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# Effectiveness of School's Vision, Mission, and Goals, Personal Growth and Professional Development of Preservice Teachers

Dr. Jonathan P. Leal, Prof. Myrlla B. Manua, Prof. Ruth T. Golingan

Dean, College of Teacher Education, Filamer Christian University, Inc. Roxas City, Capiz, Philippines

Professor, College of Teacher Education, Filamer Christian University, Inc. Roxas City, Capiz, Philippines

Professor, College of Teacher Education, Filamer Christian University, Inc. Roxas City, Capiz, Philippines

**ABSTRACT:** Universities are institutions of higher education that aim to teach and advance knowledge, produce knowledge through research, train teachers for personal growth and professional development, and contribute to the development of the community and society at large. These efforts of the universities are highlighted in the vision, mission, and goals of the institution. This survey-correlational research study aimed to determine the effectiveness of the vision, mission, and goals on the personal growth and professional development of preservice teachers. The participants were one hundred eighty-two (182) preservice teachers. Data were collected using the researcher-made effectiveness of vision, mission, and goals questionnaire and the researcher-made personal growth and professional development questionnaire. The findings revealed that the effectiveness of the vision, mission, and goals is very high. The awareness, acceptability, congruency, and attainability of the vision, mission, and goals are very high. The level of personal growth is high. The beliefs, attitudes, and self-attributes in personal growth are high. The level of professional development is high. The opportunities to learn, professional knowledge, and professional practice are high. There are significant differences in the preservice teachers' personal growth and professional development based on the vision, mission, and goals in favor of the very high personal growth and professional development. Significant relationships exist among personal growth, professional development, and effectiveness of vision, mission, and goals.

**KEYWORDS:** Effectiveness of Schools, Vision, Mission and Goals, Personal Growth, Professional Development, Preservice Teachers.

## I. INTRODUCTION

Universities serve as centers of higher education with the dual purpose of advancing knowledge through research and fostering personal and professional development in students, particularly preservice teachers. Their role is to contribute to society's broader development by shaping individuals who will drive change and innovation. This purpose is articulated in a university's vision, mission, and goals, which outline the long-term objectives of the institution, its purpose, and its role within the broader community. As noted by [1], the vision, mission, and goals define the institution's direction and strategic objectives. The vision expresses what the university aspires to become, while the mission distinguishes it from other institutions, and the goals are specific targets set to fulfill these broader ambitions. According to [2], a mission statement provides an enduring declaration of purpose that guides an institution's focus and direction.

The university's vision, mission, and goals guide the alignment of individual colleges and departments within the institution, ensuring that their goals support the larger objectives of the university. These guiding statements must remain fluid, adapting to ongoing changes in the academic environment. As [3] suggested, mission and vision statements play a crucial role in shaping organizational performance. Furthermore, [4] emphasize the necessity for institutions to be adaptable, especially in the face of global economic changes. For colleges, particularly those focused on teacher education, the alignment of goals with the university's vision ensures a cohesive effort to foster personal growth, professional development, and academic achievement.

Personal growth and professional development are fundamental to a teacher's ability to succeed in the classroom and contribute meaningfully to the community. [5] states that personal growth enhances a teacher's self-awareness, which in

turn improves their pedagogical practices. Similarly, [7] emphasize the importance of professional development activities in improving teachers' knowledge, skills, and attitudes, which ultimately benefit student learning. Achieving the vision and mission of the university requires active collaboration and shared responsibility between the institution, its faculty, and preservice teachers. This collaboration ensures that the development goals are met and that the vision and mission evolve in response to emerging needs and challenges in education [3]. The continuous assessment and refinement of these guiding statements help determine whether the university's mission has been achieved and whether adjustments are needed to better support the personal and professional growth of preservice teachers.

