

# INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2022, Vol. 3, No. 1, 66 – 75

<http://dx.doi.org/10.11594/ijmaber.03.01.08>

## Research Article

### **Awareness, Acceptability, and Perception of Stakeholders on the Vision and Mission of Cavite State University, Teacher Education Department Goals, and Education Program Objectives**

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#### *Article history:*

Submission January 2022

Revised January 2022

Accepted January 2022

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## **ABSTRACT**

This descriptive study aimed to determine the extent of awareness of various stakeholders on the Vision and Mission Statements of Cavite State University, Teacher Education Department Goals, and Education Program Objectives (VMGO), the acceptability level of the VMGO statements of the University, and the level of perception on the VMGO's congruency and alignment to curricular education activities, operations, and projects. The study which was conducted at Cavite State University Imus Campus was able to yield data from 817 internal and external stakeholders.

Results reveal that both the internal and external stakeholders are highly aware of the VMGO of the University and its dissemination in various forms of media. Moreover, they highly understand and accept the VMGO statements. Likewise, their perceptions include strong agreement that the VMGO statements are clearly stated and highly congruent and aligned with the University policies and curricular activities of the Teacher Education Department programs.

**Keywords:** *Vision and mission statement, VMGO, stakeholders, awareness, acceptability, perception*

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## **Background**

Higher Education Institutions are expected to provide quality education and services to its clientele guided by the vision, mission, goals, and objectives as basis of all its operations. Vision statements serve as long- term roadmaps or goals, communicate what the institution will

be and answer the question "Where do we go?" (Ward, 2020).

The mission statement is about: Why you do it, and for whom do you do it? (Ketchen, D & Short, J., as cited by Chaudry, 2019). This operationalizes the activities to be done in order to achieve the vision. If all the activities are

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#### *How to cite:*

Gomez, A. C. & Basco, Ma. C. M. (2022). Awareness, Acceptability, and Perception of Stakeholders on the Vision and Mission of Cavite State University, Teacher Education Department Goals, and Education Program Objectives. *International Journal of Multidisciplinary: Applied Business and Education Research.* 3 (1), 66 – 75. doi: 10.11594/ijmaber.03.01.08

appropriate, aligned, and congruent then there will be success in attaining the vision.

These concepts coincide with Vandereslt (2017) who states that vision and mission statements provide a focal point that helps to align everyone with the organization, ensures that everyone is working towards a definite purpose and helps increase efficiency and work productivity and quality.

Having clear vision and mission statements makes the roadmap smooth sailing for all members of the academic community. The Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP) is very adamant to say that the Vision, Mission, Goals and Objectives are the most fundamental among the areas to be surveyed by the accreditors. The master survey instrument of the AACCUP (2006) states that everything in the institution is justified only to the extent that it realizes its vision and mission.

Department goals and program objectives are part of the hierarchy. If the university holds the vision and mission, then specific departments handle goals for its students and graduates. Moreover, the education program goals specify the knowledge, skills, and attitudes of its graduates.

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, Caranto, & David, as cited by Oducado, 2017). These VMGO statements indeed convey the direction of the university. A clear vision and mission statement powerfully communicates a university's intentions and motivate the members of the academic community to realize an attractive and common vision for the future (<http://www.mindtools.com>). (<http://www.mindtools.com>).

In order to see the degree or extent that the VMGO statements are being attained, this study was formulated.

### **Statement of the Problem**

The main objective of the study is to determine the awareness, acceptability and perception of stakeholders on the University's Vision and Mission, Teacher Education Department

goals, and Education program objectives. Specifically, this study sought to:

1. determine the extent of awareness level of various stakeholders on the vision and mission statements of Cavite State University, the Teacher Education Department goals and Education Program Objectives;
2. identify the extent of awareness of stakeholders on the dissemination of VMGO;
3. analyze the acceptability level of the VMGO statements of the University;
4. determine the perception of stakeholders in terms of the VMGO's clarity and consistency, congruency or alignment to education curricular activities, operations, and projects and attainability; and
5. determine if there are significant differences on the responses of the different groups of stakeholders on their awareness, acceptability, and perception.

