

The Influence of Vision and Mission Related to the Education and Training Evaluation Commission Accreditation in Improving the Quality of School Education

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ABSTRACT

The purpose of this research is to investigate the influence that mission and vision have on the quality of education provided by public secondary schools in the Asir region, according to the perspectives of the principals of such schools. In order to accomplish the goals of the study, the researcher employed a descriptive design and a quantitative technique, with the questionnaire serving as the primary instrument for the collection of data for the study. Random selection was used to pick 204 school principals from the Asir region to participate in the study. In the Asir region, the findings of this study demonstrated that the mission and vision of public secondary schools had an impact on the quality of education that students receive in those schools.

KEYWORDS: Vision, Mission, Quality of School Education, Saudi Arabia.

1. Introduction

The process of educating is deliberate, planned, and conformed to definite goals and objectives. The education process aims to ensure that students develop optimally, instilling a sense of responsibility in students towards themselves, God Almighty, society, and their fellow humans (Moraal et al., 2024). Additionally, the teaching and learning process should provide students with academic and professional skills, increase their sense of caution, and develop opportunities for creative and critical thinking skills to adapt to physical and technological changes. The process prepares students to become balanced individuals who can live happily and actively contribute towards the realization of a just and prosperous society (Palah et al., 2022). The formal education system is the main agent in achieving these objectives. However, the success of these goals can only be achieved if the modern education system upgrades its quality and adopts a customer-oriented approach in shaping the future of the nation. The goal of quality education should start in school education, in line with the Statement of Education 2004 (Sulastri et al., 2021).

Schools must possess the capacity to operate as educational institutions while fulfilling their responsibilities. Schools must operate as educational institutions with

professionalism and the ability to deliver high-quality educational services. Schools must be oriented towards specific purposes in order to function effectively as educational institutions. Schools must establish distinct and explicit objectives (Olusola et al., 2022). The process of formulating objectives should begin with an assessment of the internal state of the schools and an examination of the external environment that schools aim to align with. The defined objectives must be attainable. Schools require explicit rules to effectively establish the objectives of their programs. Vision and mission statements are essential for providing clear guidance. Hence, it is crucial to precisely articulate these two significant operational elements, particularly for the purpose of managing, organizing, and implementing learning across different educational services and work units (Moye, 2019).

The quality of education is contingent upon the caliber of education workers, students, educational programs or curricula, infrastructure, facilities, management, and the environment, as they are the components of the education process (Pardilla, 2024). These attributes are anticipated to generate teaching and learning procedures and results that align with the objectives of education. Consequently, it is necessary to carefully organize, strategize, and execute the various components in order to get a superior standard of education (Al-Hamidi, 2021). In order to effectively adapt to the complicated and quick changes of modern life, educational institutions must possess the ability to be flexible and adaptable. Schools and other educational schools must possess the ability to adapt and respond to the numerous obstacles they encounter, as part of their role in providing education (Maharma, 2020).

While there is a significant amount of research on mission and vision in literature, there is currently a lack of regular establishment of the impact of mission and vision on the quality of education in Saudi international schools. The mission statement serves as the core essence of the company. It is the fundamental reason, the objective, the cohesive force that unites the community, and the foundation for all decision-making (Bedoya-Dorado et al., 2022). Allison (2019) examining mission statements provides a perspective on how these schools perceive themselves in relation to their audiences and communities. Educational schools develop institutional goals, program learning outcomes, and course learning objectives in order to align with their mission and provide clarity and consistency in delivering education. Institutions thereafter adopt evaluation policies and methods that are in line with their goal, in order to guarantee the ongoing preservation of focus, transparency, and consistency. Nevertheless, the mission and other school papers of schools are sometimes confused with accrediting standards, which can have a detrimental impact on the overall well-being of the institution.