This study aimed to describe the effectiveness of the vision, mission, goals, personal growth, and professional development of preservice teachers for the school year 2022-2023. Specifically, this study sought to answer the following questions:

1. What is the level of effectiveness of vision, mission, and goals based on awareness, acceptability, congruency, and attainability?
2. What is the level of personal growth of preservice teachers based on their beliefs, attitudes, and self-attributes?
3. What is the level of professional development of preservice teachers based on the opportunity to learn, professional knowledge, and professional practice?
4. Is there a significant difference in the personal growth and professional development of preservice teachers based on the effectiveness of the vision, mission, and goals?
5. Are there significant relationships among the vision, mission, goals, personal growth, and professional development of preservice teachers?

## II. RELATED LITERATURE

The vision, mission, goals, and objectives form the foundational framework for guiding educational institutions. A vision articulates an institution's aspirations and future direction, creating a sense of ownership among its members and motivating them toward a common goal. According to [7], a strong vision, developed through collaboration with staff and the community, significantly enhances the effectiveness of educational programs. While educational institutions often have faceless agility compared to private organizations, a compelling vision helps align priorities, fosters shared responsibility and shapes the institution's long-term goals and strategies. This approach ensures that the vision resonates with all stakeholders and stimulates organizational growth [3].

The mission statement is an enduring declaration of purpose that distinguishes an organization from others, defining its focus and guiding principles. [7] emphasize that a mission statement is essential for setting clear organizational objectives and establishing a unified direction for all stakeholders. In educational institutions, the mission communicates core values, addresses the needs of students and the community, and serves as a foundation for strategic planning and decision-making. As noted by [4], effective leadership is critical in ensuring that the mission aligns with the institution's values and guides operational practices to achieve strategic objectives. [4] further stress that mission statements are particularly important in business schools, where they motivate faculty, attract students, and support accreditation. Mission statements also foster coherence within the institution, guiding interactions among faculty, staff, and students, as highlighted by [8].

Core values and goals statements are essential components that complement the vision and mission. Core values define the shared beliefs and behavioral expectations that guide how stakeholders conduct themselves to achieve the institution's vision. As [9] argue, aligning an organization around shared core values, such as honesty and integrity, is key to achieving extraordinary results. These values shape organizational culture and influence decision-making processes. Goals statements, on the other hand, are specific, measurable objectives that outline the steps required to achieve desired outcomes, such as improving student learning or professional development. [9] clarify that goals statements are focused on actionable steps, answering the question, "What steps will we take first, and when?" Together, these foundational statements—vision, mission, core values, and goals—work synergistically to inspire and guide stakeholders, ensuring a cohesive approach to achieving educational excellence and long-term success. According to [10], a well-articulated mission and vision statement is critical for fostering unity and shared effort, while highlighting that core values serve as a foundational pillar for guiding organizational conduct.

Teachers play a pivotal role in shaping educational outcomes by leveraging their personal attributes—knowledge, skills, attitudes, and practices—to manage learning environments and influence student success. As [12] note, teacher effectiveness is closely tied to how well these attributes are utilized in the classroom. The impact of teachers on student

learning is long-lasting and cumulative, according to [12], who emphasize the importance of ongoing teacher development. Professional growth for educators is viewed as a continuous, long-term process that allows teachers to refine their practices and identities, as highlighted by [13]. Self-directed learning and active engagement in professional development are essential for teachers to remain responsive to the evolving needs of their students and teaching contexts.

Teacher development, often seen as a journey of personal growth, is underpinned by the concept of Personal Growth Initiative (PGI). [14] defines PGI as active and intentional engagement in personal development, with implications for teachers' academic and career success. Teachers with higher PGI demonstrate greater psychological well-being and adapt more easily to changes in their personal and professional lives, as argued by [15]. Engaging in intentional personal growth not only enhances a teacher's ability to manage classroom challenges but also fosters professional satisfaction, as [16] suggest. These personal development initiatives are essential in helping teachers align their personal goals with their teaching roles, ultimately supporting their students' learning journeys.

