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Research Article

Awareness and Acceptability of the Bicol University Vision by the Faculty Members and Non-Teaching Staff in Bu Polangui Campus (BUPC)

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ABSTRACT

"This study seeks to determine the extent to which personnel at BU Polangui Campus (BUPC) are aware of and accept the vision of Bicol University. A cross-sectional population survey was conducted using a validated questionnaire. Descriptive and correlational analyses were applied to data from 76 out of 85 personnel. Results indicate that the average awareness rating was 92% (Outstanding). Among respondents, 92% accepted the vision, 1.32% found it unacceptable, and 6.58% did not respond. These findings suggest that BUPC personnel are not only fully aware of the vision but also largely accept it."

The results indicate that, overall, BUPC staff have a high level of awareness and acceptability of the university's vision. However, discrepancies in responses suggest that some staff members may struggle to fully engage with the vision, particularly non-teaching staff. The findings suggest that factors such as communication strategies and organizational culture may influence the varying levels of acceptance. The study concludes that clear and consistent communication of the university's vision, alongside targeted interventions for staff with reservations, is essential for fostering greater alignment and achieving institutional goals. Recommendations include enhancing communication efforts and creating opportunities for all staff to contribute to the realization of the vision.

Keywords: *Vision, Acceptability, Faculty Members, Non-Teaching Staff, BUPC*

Introduction

The vision and mission of the university can be best achieved if it is fully-understood and acted upon by the stakeholders. A leaders vision will always serve as the guiding path for

realizing the vision, mission and goals of an institution.

Bicol University, as a state institution, is guided by its mission, which is embedded in the law that created it—Republic Act No. 5521. This legal framework outlines the university's core

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functions and responsibilities. As an organization operating in a dynamic and constantly changing environment, Bicol University is required to regularly assess its goals and draw up strategies that ensure continuous improvement and long-term success. This process necessitates the establishment of a vision that is not only set by the leadership but also acknowledged and embraced by its members. As Steiger (2010) noted, universities, unlike private organizations, require sustained effort and determination to bring about transformative change, and their vision must be carefully communicated to inspire everyone.

Betances (1992) highlighted the importance of creating a collective vision that connects with teaching and learning, motivating staff and fostering shared responsibility for achieving the university's goals. However, Sienkiewicz (2010) cautioned that developing a vision in isolation can lead to resistance, as those left out of the process may not fully embrace it. For a vision to be truly effective, it must be regularly communicated and integrated into the culture of the institution.

In a similar manner, Drucker (1954) emphasized that an organization's vision should be reviewed and defined regularly, not just during times of crisis. A clearly articulated vision helps direct the efforts of the entire organization, much like a destination for a journey. Locke (1990) also argued that motivation plays a crucial role in employee engagement with organizational goals. If employees are motivated and their roles clearly defined, they are more likely to embrace the university's vision.

Furthermore, Tuckman (1975) highlighted the importance of evaluating educational outcomes, which can be influenced by how well the institution's vision is communicated and understood. This aligns with the study's objective of assessing the awareness and acceptability of Bicol University's vision among its faculty and non-teaching staff.

Jones and Kahaner (1995) stressed that a clear, well-communicated mission resonates more with employees, leading to higher commitment and performance. This is particularly relevant to Bicol

University, as ensuring that both teaching and non-teaching staff align with the university's vision is crucial for achieving its goals.

(Castro, Lombrio, and Egargo, 2017; Pelicano and Lacaba, 2016). The high level of awareness could be attributed to repetitive discussion of the VMGO in classes handled by the faculty members

(Pelicano and Lacaba, 2016). Moreover, said level of awareness could be ascribed to the inclusion of concerns on the attainment of these statements of purpose in meetings, be it in instruction, research, extension, production, and the other aspects of the operation of the university; and to the active involvement of the faculty members in the formulation and revision of the VMGO

(Escolano, Emilda Elcano 2021) The measures in promoting awareness of the Vision, Mission, Goals, and Quality Policy are the printing and publishing of the VMG and QP in the handbook, bulletin boards, catalogs, leaflets, syllabus, newsletter, manual, media, outgoing communication letters, and other forms of issuances.

This study aims to evaluate the extent to which the faculty and non-teaching staff at Bicol University Polangui Campus (BUPC) are aware of and accept the university's vision. It seeks to explore how demographic factors such as gender, age, and position influence this awareness and acceptability, and whether there are differences between faculty and non-teaching staff. The study will provide insights into how well the vision is communicated and embraced by BUPC staff, contributing to the university's efforts to achieve its long-term goals.

Methods

This study used a cross-sectional survey design to assess the awareness and acceptability of the Bicol University vision among faculty and non-teaching staff at BUPC. A structured questionnaire, developed by researchers from the College of Business, Economics, and Management, was used as the primary data collection tool. The questionnaire underwent pre-testing for reliability on a small sample and was refined accordingly. Content validity was ensured through expert reviews from specialists in

higher education and organizational management, who provided feedback incorporated into the final version.

The available population for the study consisted of seventy-six (76) employees, divided into two groups: forty-seven (47) teaching personnel and twenty-nine (29) non-teaching personnel. Convenience sampling was used, where all members of the available population were invited to participate in the survey.

Data collection was conducted between June 24, 2018, and June 28, 2018. The researchers prepared the questionnaire, distributed it to the participants, and collected the completed forms. A reminder was sent to respondents to ensure a higher response rate.

