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## Research Article

### Stakeholders' Awareness and Acceptability of University's Vision and Mission, and Teacher Education Program Goals and Objectives in a State Institution in Central Luzon, Philippines

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#### ABSTRACT

The vision, mission, goals and objectives (VMGO) of any institution serve as its founding pillars in realizing its thrusts, mandates and aspirations. This descriptive cross-sectional survey research gauged the level of awareness and acceptability of the stakeholders on the university vision and mission statement, and the goals and objectives of the teacher education programs of a state institution in Central Luzon, Philippines. A total of 118 stakeholders, composed of administrators, faculty members, staff, alumni and students, served as the study respondents. Results showed that the stakeholders are very much aware of the university's new vision statement and mission. They are also very much aware on the goals and objectives of the teacher education programs. Almost all stakeholders have full participation in the reformulation of the vision statement. Further, the VMGO are clear, understandable and acceptable as assessed by the university stakeholders. Massive information dissemination of the VMGO in all types of media is recommended. Stakeholders are also encouraged to take part in the realization of the university's target outcomes and mandates.

**Keywords:** : Awareness and acceptability, Teacher education goals, Vision- mission statement

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#### Introduction

An educational institution's vision and mission serve as strong anchors towards the fulfillment of the set targets and identified mandates. A vision mirrors what the agency wants to become and therefore reverberate with all the academic community members for

them to have a sense of ownership (Pelicano & Lacaba, 2016). The mission reflects the overall goal and mandated roles of the institution in a community which it exists.

The Accrediting Agency for Chartered Colleges and Universities in the Philippines (AACCUP, 2006) elucidates that in the

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accreditation process, the vision, mission, goals and objectives (VMGO) area is the most essential of all the 10 areas to be surveyed as it serves as bases of the operation of an educational institution.

The locale of this research is a lone state university in Zambales, Central Luzon, Philippines. The university is a century-old institution of higher learning which provides instruction, research, production and extension services among its target clientele. The university vision was reformulated and approved by the Board of Regents (BOR) in October 2015. The revision was made to respond to the internationalization of higher education institutions (HEIs) specifically in ASEAN (Association of Southeast Asian Nations) Region and to adapt to the changing educational landscapes brought about by the 21<sup>st</sup>-century milieu and the fourth industrial revolution (FIRE). The university's mission echoes its four-fold functions as a university – to create new knowledge, package this new knowledge, use the created knowledge for an enhanced instruction, and extend this knowledge for community consumption. The university offers degree programs in teacher education, such as the Bachelor of Secondary Education (BSED), and the Bachelor of Elementary Education (BEED).

The stakeholders' awareness and acceptability of the vision, mission, goals and objectives (VMGO) of the university and its specific degree programs are critical towards the realization of the institutional thrusts and mandates. Moreover, the university stakeholders' awareness and acceptability on the VMGO could serve as a baseline data in improving the policies, practices, and processes of the educational institution. Further mechanisms may be crafted to enhance further the mode of dissemination and means of internalization of the VMGO.

In the Philippines, several studies have been done to assess the stakeholders' level of awareness and acceptability on VMGO (Bueno, 2019; Cascolan & Venture, 2019; Castillo, 2014; Constantino et al., 2020; Nozaleda, 2019; Oboza, 2017; Pelicano & Lacaba, 2016; Poliden & Bela-o, 2018; Segismundo, 2017; Villanca et

al., 2020), the VMGO's relevance and congruence (Bentor et al., 2017; Reusia et al., 2020; Tan & Borres, 2020), as well as its extent of dissemination (Gallinero & Otig, 2017; Laurente, 2019). The VMGO studies have also focused on different degree programs such as business administration (De Guzman et al., 2018), economics (Estrada, 2018), electromechanical technology (Salom & Florendo, 2013), midwifery (Dela Rosa & Pantaleon, 2018), nursing (Belo-Delariarte et al., 2017; Compelio et al., 2015; Rañeses, 2018), public administration (Siniguian, 2018), and teacher education (Fernandez, 2015; Rogayan, 2019).

To the best of the authors' knowledge, no study has been done in the study locale, which gauged the awareness and acceptability of the university's vision-mission (VM) statement and the teacher education program goals and objectives among the stakeholders of the institution.

Hence, this study aimed to assess the level of awareness and acceptability of the stakeholders on the university's revised mission, vision, goals, and objectives of the university's teacher education programs.

Specifically, this study sought to answers to the following research questions:

1. What is the level of awareness of the stakeholders of the VMGO?
2. What is the degree of participation of the stakeholders in the reformulation of the vision statement?
3. What is the extent of the stakeholders' understanding and acceptability of the VMGO?