When appropriately formulated, the mission statement (defining our identity), the vision statement (outlining our future achievements or actions), and the values (reasons for our actions) assist institutions in establishing institutional objectives and implementing the vision of how to fulfill the mission (Dumanig & Symaco, 2022). The strategic plan delineates the specific timeframe in which these goals will be achieved, while the institutional outcomes gauge the success of the aims at an institutional level. Nevertheless, there is a scarcity of research specifically examining the mission and vision statements of internationally recognized, degree-granting, independent schools in Saudi Arabia, as well as how these schools should establish

and synchronize their mission and vision with educational statements and practices (Bayrak, 2020). Consequently, giving more focus to purpose and vision statements will enhance the quality of education in schools. This study was conducted to look into the impact of Vision and Mission of Saudi international schools on the quality of school education in Asir schools in the Kingdom of Saudi Arabia.

Research questions

The objective of this study is to examine the given questions in connection with the prior discussion.

1. To what extent are the mission items available in public secondary in the Asir region from the point of view of school principals?
2. To what extent are the vision items available in public secondary in the Asir region from the point of view of school principals?
3. What is the degree of quality of School Education in public secondary schools in the Asir region from the point of view of school principals?
4. What is the impact of mission and vision in quality of School Education in public secondary schools in the Asir region from the point of view of school principals?

2. Literature review

Vision refers to the long-term aspirations and goals of a school. It involves envisioning the desired future state of the school, determining its direction, and creating a mental image of the desired outcomes that are currently unattainable given the present circumstances (Ahman, 2020). However, these goals can be pursued by capitalizing on future opportunities, developing strategies, and ultimately achieving them over time. The vision of a school encompasses its ambitions and objectives in terms of competition, financial success, and overall performance. Planners, including both internal leaders and employees as well as external consultants, strive to establish a clear and precise vision by presenting a variety of possibilities for correct definition (Slintak & Dvorský, 2019). It involves formulating a clear vision on how to persuade the school's audience and members about the strategic plan, while ensuring that the strategy sets higher goals than those in the past. That is, forming a cognitive representation of the future of the school, and guaranteeing the involvement of all employees in defining its objectives (Pardilla, 2024). In other words, the vision refers to a conceptual image or ideal that a school aims to achieve in the future. Thus, the strategic vision is defined as an ambitious goal that elevates the standing of businesses and propels them to thrive and improve (Sugiharto, 2023).

A vision can be described as an ambitious and future-oriented statement of what an individual or school aims to achieve. It encompasses a medium to long-term timeframe, typically referring to the distant future (Baildon & Arabi, 2023). The main purpose of articulating a vision is to use it as a guiding principle in determining the school's actions, policies, and events both presently and in the future. Additionally, it is a program that is oriented towards the future, and it can be stated

that the school's vision is what shapes the desired future state it aims for (Jonyo et al., 2018). It is crucial to highlight that the vision remains unchanged over time, serving as a consistent guide for employees to prioritize important matters and gain a comprehensive awareness of all issues. It is advantageous for the school and improves the synergy among its diverse resources. Any establishment, facility, corporation, or school that does not rely on the presence of a clear vision will not achieve enduring success (Dhivya et al., 2019). The vision facilitates the attainment of an institution or company's objectives by engaging all of its members in their accomplishment. The vision further aids personnel in attaining their goals and Comprehend the enduring essence of their work (Othman, 2022).

Utaya and Wafaretta (2021) mentioned that in order for a vision to be deemed effective, it must possess a set of specific attributes, which include the following:

- To articulate the promising prospects of the school.
- The desired characteristics of the text are clarity, simplicity, and brevity.
- Utilize captivating phrases.
- It should include attainable and feasible goals and desires.
- To ensure alignment between the ideals it encompasses and the overall cultural norms of the institution.
- It should include elements related to the optimal timing for accomplishing the desired objectives.

The administration establishes the vision to assist in strategic planning and guidance. The phrase "vision" addresses various inquiries, including the desired future state of the school. What will be the pinnacle of her career? The vision outlines its future development objectives, aiming to achieve its ideal image (Moraal et al., 2024). The vision encompasses various connotations, including perceptions, orientations, aspirations, desires, and cognitive presumptions. The participation and commitment of all school members are essential for achieving any development goals that the school aims for (Riechi, 2021).