Descriptive univariate and correlational analysis were employed to analyze the data. Descriptive statistics such as frequency counts and percentages were used to summarize the

demographic characteristics and responses of the participants. To examine the relationships and differences between the variables, appropriate statistical methods were applied. Additionally, qualitative methods such as insight, empathy, intuition, reasoning, and imagination were utilized to interpret the data and understand the deeper implications of the findings, particularly when exploring patterns and discrepancies in awareness and acceptability.

Result and Discussion

I. Biographical profile of the College's Personnel

A total of seventy-six from expected eighty-five employees, 47 teaching or (61.84 %) and 29 or (38% non-teaching) personnel were surveyed from the BU Polangui Campus

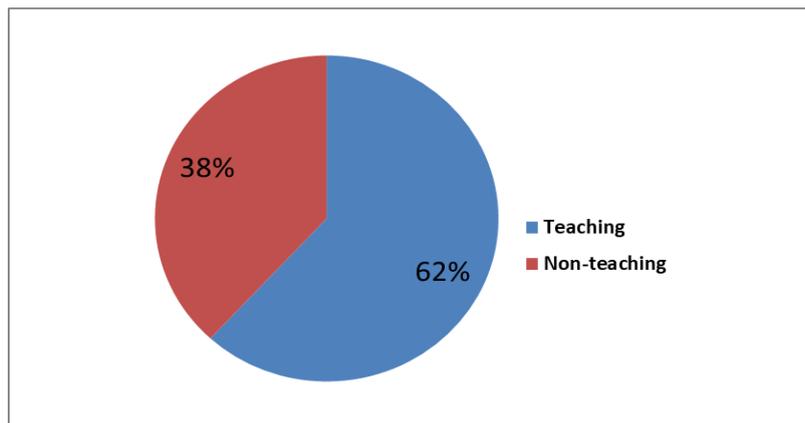


Figure 1. Function Profile of BUPC Personnel

a. Gender

As to gender, there are 40 (52%) female and 36 (47.37%) male personnel in the college.

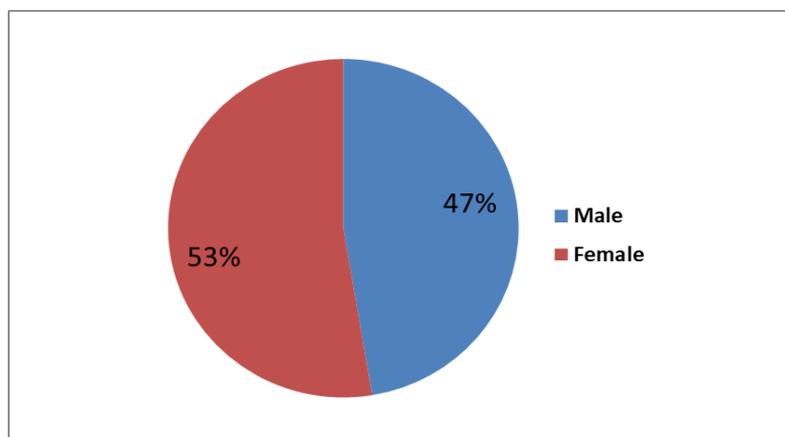


Figure 2. Gender Profile of BUPC Personnel

b. Age and Length of Service

The mean age of the respondents is 44 years, the youngest is 21 years and the oldest is 64 years. It means that most of the respondents

belongs to middle age. Most of the respondents stayed in the university for about 11 years, while the shortest stay is one (1) year and longest stay is 38 years.

