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## Research Article

### Level of Awareness, Acceptance, and Congruency with the Vision, Mission, Goals, and Program Outcomes of the College of Education of Capiz State University (CAPSU)

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#### ABSTRACT

This research evaluated the level of awareness, acceptance, and congruence with the Vision, Mission, and Goals (VMGO) and Program Outcomes of the College of Education at Capiz State University (CAPSU). It adopted a mixed-method research design, utilizing a descriptive-quantitative approach, with both internal and external stakeholders of CAPSU as the primary data source. Through a survey questionnaire employing a five-point Likert scale, this study measures stakeholders' awareness, acceptability, and congruence with CapSU's VMG and the program outcomes of the College of Education. The gathered data were analyzed using weighted mean, T-test, and Pearson Correlation via SPSS software (version 20). Findings suggest a high level of awareness and acceptance of CAPSU's VMGO among internal and external stakeholders, and a high congruence between the VMGO and actual educational practices. Interestingly, external stakeholders showed moderate acceptance of the College of Education's program outcomes. No significant difference was found between internal and external stakeholders' levels of awareness and acceptance, nor any correlation among these variables. The study concludes by highlighting the necessity for continuous efforts to enhance stakeholders' awareness, acceptance, and congruence with the VMGO and program outcomes. Additionally, it emphasizes the importance of stakeholder involvement in any revision process related to the VMGO. Lastly, the study recommends periodic assessments of stakeholders' awareness and acceptance of the VMG for sustainable institutional development.

**Keywords:** *Acceptance, Awareness, Congruency*

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## Introduction

An educational program is approved as having certain levels of quality and excellence based on the educational operations of the university in relation to its VMGO by the Accrediting Agency for Chartered Universities in the Philippines (AACUP). The degree to which VMGOs are obtained is assessed by a university rather than other degrees (AACUP, 2010).

The term stakeholder denotes all those individuals or groups who affect or are affected by an organization and its activities. A stakeholder survey can be very helpful in generating critical information required for performance management and for creating and sustaining organizational change. A stakeholder survey is a questionnaire-based quantitative tool used by organizations to increase their understanding of the knowledge, attitudes, perceptions, interests and experiences of their stakeholders – both internal and external (Sadashiva, 2010).

Since its inception in the early 1980s, the modest roots of the institution have become a formidable foundation strengthened through the adept and capable governance of its competent leaders, creating a positive impact on people. With a fierce commitment to providing quality service to all, Capiz State University, along with its strong and competent task force, maintains a vision with goals leading to a foreseeable future of producing globally-competitive graduates. Today, the university and its nine campuses and satellite colleges is a landmark as much for its place in the community as its academic programs, research developments, and extension services, and production continues to grow.

### *Addressing the Gaps*

As the global educational landscape continually evolves, higher education institutions face the challenge of maintaining alignment with their foundational principles while responding to changing societal needs. CAPSU is one such institution, aiming to uphold its institutional vision, mission, and goals while fostering excellence and preparing its students for the global stage.

This research sought to explore the ways in which Capiz State University can bolster its pursuit of university's guiding principles

(VMGO). The university has grown from modest beginnings into a formidable academic institution under the strong leadership of its competent leaders. The challenge now lies in how to further this momentum, remaining true to its core principles and strategic objectives while evolving to meet the demands of the 21st century.

A significant part of this effort involves effective stakeholder engagement. In this context, a stakeholder refers to any individual or group that influences or gets influenced by the university's actions and operations. By gathering regular feedback from these stakeholders - students, faculty, staff, alumni, parents, community partners, and industry - the university can evaluate and adapt its approach towards its guiding principles.

Additionally, CAPSU will need to ensure appropriate resource allocation and establish a set of performance metrics to assess the progress in realizing its mission and goals. Clear and frequent communication about the university's guiding principles and the progress towards achieving them can foster a shared sense of purpose and commitment among all stakeholders.

This research delved into these aspects, suggesting potential avenues for Capiz State University to further its pursuit of its guiding principles and thereby continue making a positive impact on its students and the wider community. Through a blend of level of awareness, acceptance, and congruency with the vision, mission, goals, and program outcomes of the college of education of CAPSU, this study aims to provide a comprehensive view of how the university can maintain its trajectory of growth and excellence.

### *Purpose*

In essence, it aims to highlight the significance of student-centered learning, where curricula and learning experiences are designed to nurture skills highly valued in the global job market, underlining the university's commitment to producing globally-competitive graduates.

The findings from this research will not only serve as a guiding blueprint for CAPSU but also potentially provide useful insights for

other academic institutions striving to balance their foundational objectives with the ever-changing demands of the global educational sphere.

**Objectives of The Study**

This study aimed to evaluate the level of awareness, acceptance, and congruency with the vision, mission, and goals of Capiz State University and the Program Outcomes of the College of Education. Specifically, it sought answers to the following questions:

1. Determine the stakeholders’ level of awareness of the vision, mission, goal and program outcomes of the College of Education of Capiz State University.
2. Identify the stakeholders’ level of acceptance of the vision, mission, goal and program outcomes of the College of Education of Capiz State University?
3. Identify the stakeholders’ level of congruency with the vision, mission, goal and program outcomes of the College of Education of Capiz State University?
4. Determine if there is a significant difference between internal and external stakeholders’ level of awareness, acceptance, and

congruency with the vision, mission, and program outcomes of the College of Education of Capiz State University?

