found that the early civic engagement of learners have lasting impact into their lives and in developing citizenship (Keating & Janmaat, 2016). Furthermore, learners who have early involvement in civic matters and community engagements were found to have improved interpersonal skills (World Bank, 2006), educational outcomes, mental health, and moral reasoning (Generation Unlimited, 2020). However, pupils find civic engagement to be only desirable as an educational goal.

There are, however, several factors affecting their affinity towards civic engagement, but the primary influences are the engagement and involvement of their parents and peers (Rossi, et.al, 2016). Nevertheless, if such opportunities are not found in their immediate community, then the school should provide for the avenues for engagement. This also suggests that the schools should further intensify the planning and implementation of the programs that allow learners to develop skills related to citizenship and servant-leadership.

Meanwhile, high Desirability was expressed by the stakeholders on Aesthetic Appreciation and Development of Talents. However, there is still a statement on which the pupils did not agree with the parents and teachers. Table 7 below demonstrates the results on this educational goal.

Table 7. Average Results Across Years on Aesthetic Appreciation & Development of Talents

<b>Educational Goal Statements</b>	<b>Pupils</b>		<b>Parents</b>		<b>Teachers</b>	
1. provide opportunities for	4.28	HD	4.73	HD	4.80	HD

worthwhile co-activities						
2. provide opportunities for the appreciation of arts, music and other aesthetic experiences	4.28	HD	4.68	HD	4.71	HD
3. discover and develop creative talent	4.35	HD	4.76	HD	4.85	HD
4. learn how to make use of leisure time	4.13	D	4.65	HD	4.67	HD
5. acquire a wide range of interests	4.34	HD	4.72	HD	4.77	HD
6. learn and appreciate cultural heritage	4.35	HD	4.58	HD	4.73	HD

Development of other talents that help in the growth of each young individuals should be one of the priority goals of the schools. This is in order to hone their potentials holistically and be molded completely as an individual. At the same time, inculcating among the learners in the school the value of appreciating arts and ones culture to help enrich the understanding of their cultural heritage. The results also show that the stakeholders are in harmony with these educational goals.

However, the pupils have a different perspective on the effective use of leisure time. For parents and teachers, these periods are opportunities for the other skills of the learners to be developed. But pupils have perceived it as a time for them to express their inner child which they basically are. Thus, it is important that the school acknowledges this and provide healthy balance of rigor and play. Furthermore, child development continues even during play. In fact, play stimulates the brain and nerve connections, develop fine and gross motor skills, and improve language and socialization skills (McNamee & Bailey, 2010). Hence, schools should consider these to help learners find balance in their school-life.

## CONCLUSIONS AND RECOMMENDATIONS

Generally, stakeholders: parents, pupils, and teachers prefer to choose a learning institution that holistically develops the learners. There is no significant difference among the educational goal categories, however if taken individually, stakeholders generally prefer an elementary school that primarily forms and cultivates good moral and spiritual values and attitudes among the pupils. Secondly, they prefer schools that develop the interpersonal and intrapersonal abilities of the pupils. Thirdly, they prefer schools that acknowledge and develop the other intelligence and skills of the pupils. This level of desirability remained constant amidst the shifts in the teaching and learning modalities due to the pandemic except for the pupils' perceptions. Pupils, indeed, got affected by varied factors that are brought up by the situation and the changes in the educational landscape. Nevertheless, stakeholders value the formation of the pupils as a person more than their achievement in the academics.

Although generally there is a high level of desirability in all the educational goals, it is still important to take notes and improve on areas that will better advance the growth of the learners. In terms of knowledge and skills, there is a need for schools to improve on learners' desirability to the acquisition of mathematical processes using strategies that help them make sense of the numbers and the processes. In the area of relationships, it is necessary that schools provide avenues for learners to explore their interpersonal and intrapersonal skills through the effective use of collaborative learning approaches and departmental activities that foster teamwork with different sets of people. Furthermore, it is also imperative that the schools take into careful consideration the appropriate implementation of balanced schedule for curriculum rigor and play to hone pupils who are happy learners.

The perceptions and desirability of stakeholders: parents, pupils, and teachers are arbitrary. They change with time, events, and principles of the immediate community. Hence, it is necessary that this research is replicated with a bigger scope and larger sample sizes that include both private and public elementary educational institutions. Furthermore, researchers can deepen the results through integrating qualitative data and analysis to provide profound understanding of the stakeholders' perceptions and desirability.

#### **FURTHER STUDY**

For further study, future research should involve a larger sample from both public and private elementary schools to obtain broader and more generalizable results. Integrating qualitative methods is also recommended to gain deeper insights into stakeholders' preferences and better understand their views on holistic learner development.

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