The significance of the vision rests in its crucial role in strategic planning, as it serves as the guiding principle for effectively executing the plan. Additionally, it provides staff with a chance to familiarize themselves with the school's expectations, leading to increased motivation and dedication in order to meet these expectations (Palah et al., 2022). This, in turn, favorably impacts their productivity and adds to the overall growth of the school. The progress of a particular phenomenon also has an impact on the strategies employed to control it and facilitates accurate decision-making. The preservation and triumph of each educational institution relies on its lucid and deliberate vision (Sulastri et al., 2021). The publicized vision statements are crucial as they provide inspiration to employees and serve as a means for the school to communicate its desired future achievements to its staff. Furthermore, it effectively appeals to pupils who possess similar ambitions, so facilitating the accomplishment of its objectives. The vision has a profound influence when it is highly valued and fully executed by employees (Sulastri et al., 2021).

Olusola et al. (2022) mentioned that good vision possesses several attributes, which encompass:

- Having a purpose for growth is essential. If an individual's consciousness is confined to the present moment, they will certainly lack vision. Vision involves looking ahead to the future and necessitates personal growth. Consequently, he must patiently await favorable circumstances for personal development in order to fully enjoy his life and enhance his potential.
- Pragmatic and adaptable: considering the existing circumstances and resources of the school, as well as exploring various strategic approaches to overcome challenges and enhance competitive progress.
- Quantifiable: in order to assess the extent of the school's progress towards its objectives.
- Temporal: It should be explicitly related to the inquiry conducted over a prolonged duration.
- Implementing administrative reforms and transitioning the school from its existing state to the desired state.

Strategic plans are primarily created to support the mission, which is a crucial and essential document for forming organizations and providing clear guidelines for decision-making. The mission is a crucial component and foundation upon which the school relies to establish its vision and objectives. This is a concise overview of the process of briefly elucidating the purpose of its existence, or in other terms, stating what its goal is (Moye, 2019). The mission statement outlines the school's overarching objective. Additionally, it serves as a mechanism that guides and motivates personnel, students, and parents, capturing their interest and dedication towards the objectives of the school. Put simply, the mission serves as the structure that sets the school apart from other institutions, embodying the core purpose and identity of the school (Pardilla, 2024). It is important to highlight that the statement should be crafted in order to address the following inquiries: What is the purpose or function of the school? What is your plan of action? For whom is it done? (Lokollo et al., 2023).

The school's mission serves as a guiding principle for its everyday operations, aids in decision-making, facilitates effective planning, and motivates the workforce to achieve goals (Bedoya-Dorado et al., 2022). The school's mission includes its goals, which must be accomplished, and encompasses all parts of the school, including teachers, students, services, technology, the quality of its output, and its capacity for sustainability (Allison, 2019). Dumanig and Symaco (2022) mentioned that when planning and executing the mission, it is essential to ensure clarity:

- The purpose of the institution's existence and the values it entails.
- The means that help it achieve its mission.
- The areas in which you would like to work, including determining the products or services provided.

- Knowing the type of the organization's primary customers, and determining its responsibilities towards them.

Bayrak (2020) mentioned that numerous experts have extensively examined the fundamental standards for a commendable and efficient message, and the subsequent requirements are the most crucial among them:

1. The mission of the school should possess both flexibility and adaptability. It should be specific enough to highlight the unique qualities that set the school apart from its competitors, while also being broad enough to allow for future expansion without requiring significant changes.
2. Precision and exactness in conveying information. An effective mission is unambiguous in its meanings and language, and exact in its expressions.
3. Establishing the overarching objective in the mission.
4. The approach should be pragmatic and unbiased, allowing for practical implementation while considering the factors of difficulty and opposition, and emphasizing the optimization of the existing capabilities and resources.