### **Methodology**

The study is quantitative in nature. According to Creswell (2009), a quantitative research involves collecting, analyzing, interpreting, and writing the results of the study in a manner consistent with a survey or experimental study. Thus, an online survey questionnaire was utilized and facilitated using "Forms App" (android application). Stakeholders and participants may access the form using their mobile phones. Then, results are automatically extracted to MS Excel. The survey questionnaire has a total of 31 questions with scales from 1-5 which has verbal interpretations from not aware to highly aware, do not accept to highly accept, and from strongly disagree to strongly disagree.

Researchers strategized snowball sampling. Faculty members from the Teacher Education Department shared and explained the vision and mission of Cavite State University to the students, the Teacher Education Department goals, and the Education program objectives. Afterwards, the students were tasked to share the same to other people, such as friends, relatives, and other community members who can serve as stakeholders. With this type of sampling, researchers were able to gather 817 responses from both internal and external

stakeholders. Internal stakeholders are those who were from Cavite State University, serving as administrators, administrative staff, and members of the student community. External stakeholders are those which were not from the university. They are the parents, relatives, community members, guardians, members of the Local government unit, other taxpayers and

other agencies. A total of 634 internal stakeholders and 183 external stakeholders actively participated in the study.

Data analysis was done by using descriptive statistics such as mean, standard deviation, weighted mean, and t-test for the test of difference.

## Results and Discussion

*Table 1. Descriptive statistics on the level of awareness of stakeholders on the vision and mission statements of Cavite State University, the Teacher Education Department goals, and Education Program objectives*

Indicators	Mean	Standard Deviation	Verbal Interpretation
I am aware of the Vision and Mission of Cavite State University	4.5067	.87882	Highly Aware
I am aware of the goals of the Teacher Education Dept.	4.4333	.90655	Aware
I am aware of the program objectives of the Bachelor of: Secondary Ed (English & Math), Elementary Ed, and Early Childhood Ed (BSED, BEED, BECED)	4.3684	.94591	Aware
Weighted Mean	4.4362	.81656	Aware

### Verbal Interpretation:

4.50 – 5.00 = Highly Aware

3.50 – 4.49 = Aware

2.50 – 3.49 = Moderately Aware

1.50 – 2.49 = Least Aware

1.00 – 1.49 = Not Aware

Table 1 shows the descriptive statistics on the level of awareness of stakeholders on the vision and mission statements of Cavite State University, the Teacher Education Department goals, and Education Program objectives. Results show that the computed weighted mean is 4.4362 with a standard deviation of 0.81656. This suggests that in general, the

stakeholders are aware of the vision and mission statements of Cavite State University, the Teacher Education Department goals, and Education Program objectives. Among the indicators, the highest computed mean is observed at indicator number 1, "I am aware of the Vision and Mission of Cavite State University" (mean = 4.5067, SD = 0.87882). On the other hand, the lowest computed mean is observed at indicator number 3, "I am aware of the program objectives of the Bachelor of: Secondary Ed (English & Math), Elementary Ed, and Early Childhood Ed (BSED, BEED, BECED)" (mean = 4.3684, SD = 0.94891).