## Methods

### *Research Design*

The study employed descriptive cross-sectional survey research to describe the stakeholders' degree of awareness and acceptability of the vision, mission, goals and objectives.

### *Respondents and Sampling*

The study involved 118 stakeholders of the university which were sampled using a snowball sampling technique. Table 1 shows the demographic profile of the respondents.

As shown in the table, majority (70.3%) of the respondents are in their early to middle teenage years, and some (18.6%) are in their young adulthood. This implies that the respondents are mostly millennials at the time of the study. Females (57.6%) are slightly higher than their male counterparts (42.4%). This suggests that females mostly dominate the stakeholders. Almost all (85.6%) of the

surveyed respondents are single. In terms of stakeholder classification, most of the respondents were students (51.7%) followed by faculty members (21.1%), staff (15.3%), and administrators (5.9%) and alumni (5.9%). The high number of student-respondents imply that the major clientele of the services offered by the university are the students.

*Table 1. Respondents' Demographic Profile*

Profile	Frequency (N=118)	Percent (100.0%)
<i>Age</i>		
18-24	83	70.3
25-34	22	18.6
35-44	4	3.4
45-54	2	1.7
54-64	7	5.9
<i>Sex</i>		
Male	50	42.4
Female	68	57.6
<i>Civil Status</i>		
Married	14	11.8
Single	101	85.6
Widow/er	2	1.7
Separated	1	0.8
<i>Stakeholder Classification</i>		
Administrators		
Faculty	7	5.9
Staff	25	21.1
Students	18	15.3
Alumni	61	51.7
	7	5.9

### **Instrument**

The researcher-made survey questionnaire was utilized to measure the extent of awareness and acceptability of the stakeholders. The first part of the instrument is the respondent's demographic profile which includes their age, sex, civil status and stakeholder classification. The second part contains items on the awareness of the new university vision, mission and the goals and objectives of the teacher education program (BSED & BEED). The tool also contains items on the participation in the revision of the vision statement (part 3) and the understanding and acceptability of the VMGO (part 4). The survey

was validated by three experts and was pilot-tested for its content and construct validity. The tool obtained an overall Cronbach alpha coefficient of 0.83, which indicates acceptable reliability.

### **Data Collection and Analysis**

After seeking approval from the authorities, the researchers administered the survey questionnaires to the intended respondents. The respondents took five to ten minutes in accomplishing the survey. The researchers retrieved the survey questionnaires on the same day as soon as the respondents finish answering. Some questionnaires were given to the alumni

and other students and were retrieved after several days. A total of 200 questionnaires were floated, but only 118 were retrieved.

Manual coding using MS Excel was used in data tabulation. The study employed descriptive statistics such as frequency count, percent,

mean, and standard deviation for data analysis. All the data were processed using MS Excel 2016 Analysis Tool Pack. The following rating scales were used in the study (Table 2).

*Table 2. Rating Scale Interpretation*

Scale	Awareness	Participation	Acceptability
2.50-3.00	Very much aware	-	Very clear, understands very well and highly acceptable
1.50-2.49	Aware	Full participation	Clear, understands well and acceptable
0.50-1.49	Not aware	Partial participation	Slightly clear, understands fairly and moderately acceptable
0.00-0.49	-	No participation	Not clear, difficult to understand and not acceptable

## Results and Discussion

### *Stakeholders' awareness of the new vision statement, mission & the goals and objectives of the teacher education programs*

The university vision's reformulation is in response to the ASEAN Integration, internationalization of HEIs and the onset of the outcomes-based education (OBE). The new university vision statement states that the university shall be a "progressive learner-centred research university recognized in

ASEAN Region in 2020." The mission statement culled from Section 2 of the university charter RA 8498 was not revised at the time of the study. The goals and objectives of the teacher education program serve as a mirror in the realization of the college's aspirations to equip the prospective teachers with the necessary knowledge, attitude and skills to hurdle the challenges of the 21<sup>st</sup> century society and the FIRE.

Table 3 shows the level of awareness of the stakeholders on the VMGO.

*Table 3. Level of Awareness of the Stakeholders on University's VMGO*

Stakeholder	WM	SD	Verbal Description
Alumni	2.62	0.37	Very Much Aware
Faculty	2.54	0.46	Very Much Aware
Staff	1.73	0.44	Aware
Student	2.15	0.41	Aware
Administrator	2.89	0.30	Very Much Aware
Overall Mean	2.34	0.32	Very Much Aware

As gleaned from the table, the stakeholders are *very much aware* of the new vision, the mission and goals and objectives of the program. The alumni, faculty and administrators have *very high* awareness of the VMGO compared to the staff and students who

have average level of awareness of the university's mandates, directions and operations.