The establishment of the Arab Organization for Quality Assurance in Education in 2007 was aimed at aligning with the global trend towards educational accreditation. The organization functions independently as a non-profit entity under the League of Arab States, with its primary aim being to improve the quality of education in the Arab world (Maharma, 2020). The organization's mission, vision, and goals revolve around making substantial contributions to improving the quality of education and providing high-caliber education services and accreditation that align with global standards. The development of these standards involved coordination with specialist international organizations and experts from the Arab area (Al-Saudi & Asiri, 2021). The criteria include many aspects of teaching methods and academic research, student population, operational efficiency, resources, communication, innovation, and outstanding achievements. These standards are assessed using more than one hundred indicators. The organization has partnered with multiple educational institutions to achieve exceptional educational benchmarks (Kumar et al., 2020).

The quality of schools varies significantly, both on a national and worldwide scale. The caliber of students who complete their studies at these schools is heavily influenced by the educational provisions offered by each institution, as well as the information, skills, and values imparted to them (Wahira & Hamid, 2023). The variation in the cognitive and academic achievements in schools in Saudi Arabia can be ascribed to the lack of a standardized system that acts as a reference point for assessing excellence. Ensuring the quality of educational services is of utmost importance. It is crucial to carefully oversee the processes associated with providing these services and establish a framework for assessing schools. It is crucial to disclose the outcomes of these assessments to the public, allowing parents to make well-informed choices and distinguish between the educational options provided by various schools. In addition, this feedback technique enables school administrators to discern areas of proficiency to bolster and deficiencies to rectify (Jaboob et al., 2023).

Previous studies

Jonyo et al. (2018) Investigated the impact of a vision and mission on the operational effectiveness of private universities in Kenya. The research issue pertains to the impact of purpose and vision on organizational performance in private universities in Kenya. This study employed a correlational design and adhered to a positivist philosophical approach. The study population consisted of all 17 private universities in Kenya that were accredited by the Commission of University Education. The focus of analysis was the governing body of the organization, including the board of directors, vice chancellors, department heads (in finance, sports, human resources, research, and quality assurance), and academic deans (specifically from the business school), which consisted of 136 individuals. A census technique was employed in the study to collect data, and descriptive statistical analysis was conducted using frequency distributions, percentages, and means. In addition, inferential statistics were used to analyze correlations and regression. Based on the data, the study concluded that there was a significant relationship between all the independent variables and organizational performance, the dependent variable. The study found that policy and regulation had a positive moderating effect on the relationship between mission and vision and organizational performance.

Al-Hamidi (2021) examined the impact of school leadership on the quality of teaching and learning in basic education schools for grades 5-9 in the North Al Batinah Governorate. It used a descriptive approach to analyze the responses of participants and identify any differences based on gender, job title, and years of experience. Considering this, a deliberate sample was selected from the principals and assistant principals of elementary schools in the North Al-Batinah governorate. There were a total of 119 participants, with 87 being school principals and 32 being assistant directors. The researcher created the questionnaire for this study. The study yielded the subsequent findings: The school leadership in North Al Batinah Governorate received an excellent score for its involvement in enhancing the quality of teaching and learning in basic education institutions for grades 5-9. The study found no statistically significant differences between males and females regarding the role of school leadership in enhancing the quality of teaching and learning in basic education schools for grades 5-9 in Al Batinah North Governorate. However, there was a notable exception in the first axis, which focused on the future vision of the teaching and learning process, where females showed greater benefit. Similarly, there were no statistically significant variations observed in relation to job title and years of experience across all research dimensions, except for the first dimension: the future perspective of the teaching and learning process, where an assistant director had a favorable outcome. The study sample estimates do not show any statistically significant variations regarding the impact of school leadership on enhancing the quality of teaching and learning processes in educational institutions.