*Table 2. Descriptive statistics on the level of awareness of stakeholders on the dissemination of the vision, mission, goals, and objectives of Cavite State University*

Indicators	Mean	Standard Deviation	Verbal Interpretation
I am aware that the VMGO are displayed in Campus bulletin boards.	4.2705	.99829	Aware
I am aware that the VMGO are printed in catalogs, manuals, flyers, and other materials.	4.2264	.99823	Aware

Indicators	Mean	Standard Deviation	Verbal Interpretation
I am aware that the VMGO are broadcasted in media, and or internet/ web-sites.	4.2191	1.02767	Aware
I am aware that the VMGO are widely disseminated to different agencies, institutions, industry, sector, and community as a whole.	4.1493	1.04540	Aware
Weighted Mean	4.2163	.93243	Aware

*Verbal Interpretation:*

4.50 – 5.00 = Highly Aware

3.50 – 4.49 = Aware

2.50 – 3.49 = Moderately Aware

1.50 – 2.49 = Least Aware

1.00 – 1.49 = Not Aware

Table 2 shows the descriptive statistics on the level of awareness of stakeholders on the dissemination of the vision, mission, goals, and objectives of Cavite State University. Results show that the computed weighted mean is 4.2163 with a standard deviation of 0.93243. This suggests that in general, the stakeholders

are aware on the dissemination of vision, mission, goals, and objectives of Cavite State University. Among the indicators, the highest computed mean is observed at indicator number 1, "I am aware that the VMGO are displayed in Campus bulletin boards" (mean = 4.2705, SD = 0.99829). On the other hand, the lowest computed mean is observed at indicator number 4, "I am aware that the VMGO are widely disseminated to different agencies, institutions, industry, sector, and community as a whole" (mean = 4.1493, SD = 1.04540).

*Table 3. Descriptive statistics on the perception of the stakeholders on the level of acceptability of the vision, mission, goals, and objectives of Cavite State University*

Indicators	Mean	Standard Deviation	Verbal Interpretation
I understand and accept the Vision and Mission of Cavite State University.	4.6095	.75606	Highly Acceptable
I understand and accept the goals of the Teacher Education Department.	4.5630	.76135	Highly Acceptable
I understand and accept the program objectives of the BSED, BEED, and the BECED program.	4.4871	.83293	Acceptable
Weighted Mean	4.5533	.71166	Highly Acceptable

*Verbal Interpretation:*

4.50 – 5.00 = Highly Acceptable

3.50 – 4.49 = Acceptable

2.50 – 3.49 = Moderately Acceptable

1.50 – 2.49 = Slightly Acceptable

1.00 – 1.49 = Unacceptable

Table 3 shows the descriptive statistics on the perception of the stakeholders on the level of acceptability of the vision, mission, goals, and objectives of Cavite State University. Results show that the computed weighted mean is 4.5533 with a standard deviation of 0.71166. This suggests that in general, the stakeholders

perceive the vision, mission, goals, and objectives of Cavite State University to be highly acceptable. Among the indicators, the highest computed mean is observed at indicator number 1, "I understand and accept the Vision and Mission of Cavite State University" (mean = 4.6095, SD = 0.75606). On the other hand, the lowest computed mean is observed at indicator number 3, "I understand and accept the program objectives of the BSED, BEED, and the BECED program" (mean = 4.4871, SD = 0.83293).

**Table 4. Descriptive statistics on the perception of the stakeholders on the clarity and consistency of the vision, mission, goals, and objectives of Cavite State University**

Indicators	Mean	Standard Deviation	Verbal Interpretation
The vision clearly reflects what Cavite State University hopes to become in the future.	4.6438	.62363	Very Clear and Consistent
The vision clearly reflects Cavite State University's legal and educational mandate.	4.5863	.66621	Very Clear and Consistent
The goals of the Teacher Education Department are clearly stated and consistent with the mission of Cavite State University	4.5459	.69885	Very Clear and Consistent
The program objectives of BEED, BECED, BSED state the expected outcomes in terms of research and extension capabilities of students and graduates.	4.4933	.71075	Clear and Consistent
The program objectives of BEED, BECED, BSED state the expected outcomes in terms of competencies or technical skills of students and graduates	4.4933	.70382	Clear and Consistent
The program objectives of BEED, BECED, BSED state the expected outcomes in terms of students' own ideas, desirable attitudes, and personal discipline.	4.5141	.68069	Very Clear and Consistent
The program objectives of BEED, BECED, BSED clearly state the expected outcomes in terms of moral character.	4.5251	.68754	Very Clear and Consistent
The program objectives of BEED, BECED, BSED clearly state the expected outcomes in terms of critical thinking skills.	4.5239	.67681	Very Clear and Consistent
The program objectives of BEED, BECED, BSED clearly state the expected outcomes in terms of aesthetic and cultural values.	4.4737	.71373	Clear and Consistent
Weighted Mean	4.5333	.60377	Very Clear and Consistent