The result implies that the university may craft strategies that could raise the staff and students' awareness on VMGO. Dissemination

strategies may be in the form of various media for the students to better internalize the VMGO. The VMGO should be the bases of a state university's operations (Castillo, 2014). The vision-mission statements also provide learning institutions with a significant glimpse of where they want to go and what they want to be (Bueno, 2019).

Several studies found out that the stakeholders have high awareness on VMGO (Arado et al., 2019; Belo-Delariarte, 2017; Bontor et al., 2017). The present study also showed that the administrators have the highest awareness level. This is parallel with De Guzman and colleagues (2018) study, which

found out that the administrators had the highest awareness mean scores.

As shown, the alumni obtained the highest awareness mean score. The result negates the findings of some studies (Constantino et al., 2020; Estrada, 2018) which mentioned that the external stakeholders, such as the alumni, generally have low awareness and low understanding, and acceptability of the VMGO.

### ***Stakeholders' participation in the vision reformulation***

Table 4 presents the level of engagement of the stakeholders in the revision of the vision statement.

*Table 4. Level of Participation in the Revision of Vision Statement*

Stakeholder	Mean	SD	Verbal Description
Alumni	1.96	0.58	Full participation
Faculty	1.81	0.53	Full participation
Staff	0.90	0.30	Partial participation
Student	1.48	0.40	Full participation
Administrator	2.32	0.27	Full participation
Weighted Mean	1.69	0.28	Full participation

Based on the table, almost all stakeholders participated fully in the revision of the vision statement. Only the staff members partially participated in the vision reformulation. This suggests that the staff should be involved in reviewing and reformulating the university's VMGO. Their participation is equally important towards an inclusive and sustainable educational institution.

Similarly, Dela Rosa and Pantaleon (2018) found out that in terms of the stakeholder participation to the vision-mission formulation, those actively engaged were students, university personnel and alumni.

### ***Understanding and acceptability of VMGO among stakeholders***

Table 5 shows the degree of understanding and acceptability of the VMGO.

*Table 5. Degree of Understanding and Acceptability of the VMGO*

Stakeholder	Mean	SD	Verbal Description
Alumni	2.00	0.52	Clear
Faculty	1.92	0.54	Clear
Staff	1.37	0.35	Slightly clear
Student	1.72	0.43	Clear
Administrator	2.48	0.31	Clear
Weighted Mean	1.90	0.30	Clear

As shown, stakeholders clearly understand and accept the VMGO. The administrators have

the highest degree of acceptability, followed by the alumni. The staff slightly understand and

moderately accept the VMGO. This connotes that offices should employ mechanisms in disseminating the VMGO, such as posting the VMGO statements in the offices and including them in office documents.

The effectiveness of the VMGO lies in its structure and dissemination, and the constituents of an educational institution have to be aware of its VMGOs to ensure its realization (Compelio et al., 2015).

Several studies revealed that the VMGO is understandable and acceptable among the stakeholders to a great extent (Cascolan, & Venture, 2019; Castillo, 2014; Segismundo, 2017; Villanca et al., 2020).

On the other hand, Nozaleda (2019) averred that the VMGO seems to be more acceptable from the point of view of the internal stakeholders than their external counterparts. This contradicts the present study wherein alumni, considered external stakeholders, have high acceptability of the VMGO.

## Conclusions and Recommendations

The study assessed the awareness and acceptability of university stakeholders on the university's vision and mission and the goals and objectives of the teacher education programs. Stakeholders have a very high awareness of the new vision statement, mission and goals and objectives. All stakeholders, except the staff, have full participation in the revision of the vision statement. For the stakeholders, the VMGO are clear, understandable and acceptable.

The study recommends that a massive information dissemination campaign through various media types can be conducted to inform the stakeholders on the revised vision statement, the institution's mission, and the goals and objectives of the teacher education degree programs. Such media types include the use of social media, infographics, radio, cartoons, posting of tarpaulins in the university and community's strategic locations, and the use of video clips. Stakeholders are also encouraged to take part in the realization of the university's target outcomes and mandates.

The findings of the study also have implications for policy formulation. The university

may implement a mandatory recitation of the university vision and mission during the flag-raising ceremony. The goals and objectives of the degree programs should be evident in all rooms and buildings. The university may also include the VM statement in the footer of official letters and documents for wider dissemination.

Since the present study only used descriptive statistics, further studies may employ inferential statistics to check possible differences and relationships of the responses of the different stakeholders. Larger samples may also be considered for further studies to ensure higher validity. A qualitative design may also be considered to comprehensively describe the respondents' awareness and acceptability on the VMGO.

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