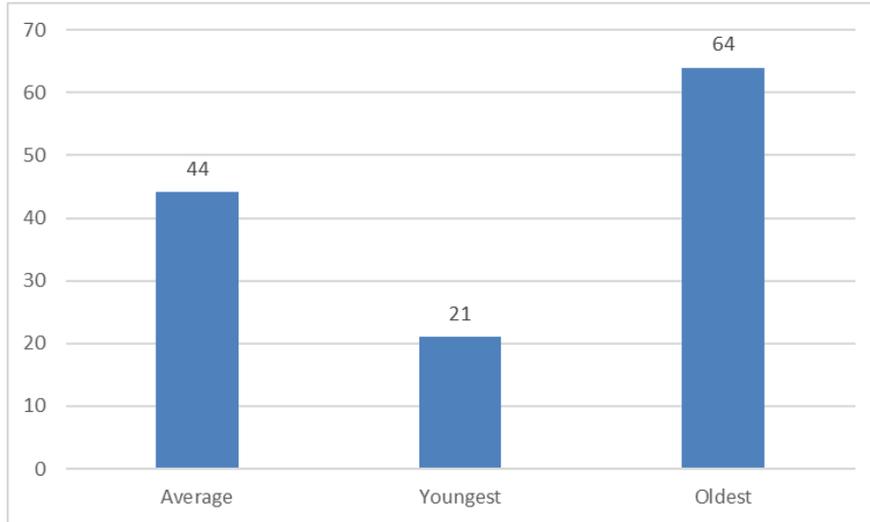


Figure 3. Age Profile of BUPC Personnel

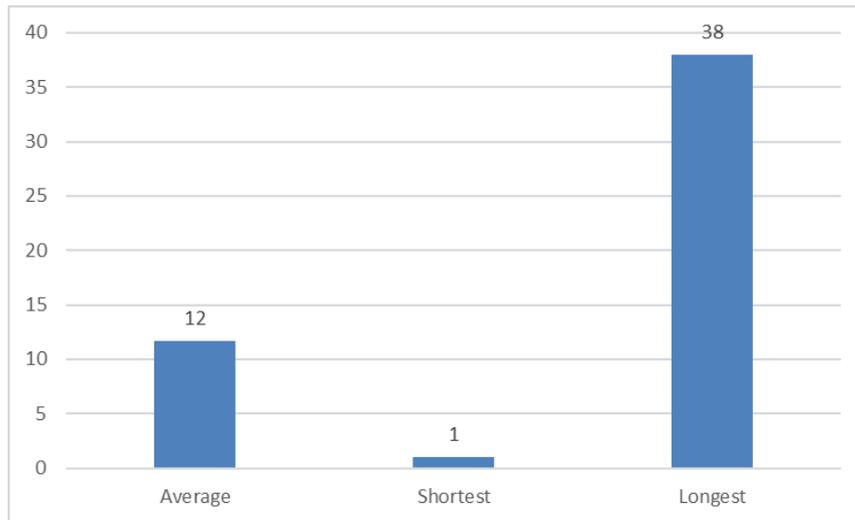


Figure 4. Length of Service of BUPC Personnel

c. Position

Out of 76 respondents, there are 51 or (67.11%) considered professional and 25 or

(32.89%) are sub professional. Most of the respondents considered position with minimum requirements of qualifications.

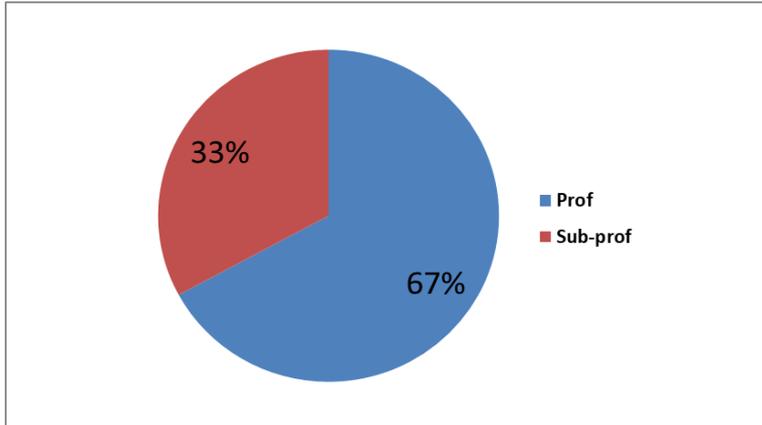


Figure 5. Position Profile of BUPC Personnel

d. Designation

There are 30 or (39.47%) out of the 76 respondents are with no designations and 46 or (60.53%) with designations. Most of the

respondents other than the usual responsibilities are also involved with other obligation in the college.

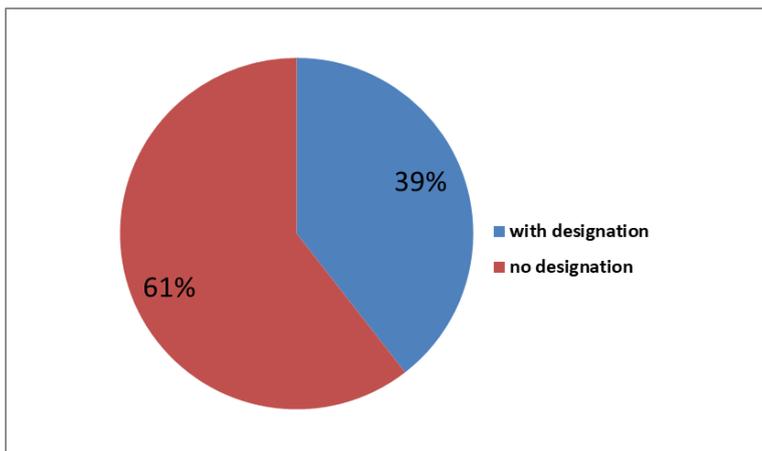


Figure 6. Designation Profile of BUPC Personnel

II. Extent of vision awareness

Respondents got an average awareness score of 9.29 or awareness rating of 92%, the teaching personnel scored 9.76 or equivalent to 98%(outstanding) and non-teaching personnel

achieved a score of 8.48 or 85%(superior). The difference is 1.28 or 13% which is minimal. The rest of the respondents are considered partially aware based on the scores affix to how the vision was written.