Utaya and Wafaretta (2021) examined the vision-mission and performance of environmental education at Adiwiyata Elementary School (Tunjung Sekar and Sukun) in Malang City. The data collection methodology employed in this study involved document analysis, direct observation, and interviews. The research findings indicate that the goal articulated by both elementary schools is quite similar, resulting in the schools achieving outstanding academic performance. Moreover, as

both elementary schools have been awarded the Adiwiyata School moniker, they also share a mission of environmental stewardship. SDN Tunjung Sekar 1 incorporates environmental culture as an additional element in their mission. The mission of SDN Tunjung Sekar 1 explicitly emphasizes learning (60%) and promoting environmental behavior and culture. It also aims to create an environmentally friendly educational environment that meets ecological standards and is suitable for students of all ages. On the other hand, the mission of SDN Sukun 1 focuses on developing students' religious character and environmental awareness. It also aims to implement environmental education activities using similar methods and approaches for all elementary school staff.

Pardilla (2024) examined the impact of vision and mission on the process of accreditation, and to engage in a detailed discussion regarding the relationship between vision, mission, and accreditation. Furthermore, the author outlines the objectives and purposes of the vision and mission. Every school possesses a distinct vision and mission that serves as a definitive target or benchmark for establishing educational objectives inside the institution. The school's vision and mission pertain to the accreditation of the school. The impact of the vision and mission on the school's accreditation and how the achievement of these goals contributes to it. Wibisono (2006) provides a definition for vision and mission. A mission involves establishing the aims or objectives of a corporation within a very short timeframe, typically ranging from 1 to 3 years. The vision represents the company's outlook for the future. The process of developing the school's vision and mission includes the participation of the principal, teachers, school committee, and all stakeholders involved in school policy. Vision and mission statements serve as benchmarks or targets for accomplishing school objectives. Undoubtedly, there exists a correlation between the two. Vision and mission are utilized to accomplish school objectives, while accreditation serves as an evaluation of the progress made towards these objectives. This evaluation assesses various aspects such as the sufficiency and suitability of the infrastructure supporting goal achievement, the effectiveness of the education and learning process, the knowledge and skills of the teachers, and the cleanliness of the school, among other factors.

3. Method

The researcher in this study examined the interrelationships of all the primary and secondary variables by use of a descriptive and analytical methodology. Despite the availability of alternative research methodologies like case studies, experimental designs, and comparison analyses, the researcher settled on a descriptive and analytical approach.

Population and Sample Research

Data analysis and the discovery of solutions to research challenges can be facilitated by the use of experimental designs and surveys. But they might backfire if researchers choose the wrong people to study (Sekaran & Bougie, 2016). Because of this, the research would be meaningless unless it collected data from those who can really solve the problems mentioned. Simply said, sampling is picking a subset of a

population to represent the whole. In order to study and draw conclusions about the wider target population, researchers use samples, which are smaller, more representative groups (Creswell, 2012). The researcher conducted a survey of 226 school principals in the Asir region, which was deemed to be the appropriate sample size based on the Morgan table. The selection of school principals was conducted using a method called simple random selection. Out of the 226 surveys that were distributed, 210 were received. The 6 questionnaires were discarded because the respondents provided incomplete responses. There were a total of 204 questionnaires available for assessment.

Research Instrument

After doing a comprehensive analysis of multiple prior research articles and the methodologies employed in these studies. The researcher devised a questionnaire to assess the viewpoints of school principals regarding the influence of purpose and vision on the quality of education in public secondary schools in the Asir region. The ultimate version of the instrument consisted of four components. The introductory section included pertinent details about the participants, such as their gender, monthly income, and highest level of education. The second section consists of 6 things that evaluate the school's vision requirement, while the third section consists of 6 items that evaluate the school's mission requirement. The fourth part consists of 10 items that examine the quality of education in government secondary schools in the Asir region. The materials selected for this research are based on the investigations conducted by Al-Hamidi (2021), Utaya and Wafaretta (2021), and Pardilla (2024). The questionnaire items were assessed using a Likert scale, consisting of a five-point continuum ranging from "1" (indicating very low) to "5" (indicating very high).

Instrument Validity

A cohort of 10 education scholars from a Saudi university's faculty were given a research tool to assess its language construction, scientific precision, and lucidity. The objective of this assessment was to ascertain the authenticity of the instrument. All items have been approved, with some revisions made to the wording based on the feedback supplied by the experts.