Professional development is a central aspect of effective teaching, and teachers are encouraged to pursue opportunities such as workshops, mentoring, and training sessions to continuously refine their teaching methods. [17] emphasize the importance of professional development in ensuring that teachers stay informed, update their skills, and maintain high levels of competency. Studies, [18] reveal that many teachers face challenges, including insufficient subject knowledge and ineffective teaching methods. These challenges underscore the need for ongoing professional development. Effective professional development programs, according to [19], should focus on enhancing core teaching competencies, fostering collaborative learning, and integrating innovative teaching practices to meet diverse student needs. By focusing on reflective practices and fostering a community of practice, these programs play a critical role in improving both teacher performance and student outcomes.

### III. METHODOLOGY

This research utilized a survey-correlational approach involving 182 preservice teachers selected through stratified random sampling. The study employed Slovin's formula to determine the sample size. Data collection included a personal growth initiative questionnaire adopted and modified from [14] along with researcher-developed surveys on professional growth and vision, mission, and goals grounded in the concepts put forth by [20] and [21]. These instruments underwent validation and content review by an examining committee, with feedback incorporated to refine them. Pilot testing followed validation, providing data for factor analysis, construct validation, and reliability testing using SPSS software. The independent variable was the effectiveness of the vision, mission, and goals while the dependent variable was the personal and professional development of the preservice teachers. Data analysis included descriptive statistics (frequency, mean, standard deviation) and inferential statistics (ANOVA, Pearson correlation coefficient), with a significance level (alpha) set at 0.05.

### IV. RESULTS AND DISCUSSION

#### A. Level of Effectiveness of Vision, Mission, and Goals

The level of effectiveness of vision, mission, and goals based on awareness, acceptability, congruency, and attainability is shown in Table 1. Data show that the level of effectiveness of the vision, mission, and goals is very high (M = 4.42, SD = .42). It also shows that the awareness (M = 4.45, SD = .40), acceptability (M = 4.46, SD = .45), congruency (M = 4.48, SD = .79), and attainability (M = 4.28, SD = .50) are very high.

Table 1: Mean and Standard Deviation of Effectiveness of Vision, Mission, and Goals

| Category                   | Mean | Description | SD  |
|----------------------------|------|-------------|-----|
| Vision, Mission, and Goals | 4.42 | Very High   | .42 |
| Awareness                  | 4.45 | Very High   | .40 |
| Acceptability              | 4.46 | Very High   | .45 |
| Congruency                 | 4.48 | Very High   | .79 |
| Attainability              | 4.28 | Very High   | .50 |

Note Interval. 4.21–5.00: Very High, 3.41–4.20: High, 2.61–3.40: Moderate, 1.81–2.60: Low, and 1.00–1.80: Very Low

The school has very high standards for its vision, mission, and goals. The result implies that the effectiveness of the vision, mission, and goals serve as very powerful drivers for the performance, reputation, and image by fostering alignment, focus, motivation, and accountability of the school. The reason for this is that the school has clearly defined and communicated its vision, mission, and goals where the preservice teachers, teachers, administrators, and other stakeholders work towards a common purpose.

There is a very high awareness of the vision, mission, and goals. In other words, the preservice teachers have a strong understanding of the vision, mission, and goals. As a result of the school's intentional efforts to integrate, communicate, and uphold its vision, mission, and goals, preservice teachers are more likely to become very highly aware of and comprehend the guiding principles that form the basis of their educational experience. The reason for this is that the school consistently disseminates information about its vision, mission, and goals through a variety of platforms, such as newsletters, websites, posters, school orientations, and class discussions. Frequent exposure to these themes heightens students' understanding of the overall goals and purposes of the school, and by integrating these ideas into the curriculum, preservice teachers are constantly reminded of their significance and relevance to their education.