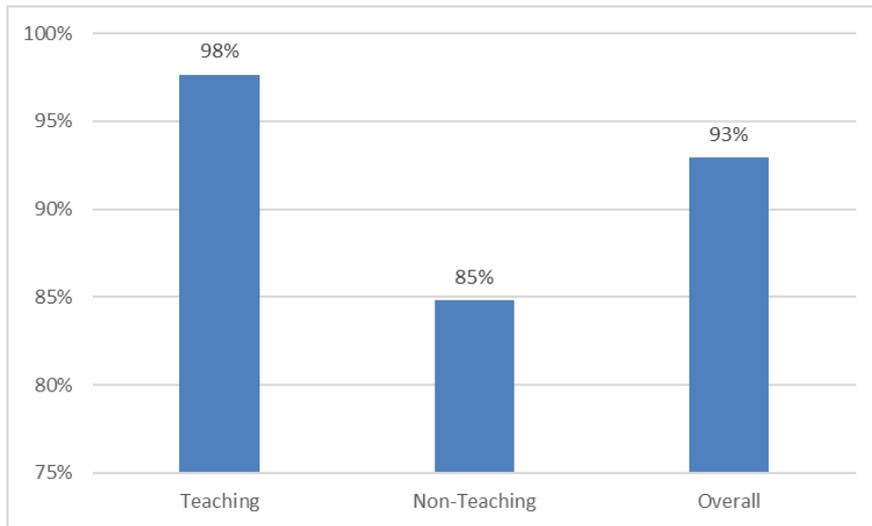


Figure 7. Level of Awareness of BU Vision by BUPC Personnel

III. Acceptability of the vision

The university's vision is acceptable to almost all of the respondents. Out of the 76 respondents 70 of them accept the vision, only 1

or (1.32%) answered not acceptable while there are 5 or (6.58%) have no answers.

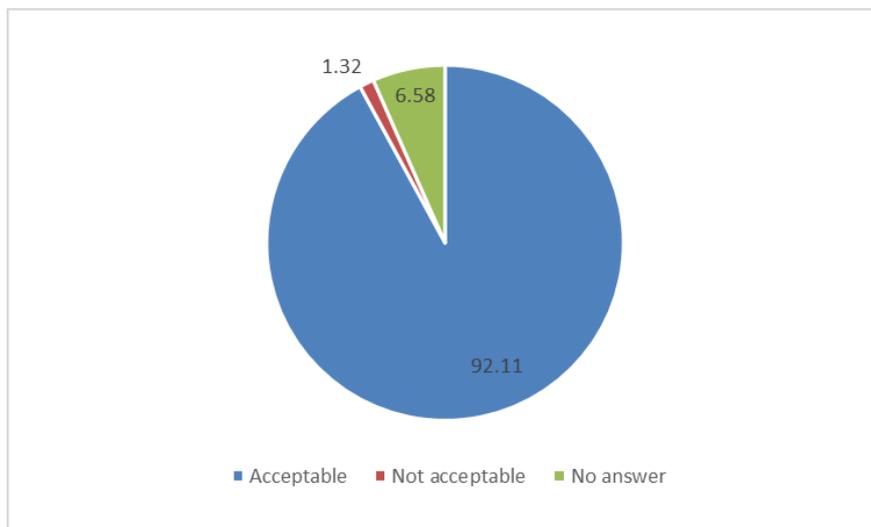


Figure 8. Acceptability of BU Vision by BUPC Personnel

III. Magnitude of difference in the awareness and acceptability between the Faculty Members and Non-Teaching Staff

The magnitude of difference in the awareness and acceptability between faculty and non-teaching staff is -0.0600 which is very weak.

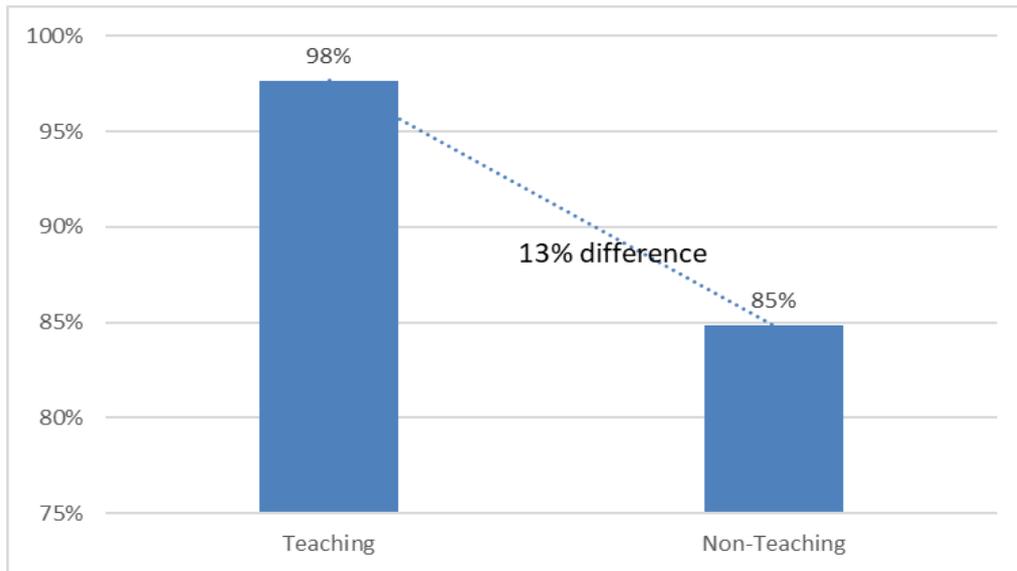


Figure 9. Difference in Awareness rating between Faculty and Non-Teaching Personnel of BUPC The magnitude of difference in the acceptability between faculty and non-teaching staff is 16%