Instrument Reliability

The internal consistency of the sample's responses was evaluated using Cronbach's alpha. The correctness of the responses can be reliably assessed by using a threshold of 60% or higher, as indicated by Saunders et al. (2016) and proven in table 1.

Table 1. Cronbach Alpha test

Variables	Values
School's vision requirement	0.835
School's mission requirement	0.841
Quality of education	0.802

Table 1 demonstrates that the internal consistency coefficient values for the variables varied between 0.802 and 0.841, demonstrating a significant level of consistency. A Cronbach Alpha score exceeding 0.60 indicates a substantial degree of internal consistency among the variables in the instrument used for the study.

Data Analysis

The study employed the variance inflation factor (VIF), the tolerance limit, and the Kolmogorov-Smirnov test to evaluate the normal distribution. The multiple regression analysis was used to determine the influence of various independent factors on the dependent variable. Moreover, the data were examined using the methodologies outlined in the accompanying table.

Table 2. Interpreted Means

Means	Degree
1.00-2.33	low
2.34-3.67	Moderate
3.68-5.00	High

4. Results and Discussion

The respondents' profile was characterized by descriptive analysis, specifically in relation to their "gender, monthly income, and highest level of educational attainment." The bulk of respondents, accounting for 73.5%, were male, while female respondents constituted 26.5%. With regards to monthly income, 57.8% of participants earn a monthly income ranging from 6 to 10 thousand SAR. 25.0% earn a monthly income between 11 to 15 thousand SAR. 13.2% earn a monthly income over 15 thousand SAR. Lastly, 4.0% earn a monthly income between 1 to 5 thousand SAR. The figures in Table 2 reveal that 62.2% of the respondents own a bachelor's degree, while 24.5% have a master's degree, 11.8% hold a ph.D. degree, and 1.5% hold a diploma's degree.

Table 3. The profile of respondent

Variables	Category	N	%
Gender	Male	150	73.5
	Female	54	26.5
Monthly income	1-5 thousand SAR	8	4.0
	6-10 thousand SAR	118	57.8
	11-15 thousand SAR	51	25.0
	More than 15 thousand SAR	27	13.2
Highest level of academic achievement	Diploma's degree	3	1.5
	Bachelor's degree	127	62.2
	Master's degree	50	24.5

Table 4 displayed the mean scores and standard deviations of the variables.

Table 4. Descriptive of the study variables

N	Variables	Mean	St.dev	Importance
1	School's vision requirement	3.44	0.46	Moderate
2	School's mission requirement	3.41	0.43	Moderate
3	Quality of education	3.38	0.47	Moderate

Table (4) presents the mean values and standard deviations for the replies of the participants in the sample regarding the variables being studied. The table displays the mean values of the variables, which varied between 3.38 and 3.44, with a standard deviation ranging from 0.43 to 0.47. Indications point to a general consensus among the sample participants that the level of the research variables was moderate.

Before starting hypothesis testing, the researcher verified that the data followed a normal distribution by conducting a series of qualitative tests, as shown in Tables (5) and (6).

Table 5. One-Sample Kolmogorov-Smirnov Test

Variables	k-s test	Sig.*	Results
School's vision requirement	0.081	0.165	Follow a normal distribution
School's mission requirement	0.074	0.180	Follow a normal distribution
Quality of education	0.072	0.184	Follow a normal distribution

The findings from Table (5) demonstrate that all research variables display a normal distribution, as determined by a significance level of ($\alpha \leq 0.05$). All research variables exhibited normal distribution values that surpassed the criterion of 0.05.

Table 6. VIF and tolerance values

Variables	VIF	Tolerance
School's vision requirement	0.846	1.120
School's mission requirement	0.520	1.530

Table 6 presents the Variance Inflation Factor (VIF) values and tolerance values for the exogenous latent components analyzed in the study. The table shows that the tolerance values above the threshold of 0.20, with values of 0.520 and 0.846. Moreover, the VIF values were 1.120 and 1.530, both of which fall below the criterion of 5. This indicates that the data adhere to a normal distribution, therefore allowing for the use of statistical analysis.