**Verbal Interpretation:**4.50 – 5.00 = *Very Clear and Consistent*3.50 – 4.49 = *Clear and Consistent*2.50 – 3.49 = *Moderately Clear and Consistent*1.50 – 2.49 = *Slightly Clear and Consistent*  
1.00 – 1.49 = *Unclear and Inconsistent*

Table 4 shows the descriptive statistics on perception of the stakeholders on the clarity and consistency of the vision, mission, goals, and objectives of Cavite State University. Results show that the computed weighted mean is 4.5333 with a standard deviation of 0.60377. This suggests that in general, the stakeholders

perceive the vision, mission, goals, and objectives of Cavite State University to be very clear and consistent. Among the indicators, the highest computed mean is observed at indicator number 1, "The vision clearly reflects what Cavite State University hopes to become in the future" (mean = 4.6438, SD = 0.62363). On the other hand, the lowest computed mean is observed at indicator number 9, "The program objectives of BEED, BECED, BSED clearly state the expected outcomes in terms of aesthetic and cultural values" (mean = 4.4737, SD = 0.71373).

**Table 5. Descriptive statistics on the perception of the stakeholders on the congruence and alignment of the vision, mission, goals, and objectives of Cavite State University to education curricular activities, operations, and projects**

Indicators	Mean	Standard Deviation	Verbal Interpretation
There is congruency between the actual educational policies and activities and the Mission of Cavite State University.	4.4578	.70952	Congruent
There is congruency between the actual educational policies and activities and the goals of the Teacher Education Department.	4.4443	.70686	Congruent
There is congruency between the actual educational policies and activities and the program objectives of BSED, BEED, and BECED.	4.4162	.72127	Congruent
The projects and activities carried out by the faculty and students directly contribute towards the achievement of the program outcomes of BSED, BEED, BECED.	4.4859	.68786	Congruent
Weighted Mean	4.4510	.65215	Congruent

*Verbal Interpretation:*

- 4.50 – 5.00 = Highly Congruent
- 3.50 – 4.49 = Congruent
- 2.50 – 3.49 = Moderately Congruent
- 1.50 – 2.49 = Slightly Congruent
- 1.00 – 1.49 = Incongruent

Table 5 shows the descriptive statistics on perception of the stakeholders on the congruence and alignment of the vision, mission, goals, and objectives of Cavite State University to education curricular activities, operations, and projects. Results show that the computed weighted mean is 4.4510 with a standard deviation of 0.65251. This suggests that in general, the stakeholders perceive the vision, mission,

goals, and objectives of Cavite State University to be congruent with its curricular activities, operations, and projects. Among the indicators, the highest computed mean is observed at indicator number 4, "The projects and activities carried out by the faculty and students directly contribute towards the achievement of the program outcomes of BSED, BEED, BECED" (mean = 4.4859, SD = 0.68786). On the other hand, the lowest computed mean is observed at indicator number 3, "There is congruency between the actual educational policies and activities and the program objectives of BSED, BEED, and BECED" (mean = 4.4162, SD = 0.72127).