The acceptability of vision, mission, and goals is very high. The result implies that the preservice teachers are generally supportive of and agree with the vision, mission, and goals. The reason for this is that a lot of preservice teachers choose a school whose vision, mission, and goals coincide with their aspirations, values, and career objectives. When preservice teachers see a clear connection between their own goals and the institution's direction, they are more likely to support and accept it. Moreover, the vision, mission, and goals of a school often create a sense of community and belonging. Preservice teachers feel a part of something greater than themselves when a common goal and identity are promoted, which encourages adherence and acceptance.

The vision, mission, and goals are highly congruent. This indicates that there is a strong alignment with the values, beliefs, and actions of the preservice teachers. This alignment fosters clear direction, effective communication, and a cohesive culture that underpins the school's instructional goals. When the school's vision, mission, and goals are viewed as credible and trustworthy, preservice teachers are more inclined to believe in and support an institution that embodies its principles.

The attainability of the vision, mission, and goals of the school is very high. This implies that the goals set by the organization are perceived as realistic and achievable by the preservice teachers. It is because the school has highly realistic planning, strong leadership, adequate resources, stakeholder involvement, continuous monitoring, professional development, a supportive environment, clear communication, data-driven decision-making, and recognition of achievements. These factors collectively contribute to creating a conducive environment for achieving the school's desired outcomes. In other words, the preservice teachers believe that the school has set realistic and achievable objectives that are within reach and can be systematically worked towards. It can be emphasized also that the school has leaders who are committed, strategic, and supportive and can inspire and guide the entire school community toward achieving these goals.

**B. Level of Personal Growth**

The level of personal growth of preservice teachers based on their beliefs, attitudes, and self-attributes is shown in Table 2. The result shows that the level of personal growth is high (M = 4.14, SD = .44). Data also show that beliefs (M = 4.13, SD = .46), attitudes (M = 4.10, SD = .52, and self-attributes (M = 4.20, SD = .50) are high.

Table 2: Mean and Standard Deviation of Personal Growth

| Category        | Mean | Description | SD  |
|-----------------|------|-------------|-----|
| Personal Growth | 4.14 | High        | .44 |
| Beliefs         | 4.13 | High        | .46 |
| Attitudes       | 4.10 | High        | .52 |
| Self-Attributes | 4.20 | High        | .50 |

Note Interval. 4.21–5.00: Very High, 3.41–4.20: High, 2.61–3.40: Moderate, 1.81–2.60: Low, and 1.00–1.80: Very Low

The preservice has had significant personal progress. This suggests that preservice teachers have a high level of personal growth. The reason for this is that the school offers a safe and loving atmosphere that encourages preservice teachers to discover their potential, take chances, and gain knowledge from their experiences. Additionally, preservice teachers were given helpful criticism and encouraging words from peers and teachers, which prompted them to evaluate their development, acknowledge their successes, and pinpoint areas for growth. In addition, preservice teachers get vital experience, apply their knowledge in practical contexts, and develop their confidence and independence through opportunities offered by volunteer work, internships, and real-world projects that support their personal growth.

The preservice teachers have high beliefs in their personal growth. Due to the school's frequent encouragement of preservice teachers to establish and pursue both personal and academic goals, they hold strong beliefs in their progress. Their confidence in their capacity to develop and get better is strengthened when they establish and accomplish attainable goals. In addition, the preservice teachers are given a variety of learning and growth opportunities, including leadership positions, extracurricular activities, and practical experiences, which let them discover new interests and acquire new abilities. These encounters may strengthen their conviction that they are capable of developing.

The attitudes of the preservice teachers in their personal growth are high. This implies that preservice teachers have positive perspectives on their personal development. This suggests that they view obstacles in the classroom as chances for growth and learning. Because they think they can get better with effort and persistence, preservice teachers who have this perspective are more likely to have a positive attitude toward personal development. Preservice teachers come to understand that teachers who offer them support, guidance, and encouragement enable them to navigate challenges and set ambitious goals. By demonstrating to preservice teachers that personal progress is possible with the correct assistance, this advice promotes a positive attitude.