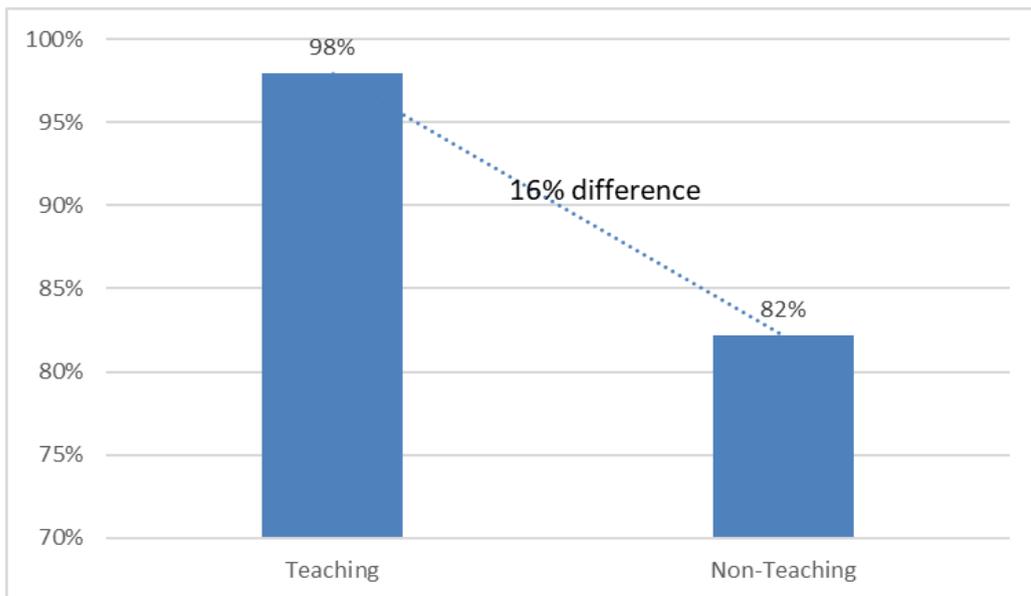


Figure 10. Difference in Acceptability between Faculty and Non-Teaching Personnel of BUPC

IV. Magnitude of the relationship between the respondents' profile and their awareness and acceptability of the vision

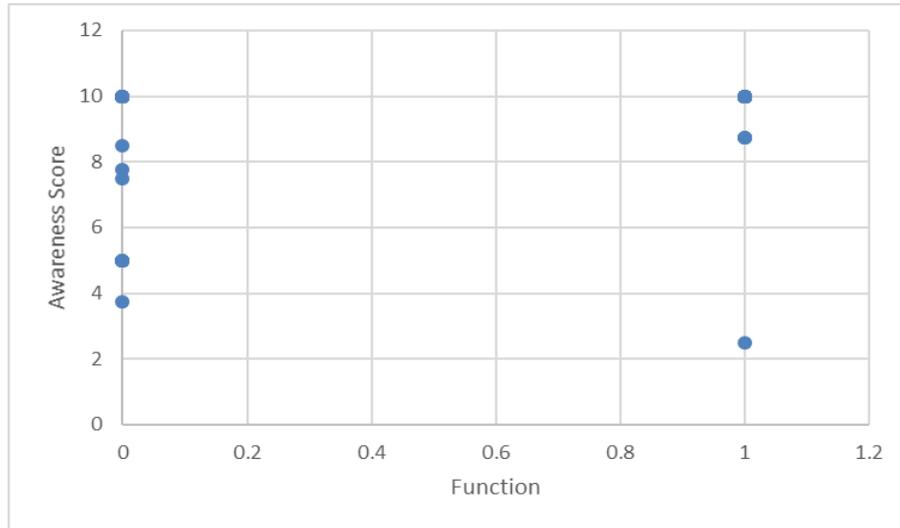


Figure 11. Exploring the Relationship Between Function and Vision Awareness

The weak positive correlation of 0.35 between function and vision awareness suggests that an individual's role (faculty vs non-teaching staff) has a minor effect on their awareness of the vision. Since the correlation is very weak, institutional management should not prioritize

function-based strategies to improve awareness. Instead, management should focus on universal communication efforts that reach all staff, as function alone does not significantly influence awareness.

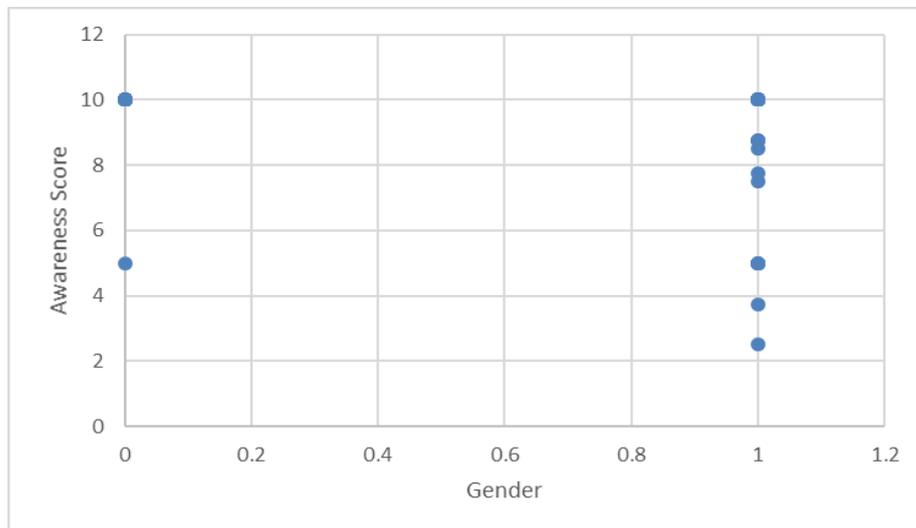


Figure 12. Exploring the Relationship Between Gender and Vision Awareness

The correlation of 0.34 between gender and vision awareness indicates a very weak positive relationship. This weak link implies that gender has a minimal effect on an individual's awareness of the vision. Given this, gender-specific

strategies to enhance awareness would likely have little impact. It is more effective for the institution to employ broad-based awareness campaigns that are inclusive of all genders.