**Table 6: Descriptive statistics on the perception of the stakeholders on the attainability of the vision, mission, goals, and objectives of Cavite State University**

Indicators	Mean	Standard Deviation	Verbal Interpretation
The VMGO are the bases of all Cavite State University operations.	4.5116	.69851	Highly Attainable
The program objectives of BSED, BEED, and BECED are being attained.	4.4663	.69427	Attainable
The goals of the Teacher Education Department are being achieved.	4.5214	.68230	Highly Attainable
The vision and mission of Cavite State University are being realized.	4.5557	.66395	Highly Attainable

Indicators	Mean	Standard Deviation	Verbal Interpretation
The tenets of Cavite State University such as Truth, Excellence, and Service are being attained.	4.5753	.65081	Highly Attainable
Weighted Mean	4.5261	.60360	Highly Attainable

*Verbal Interpretation:*

4.50 – 5.00 = *Highly Attainable*

3.50 – 4.49 = *Attainable*

2.50 – 3.49 = *Moderately Attainable*

1.50 – 2.49 = *Slightly Attainable*

1.00 – 1.49 = *Unattainable*

Table 6 shows the descriptive statistics on perception of the stakeholders on the attainability of the vision, mission, goals, and objectives of Cavite State University. Results show that the computed weighted mean is 4.5261 with a standard deviation of 0.60360. This

suggests that in general, the stakeholders perceive the vision, mission, goals, and objectives of Cavite State University to be highly attainable. Among the indicators, the highest computed mean is observed at indicator number 5, "The tenets of Cavite State University such as Truth, Excellence, and Service are being attained" (mean = 4.5753, SD = 0.65081). On the other hand, the lowest computed mean is observed at indicator number 2, "The program objectives of BSED, BEED, and BECED are being attained" (mean = 4.4663, SD = 0.69427).

*Table 7. Test of difference between the level of awareness of internal and external stakeholders on the vision and mission statements of Cavite State University, the Teacher Education Department goals, and Education Program objectives*

Group	n	Mean	SD	Mean Difference
Internal Stakeholders	634	4.4238	0.83284	-0.05542 <sup>ns</sup>
External Stakeholders	183	4.4792	0.75802	

$t(815) = -0.809$ ,  $p = 0.419$

*ns* – not significant

Table 7 shows the test of difference between the level of awareness of internal and external stakeholders on the vision and mission statements of Cavite State University, the Teacher Education Department goals, and Education Program objectives. Independent

samples t-test was used and the computed statistic is -0.809 ( $df = 815$ ) with its associated probability value  $p = 0.419$ . This suggests that there is no significant difference between the level of awareness of internal and external stakeholders on the vision and mission statements of Cavite State University, the Teacher Education Department goals, and Education Program objectives.

*Table 8. Test of difference between the level of awareness of internal and external stakeholders on the dissemination of the vision, mission, goals, and objectives of Cavite State University*

Group	n	Mean	SD	Mean Difference
Internal Stakeholders	634	4.2165	0.94912	0.00064 <sup>ns</sup>
External Stakeholders	183	4.2158	0.87462	

$t(815) = 0.008$ ,  $p = 0.994$

*ns* – not significant

Table 8 shows the test of difference between the level of awareness of internal and external stakeholders on the dissemination of

the vision, mission, goals, and objectives of Cavite State University. Independent samples t-test was used and the computed statistic is 0.008 ( $df = 815$ ) with its associated probability value  $p = 0.994$ . This suggests that there is no significant difference between the level of

awareness of internal and external stakeholders on the dissemination of the vision, mission, goals, and objectives of Cavite State University.

*Table 9. Test of difference between the perception of internal and external stakeholders on the level of acceptability of the vision, mission, goals, and objectives of Cavite State University*

Group	n	Mean	SD	Mean Difference
Internal Stakeholders	634	4.5369	0.74603	-0.07344 ns
External Stakeholders	183	4.6103	0.57515	

$t(376.183) = -1.417$ ,  $p = 0.157$

ns – not significant

Table 9 shows the test of difference between the perception of internal and external stakeholders on the level of acceptability of the vision, mission, goals, and objectives of Cavite State University. Independent samples t-test

was used and the computed statistic is -1.417 ( $df = 376.183$ ) with its associated probability value  $p = 0.157$ . This suggests that there is no significant difference between the perception of internal and external stakeholders on the level of acceptability of the vision, mission, goals, and objectives of Cavite State University.