The preservice teachers have a high self-attribute in terms of their personal development. This implies that preservice teachers highly attribute their personal development to their actions, efforts, and decisions. They realize that consistent hard work and determination can significantly impact their skills, knowledge, and overall development. This is shaped by the encouragement they receive from their teachers. When their teachers promote independence and autonomy, and regularly acknowledge and appreciate their efforts, it reinforces the preservice teachers' belief in their ability to influence their growth through hard work and commitment.

### C. Level of Professional Development

The level of professional development of preservice teachers based on the opportunity to learn, professional knowledge, and professional practice is shown in Table 3. The result shows that the level of professional development is high ( $M = 4.17$ ,  $SD = .46$ ). It also shows that opportunity to learn ( $M = 4.20$ ,  $SD = .49$ ), professional knowledge ( $M = 4.14$ ,  $SD = .51$ ), and professional practice ( $M = 4.18$ ,  $SD = .52$ ) are high.

Table 3: Mean and Standard Deviation of Professional Development

| Category                 | Mean | Description | SD  |
|--------------------------|------|-------------|-----|
| Professional Development | 4.17 | High        | .46 |
| Opportunity to Learn     | 4.20 | High        | .49 |
| Professional Knowledge   | 4.14 | High        | .51 |
| Professional Practices   | 4.18 | High        | .52 |

Note Interval. 4.21–5.00: Very High, 3.41–4.20: High, 2.61–3.40: Moderate, 1.81–2.60: Low, and 1.00–1.80: Very Low

The preservice teachers have a high level of professional development. This implies that the preservice teachers are extremely talented and well-prepared to enter the teaching field. They possess the abilities, know-how, and frame of mind required to be successful teachers. This high degree of professional development is probably the result of strong programs for teacher education, encouraging classroom settings, and chances for real-world experience and introspective practice.

The opportunity to learn from the preservice teachers is high. This implies that the educational environment and support systems in place are highly conducive to learning. Preservice teachers are given abundant and varied

opportunities to acquire the knowledge, skills, and experiences they need to become effective educators. This high opportunity to learn is likely to result in well-prepared teachers who are capable and confident in their teaching abilities, ultimately benefiting their future students and the education system as a whole.

The professional knowledge of the preservice teachers is high. This implies that they are exceptionally well-prepared to enter the teaching profession. They have acquired the necessary knowledge and skills to effectively teach their subject areas, manage classrooms, and support student learning. This high level of professional knowledge likely results from rigorous teacher education programs, comprehensive training, and a strong emphasis on both theoretical and practical learning experiences. Preservice teachers with high professional knowledge are more likely to be effective teachers, capable of delivering high-quality instruction and fostering positive learning outcomes for their students. This, in turn, contributes to the overall success and improvement of the educational system.

The preservice teachers engage in high levels of professional practice. This implies that preservice teachers are using their knowledge and abilities in the classroom in an efficient manner. They can effectively manage classrooms, provide instruction of the highest caliber, and engage in ongoing professional development for teachers. Preservice teachers are well-prepared to move into full-time teaching employment based on their high degree of professional practice. They are likely to have a positive impact on student learning and contribute to a productive and supportive school environment. This high standard of professional practice is typically the result of comprehensive teacher education programs, robust support systems, and ample opportunities for practical experience and reflective learning.

**D. Differences in Personal Growth and Professional Development Based on the Vision, Mission, and Goals**

The differences in personal growth and professional development based on the vision, mission, and goals are shown in Table 4. Data show that there is a significant difference in the personal growth of the preservice teachers based on the vision, mission, and goals (7.185\*) = .000,  $p > .05$  in favor of the very high personal growth (M = 4.33; SD = .41). There is also a significant difference in the professional development of the preservice teachers based on the vision, mission, and goals (8.925\*) = .000,  $p > .05$ . in favor of the very high professional development (M = 4.40; SD = .43). Therefore, the null hypothesis is rejected.