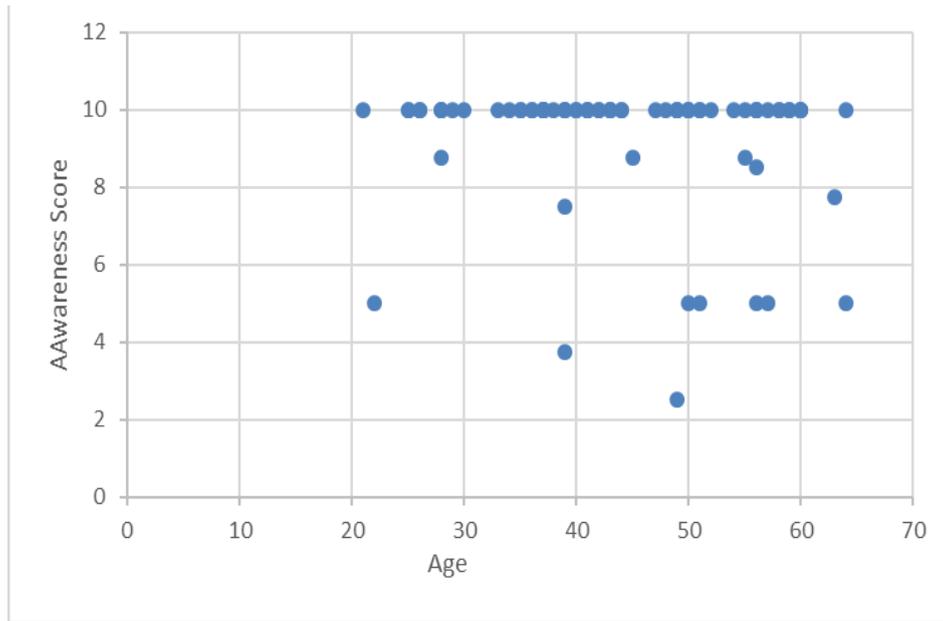


Figure 13. Exploring the Relationship Between Age and Vision Awareness

The very weak correlation of 0.15 between age and vision awareness suggests that age has a negligible influence on individuals' awareness of the vision. As such, institutional strate-

gies should not be based on age differences. Rather, awareness-raising efforts should be designed to engage all employees equally, irrespective of their age.

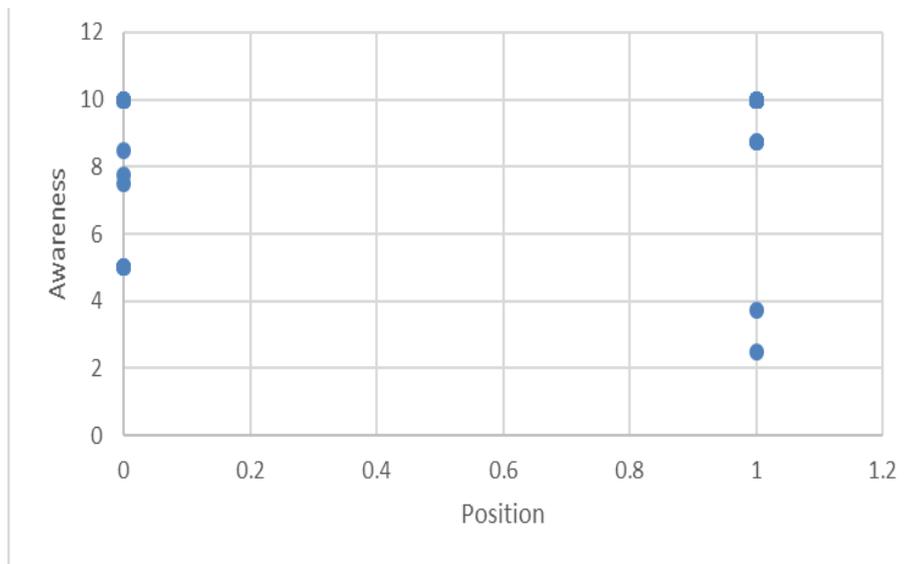


Figure 14. Exploring the Relationship Between Position and Vision Awareness

The weak positive correlation of 0.30 between position and vision awareness indicates that individuals in higher positions may be slightly more aware of the vision. However,

given the weak nature of the correlation, institutional management should focus on improving awareness across all levels of the organization rather than targeting specific positions