*Table 10. Test of difference between the level of awareness of internal and external stakeholders on the clarity and consistency of the vision, mission, goals, and objectives of Cavite State University*

Group	n	Mean	SD	Mean Difference
Internal Stakeholders	634	4.5242	0.62299	-0.04067 ns
External Stakeholders	183	4.5649	0.53221	

$t(339.178) = -0.875$ ,  $p = 0.382$

ns – not significant

Table 10 shows the test of difference between the level of awareness of internal and external stakeholders on the clarity and consistency of the vision, mission, goals, and objectives of Cavite State University. Independent

samples t-test was used and the computed statistic is -0.875 ( $df = 339.178$ ) with its associated probability value  $p = 0.382$ . This suggests that there is no significant difference between the level of awareness of internal and external stakeholders on the clarity and consistency of the vision, mission, goals, and objectives of Cavite State University.

*Table 11: Test of difference between the level of awareness of internal and external stakeholders on the congruence and alignment of the vision, mission, goals, and objectives of Cavite State University to education curricular activities, operations, and projects*

Group	n	Mean	SD	Mean Difference
Internal Stakeholders	634	4.4401	0.67052	-0.04901 ns
External Stakeholders	183	4.4891	0.58415	

$t(332.915) = -0.966$ ,  $p = 0.335$

ns – not significant

Table 11 shows the test of difference between the level of awareness of internal and external stakeholders on the congruence and

alignment of the vision, mission, goals, and objectives of Cavite State University to education curricular activities, operations, and projects. Independent samples t-test was used and the computed statistic is  $-0.966$  ( $df = 332.915$ ) with its associated probability value  $p = 0.335$ . This

suggests that there is no significant difference between the level of awareness of internal and external stakeholders on the congruence and alignment of the vision, mission, goals, and objectives of Cavite State University to education curricular activities, operations, and projects.

*Table 12. Test of difference between the level of awareness of internal and external stakeholders on the attainability of the vision, mission, goals, and objectives of Cavite State University*

Group	n	Mean	SD	Mean Difference
Internal Stakeholders	634	4.5180	.61991	0.03612 ns
External Stakeholders	183	4.5541	.54397	

$t(815) = -0.713$ ,  $p = 0.476$   
ns – not significant

Table 12 shows the test of difference between the level of awareness of internal and external stakeholders on the attainability of the vision, mission, goals, and objectives of Cavite State University. Independent samples t-test was used and the computed statistic is  $-0.713$  ( $df = 815$ ) with its associated probability value  $p = 0.476$ . This suggests that there is no significant difference between the level of awareness of internal and external stakeholders on the attainability of the vision, mission, goals, and objectives of Cavite State University.

## Conclusion

Both the internal and external stakeholders are highly aware of the VMGO of the University and its dissemination in various forms of media. Likewise, they highly understand and accept the VMGO statements. Perceptions from both types of stakeholders include strong agreement that the VMGO statements are clearly stated and highly congruent and aligned with the University policies and curricular activities of the Teacher Education Department programs.

## Recommendations:

With the results of the study, researchers highly recommend for Cavite State University Imus Campus and the Teacher Education Department to sustain stakeholder participation in the formulation of the VMGO; continuously

share the VMGO to other partner agencies, linkages, surrounding agencies in the vicinity of the campus; make the Education students become more aware of the Teacher Education Department goals and Education objectives; rigidly disseminate the VMGO (more especially the GO) not just in the traditional forms of promotion but also in social media, print media, podcasts, and online platforms; review from time to time the acceptability of the VMGO based on the demand and changes happening in the society; and sustain the clarity, consistency, congruency and attainability of the VMGO in curricular activities, operations and projects.

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