Table 4: t-test on the Differences in Personal Growth and Professional Development Based on the Vision, Mission, and Goals

| Category                 | Mean | SD  | t-value | df   | Sig.(2-tailed) |
|--------------------------|------|-----|---------|------|----------------|
| Personal Growth          |      |     |         |      |                |
| Very High                | 4.33 | .41 | 7.185   | 176* | .000           |
| High                     | 3.89 | .36 |         |      |                |
| Professional Development |      |     |         |      |                |
| Very High                | 4.40 | .43 | 8.925   | 176* | .000           |
| High                     | 3.87 | .30 |         |      |                |

<sup>ns</sup>  $p > .05$  – not significant at 5% level

There is a significant difference in the personal growth of preservice teachers based on the vision, mission, and goals of the school. This implies the importance of the school's vision, mission, and goals in shaping the personal growth of preservice teachers and acknowledges that this growth may vary among preservice teachers and across different educational institutions. This suggests that the impact of the school's vision, mission, and goals on personal growth is not uniform across all preservice teachers or schools. Instead, there are different levels or degrees of personal growth experienced by preservice teachers depending on how effectively the vision, mission, and goals are implemented and integrated into the school's culture and practices.

The professional development of preservice teachers differs greatly depending on the school's vision, mission, and goals. This implies that not every person or department within the organization will experience the same level of professional development as a result of the institution's vision, purpose, and goals. Instead, based on how well the institution's vision, mission, and goals are carried out and incorporated into its operations and culture, various people will experience different levels or degrees of professional development. This emphasizes how the institution's vision,

mission, and goals have an impact on professional growth while also acknowledging that this development may differ for each person and various departments or levels within the institution.

#### E. Relationships Among Personal Growth, Professional Development, and Vision, Mission, and Goals

The relationships among personal growth, professional development, and vision, mission, and goals are shown in Table 5. Data reveal that there is a positive, strong association, and significant relationship between personal growth  $r = .495^*$ ,  $p = .000 < .05$  and vision, mission, and goals. There is a positive, strong association, and significant relationship between professional development  $r = .592^*$ ,  $p = .000 < .05$  and vision, mission, and goals. Furthermore, there is a positive, strong association, and significant relationship between personal growth  $r = .682^*$ ,  $p = .000 < .05$ , and professional development. Therefore, the null hypothesis is rejected.

Table 5: Pearson r among the Personal Growth, Professional Development, and Vision, Mission, and Goals

| Variables   | r-value | Sig  |
|---|---------|------|
| Personal Growth and Vision, Mission, and Goals          | .495*   | .000 |
| Professional Development and Vision, Mission, and Goals | .592*   | .000 |
| Personal Growth and Professional Development            | .682*   | .000 |

\* $p < .05$  – significant at 5% level

There is a strong, positive, and significant relationship between the vision, mission, and goals of an educational program and the personal growth of preservice teachers. In other words, the alignment and clarity of the vision, mission, and goals are closely related to the extent of personal growth experienced by these preservice teachers. This suggests that the vision, mission, and goals of the educational program play a significant role in fostering the personal growth of preservice teachers. The clear direction and purpose provided by these foundational elements contribute positively to their development.

These elements contribute 24% to their personal development, underlining their importance in shaping and fostering growth. This indicates that 24% of the variation in the personal growth of preservice teachers can be directly attributed to the influence of the vision, mission, and goals. This is a substantial contribution, highlighting the importance of having a well-defined and meaningful vision, mission, and goals in an educational program.

Because the vision, mission, and goals have been shown to significantly contribute to personal growth, it is clear that they can be leveraged to further enhance this growth. By refining and emphasizing these elements, educational programs can better support and facilitate the personal and professional development of preservice teachers.