Hypothesis testing

The main hypothesis suggests that there is no statistically significant influence of mission and vision on the quality of education in public secondary schools in the

Asir region. To test the original hypothesis of the study, we employed multiple regression analysis in the following manner:

Table 7. Multiple regression test results

Model summary							Regression coefficients				
DV		R	R ²	Adjusted (R ²)	F	Sig	IVs	Beta	B	T	Sig
quality of education	of	0.811	0.682	0.681	210.530	0.000	School's vision requirement	0.542	0.423	2.960	0.010
							School's mission requirement	0.621	0.582	3.650	0.000

Table (7) illustrates the correlation between the mission and vision statements and the impact they have on the quality of education in public secondary schools in the Asir region. The correlation coefficient achieved a value of 0.811, which is statistically significant at a level of $\alpha < 0.05$. This indicates a robust positive association between the variables. In addition, the coefficient of determination achieved a value of 0.682, indicating that 68.2% of the variability in the quality of education in public secondary schools in the Asir region can be accounted for by alterations in purpose and vision. The results showed that the adjusted coefficient of determination reached a value of 0.681, suggesting that characteristics like mission and vision have a significant impact on the quality of education in public secondary schools in the Asir region. These factors explained 68.1% of the variability in the quality of schooling. The remaining 31.9% of the variation can be ascribed to other unexplained factors that were not taken into account in the current study's model. The values of B, specifically (0.423, 0.582), offer an elucidation for the forecast of how the independent factors influence the dependent variable. Upon analyzing the T test findings, it is apparent that the independent variables (mission and vision) exert influence on the quality of education. The computed T values (2.960, 3.650) exceed the tabular value (1.96), demonstrating their statistical significance at a significance level of ≤ 0.05 . From the given information, it may be deduced that the null hypothesis is rejected and the alternative hypothesis is accepted. The alternative hypothesis proposes that characteristics such as mission and vision have a statistically significant impact on the quality of education in public secondary schools in the Asir region, with a significance level of $\alpha \leq 0.05$.

This outcome can be explained by the fact that the evaluation or accreditation that is carried out is evaluated based on a variety of factors, one of which is the vision and mission of the institution. The teachers or teams that are responsible for developing the vision and mission of the school are required to determine and produce a clear vision and mission. Due to the fact that the vision and goal statement is the first point of the accreditation assessment criteria, there are a lot of elements that need to be taken into consideration while developing a vision and objectives statement. For instance, this occurs in schools that have received an accreditation since there is a requirement to enhance the vision and mission of the institution, as well as the appropriateness of the infrastructure and the accomplishments of the students. As a result of the fact that this learning achievement is tied to the vision and mission, it has a significant impact on the process of identifying and developing the vision and

mission of the school in conjunction with the evaluation of the institutional accreditation. This finding is consistent with the findings of Jonyo et al. (2018), Al-Hamidi (2021), Utaya and Wafaretta (2021), and Pardilla (2024).

5. Conclusion

The findings of this study offer substantiation for the notion that the mission and vision of public secondary schools in the Asir region have an impact on the quality of School Education, as seen by school principals. Most school principals who responded to the questionnaire stated that the review or accrediting process takes into account various criteria, including the institution's vision and mission. The teachers or teams tasked with formulating the school's vision and purpose must establish and articulate a distinct vision and mission. Given that the vision and goal statement holds primary importance in the accrediting assessment criteria, it is crucial to examine many components while formulating a vision and objectives statement. For example, this happens in schools that have obtained accreditation because there is a need to improve the institution's vision and mission, as well as the suitability of the facilities and the achievements of the students. Since this learning achievement is closely linked to the vision and purpose, it greatly influences the process of creating and developing the school's vision and mission, along with evaluating institutional accreditation.

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