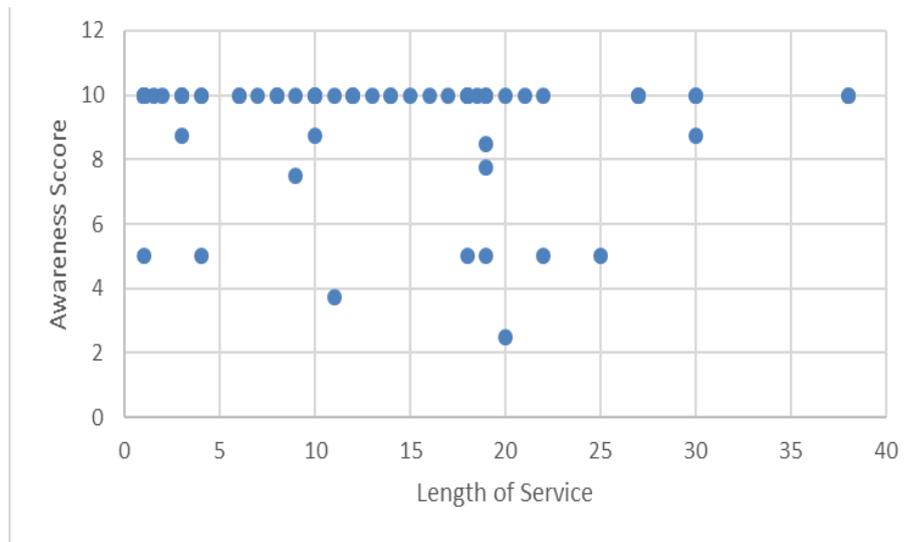


Figure 15. Exploring the Relationship Between Length of Service and Vision Awareness

The very weak correlation of 0.14 between length of service and vision awareness suggests that tenure has little to no impact on how aware individuals are of the vision. This finding reinforces the idea that awareness campaigns

should be universal and not focused on length of service. All staff, regardless of tenure, should be engaged in efforts to increase awareness.

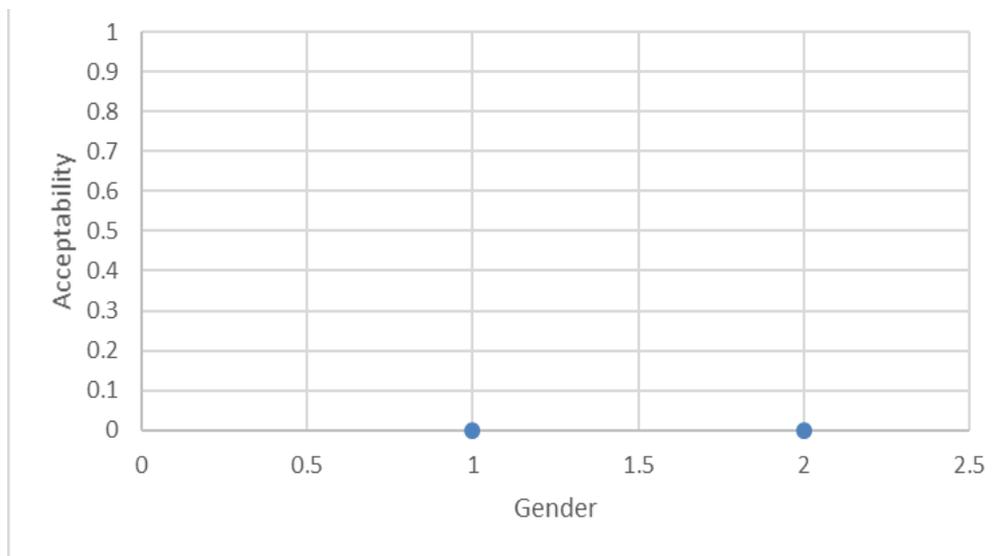


Figure 16. Exploring the Relationship Between Gender and Vision Awareness

The weak negative correlation of -0.18 between gender and acceptability suggests that gender may slightly influence the acceptability of the vision, with male respondents showing a slightly higher level of acceptability. However,

the negative correlation is very weak, so gender-specific strategies would not be practical or effective. Acceptability efforts should focus on broader engagement and inclusion.

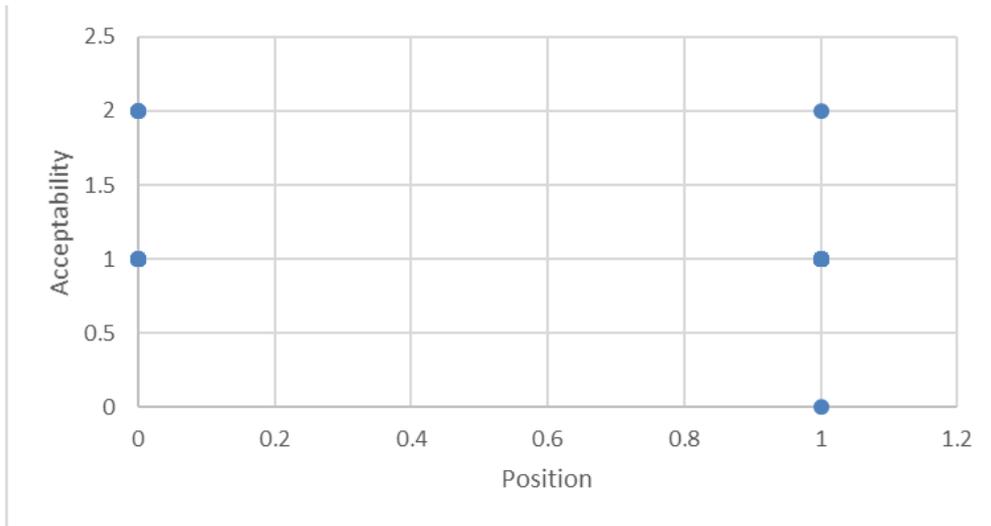


Figure 17. Exploring the Relationship Between Position and Vision Awareness

The weak negative correlation of -0.27 between position and acceptability indicates that lower-ranking employees may be slightly less accepting of the vision compared to those in higher positions. However, the strength of the relationship is weak, meaning that efforts to

improve acceptability should not focus exclusively on position. Management should create a sense of ownership and buy-in across all levels of the organization to improve the acceptability of the vision.