There is a strong, positive, and significant relationship between the vision, mission, and goals of an educational program and the professional development of preservice teachers. This means that there is a statistically significant and robust positive correlation between the professional development of preservice teachers and the vision, mission, and goals of their educational program. The presence and clarity of the vision, mission, and goals are strongly linked to the professional growth and progress of these preservice teachers.

This implies that the vision, mission, and goals play a critical role in boosting the professional development of preservice teachers. When these elements are clear and well-articulated, they provide a solid foundation that supports and enhances the professional growth of these teachers-in-training.

These elements are crucial for enhancing and guiding the professional growth of preservice teachers, contributing 35% to their development. This indicates that 35% of the variation in the professional development of preservice teachers can be directly attributed to the influence of the vision, mission, and goals. This is a substantial contribution, demonstrating the significant impact these elements have on the professional growth of preservice teachers.

The vision, mission, and goals provide guidance and direction for preservice teachers. They help outline the path that preservice teachers need to follow to achieve their professional development. By clearly defining objectives and expectations, these elements serve as a roadmap for preservice teachers, helping them understand what skills and knowledge they need to acquire and how to go about it.



Moreover, there is a positive, strong association, and significant relationship between personal growth and professional development. This implies that personal growth and professional development are strongly correlated and mutually reinforcing processes for preservice teachers. Together, they contribute significantly to the overall development and readiness of preservice teachers, with 46% of their growth being attributed to their combined influence. Both aspects are vital components in shaping well-rounded and effective preservice teachers, highlighting the importance of addressing both personal and professional aspects of growth in teacher education programs.

This emphasizes the importance of both personal growth and professional development in preparing preservice teachers for their future roles. Personal growth equips them with the mindset, attitudes, and interpersonal skills necessary for effective teaching, while professional development enhances their pedagogical knowledge, instructional strategies, and classroom management skills.

## V. CONCLUSIONS

The institution is likely to experience success and positive outcomes as a result of its clearly defined and impactful vision, mission, and goals. Since the school's objectives and mission are quantifiable and reachable, it will be possible to monitor progress and adjust its success criteria in response to evolving conditions. Because the plans and strategies are being carried out effectively, the vision, mission, and goals frequently translate into successful implementation. The preservice teachers who have not yet started their professional careers, actively prioritize and pursue personal growth. It enables them to reflect on their activities and continually enhance their teaching practice because they possess high degrees of self-awareness, openness, resilience, goal orientation, and a positive mentality. They become open to new ideas, perspectives, and feedback. They are willing to explore innovative teaching methods and adapt their approaches based on the needs of their students. This positive mindset helps them overcome obstacles, connect with students, and foster a positive learning atmosphere. The preservice teachers are immersed in a culture of learning and growth, bolstered by a wealth of chances and resources that eventually lead to improved professional practice, knowledge, and skill sets. Having lots of learning opportunities is a sign of a dedication to ongoing development. They have a supportive atmosphere that promotes and enables learning and progress, thus it is probable that they will prioritize keeping up with the latest advancements in their profession and honing their abilities accordingly.

Given the variations in preservice teachers' personal and professional growth according to the school's vision, mission, and goals, it is clear that these elements are crucial in forming and directing the preservice teachers' efforts in both areas. By adhering to these guiding principles, growth and development activities are made sure to be purposeful, focused, and conducive to achieving desired outcomes. This inspires the preservice teachers to continuously improve themselves and help the organization reach its goals. Since the personal growth and professional development of preservice teachers are interconnected with and influenced by the vision, mission, and goals of the school, it follows that they are likely to align their personal growth and professional development efforts with the vision, mission, and goals of the school. This alignment ensures that their development is in harmony with the broader objectives of the educational institution. The vision, mission, and goals of the school provide preservice teachers with a sense of purpose and direction for their personal and professional growth. This encourages and motivates the preservice teachers to realize how their growth and development fits into the larger objectives of the school.

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