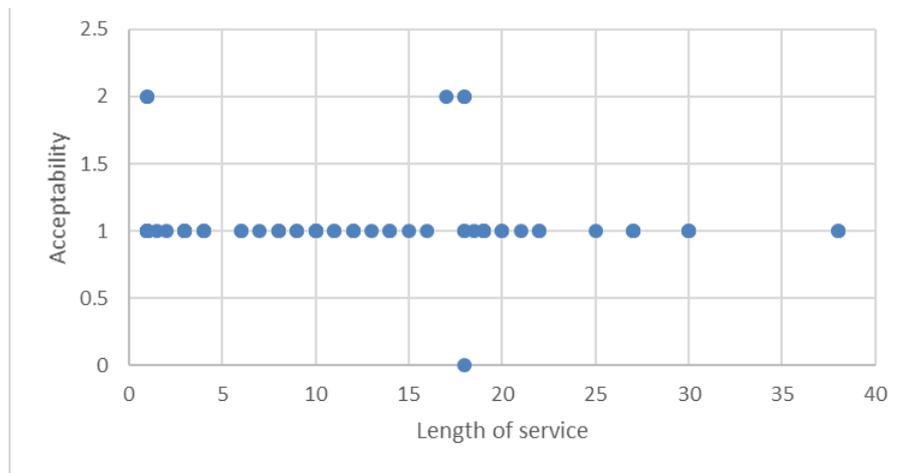


Figure 18. Exploring the Relationship Between Length of Service and Vision Awareness

The correlation of -0.04 between length of service and acceptability is negligible, meaning that length of service does not significantly impact how individuals accept the vision. Therefore, institutional strategies should not be

based on tenure. All employees, regardless of how long they have been with the institution, should be engaged in improving the acceptability of the vision.

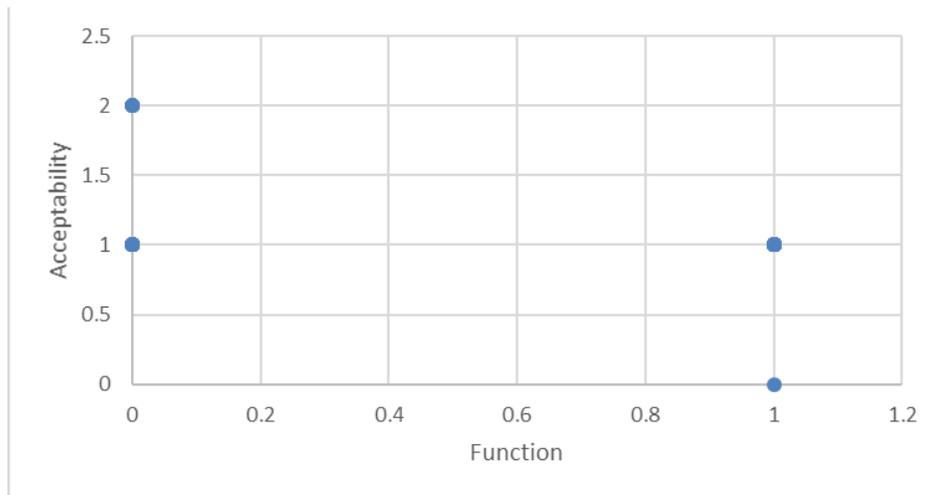


Figure 19. Exploring the Relationship Between Function and Vision Awareness

The weak negative correlation of -0.30 between function and acceptability suggests that faculty members may be slightly more accepting of the vision than non-teaching staff. Despite this, the weak strength of the relationship indicates that function-based strategies to improve acceptability would likely not have a significant effect. A more effective approach would be to implement broad-based strategies that focus on increasing the vision's acceptability across all staff groups.

Conclusion

The vision of Bicol University to become world-class can only be achieved if its employees, both faculty and non-teaching staff, understand and accept it. The study indicates that most personnel at Bicol University Polangui Campus (BUPC) are aware of and accept the vision, though some discrepancies in responses suggest that certain individuals may struggle with full engagement. These discrepancies could be attributed to unclear or inaccessible communication strategies, especially for non-teaching staff who may not be involved in vision-related discussions.

To address these challenges, it is recommended that institutional management enhance communication efforts to ensure all staff members understand and connect with the vision. This could include workshops, team discussions, and tailored messaging. The administration should also ensure the vision is clearly

communicated and embraced by all employees, addressing any reservations through clarification sessions and opportunities for involvement in its implementation.

Additionally, management should inspire employees to perform in alignment with the vision, focusing on those with reservations and making the vision more relatable. Fostering an inclusive organizational culture where both faculty and non-teaching staff feel equally invested will help align the entire BUPC community with the vision, ultimately positioning the university to achieve its world-class goal.

Acknowledgement

The researcher would like to express sincere gratitude to all those who have contributed to the successful completion of this study.

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