5. Determine if there is a significant relationship between awareness, acceptance, and congruency with the vision, mission, and program outcomes of the College of Education of the Capiz State University stakeholders?

**Methods**

The study employed the mixed method research design, which involves descriptive-quantitative designs. Primary data are the major source of data collection for this study. Simple random sampling and stratified sampling methods were used as the sampling method. In this study, the respondents were the internal and external stakeholders of Capiz State University, Main Campus. The internal stakeholders included the administrators, faculty members, non-teaching staff, and students, while the external stakeholders included the parents, guardians, alumni, and those from the cooperating school, linkages, and partner agencies of the university.

<b>Stakeholders Sample</b>			
<b>Internal</b>	<b>Sample</b>	<b>External</b>	<b>Sample</b>
Faculty/Administrators	35	Alumni	50
Non-teaching Staff	15	Parents/Guardian	30
Students	50	Partner agencies	20
<b>TOTAL</b>	<b>100</b>		<b>100</b>

The study employed a survey method involving the use of a survey questionnaire. The questionnaire was used to gather the needed data about the awareness, acceptability, and congruency with the vision, mission, and goals of Capiz State University and the program Outcomes of the College of Education. To attain a reliable assessment of the variables, a five-point Likert scale was utilized.

The gathering of data from the internal stakeholders and some alumni were done by the researchers through the help of some colleagues. The distribution and retrieval of survey instruments from the various study participants were conducted by the researchers

themselves and with the help of some colleagues and staff of the college. Specifically, for the College of Education.

Statistical analyses were undertaken using SPSS software, version 20. Appropriate statistical tools were employed in the data analyses. In particular, weighted mean was used to determine the awareness of the students, assess their acceptance of the VMGO and analyse their congruency with its actual educational practices. T-test, on the other hand, was utilized to determine the differences in students’ responses when grouped according to stakeholders. Pearson Correlation was used to determine the correlation between the awareness,

acceptance and congruency with its actual educational practices towards the VMGO.

## Results and Discussion

### Awareness of the VMGO

Table 1 discloses the internal stakeholders' awareness of the vision and mission, and goals of the University and the program outcomes of College of Education. Overall, they are collectively highly aware of the statements with the faculty and administration having the highest degree of awareness, followed by the students and non-teaching personnel.

The program outcomes can directly influence the quality of future educators, making internal stakeholder awareness particularly significant. It has been observed that faculty, in

particular, play a pivotal role in implementing these outcomes, making their awareness and understanding critical (Akareem & Hossain, 2016). Meanwhile, students' awareness of these outcomes can influence their academic decisions and preparation for their future roles as educators (Gyurko & Snow, 2020).

The reviewed literature indicates that high collective awareness of the university's guiding principles and program outcomes among internal stakeholders is crucial. Although varying degrees of awareness exist among different stakeholder groups, each group's understanding is instrumental in achieving the university's vision, mission, and goals, and ensuring the success of specific programs, such as those offered by the College of Education.

Table 1. Level of awareness of VMGO of internal stakeholders

Statements	Administration / Faculty	Non - Teaching	Students	Average Mean	Verbal Interpretation
I am aware of the Vision of CAPSU	4.63	4.57	4.63	4.61	Highly Aware
I am aware of the Mission of CAPSU.	4.63	4.5	4.51	4.55	Highly Aware
I am aware the of Goals of CAPSU.	4.46	4.64	4.51	4.54	Highly Aware
I am aware the of Program Outcomes of the College of Education	4.63	4.43	4.57	4.54	Highly Aware
<b>WEIGHTED MEAN</b>	4.59	4.54	4.55	4.56	Highly Aware

Legend:

Range	Interpretation
4.21-5.00	Highly Aware
3.41 – 4.20	Aware
2.61 – 3.40	Fairly Aware
1.81 – 2.60	Slightly Aware
1.00 – 1.80	Very Slightly Aware

Table 2 shows the external stakeholders' awareness of the vision, mission, and goals of the University and the program outcomes of the College of Education. Overall, the external stakeholders were highly aware of the vision and mission of the University and the program outcomes of the College of Education. The alumni, Parents/Guardians, and partners also were highly aware of it.

External stakeholders, including alumni, parents or guardians, and industry or community partners, play a significant role in a university's ecosystem, and their awareness and understanding of the university's guiding principles (vision, mission, goals) and program outcomes are crucial (Freeman, 2010). This is particularly true for institutions offering programs like those in the College of Education, which directly impacts the quality of future educators.

According to a study by Duque and Weeks (2010), alumni, being the immediate products of the institution, tend to maintain a strong awareness and understanding of their alma mater's guiding principles and program outcomes. This is likely due to their direct experience with the institution's educational practices and culture. Their understanding plays a vital role in their professional lives, influencing their career choices and performance.

Furthermore, their experiences and success can help in promoting the institution and attracting potential students (Bok, 2013).

Each stakeholder group plays a unique role in achieving the university's objectives and ensuring the success of its programs, such as those offered by the College of Education. Their collective awareness and understanding contribute significantly to the university.

Table 2. Level of awareness of VMGO of external stakeholders

Statements	Alumni	Parents/ Guadians	Partner Agency	Average Mean	Verbal Interpretation
I am aware the Vision of CAPSU	4.7	4.5	4.56	4.59	Highly Aware
I am aware the Mission of CAPSU.	4.6	4.45	4.5	4.52	Highly Aware
I am aware the of Goals of CAPSU.	4.6	4.4	4.56	4.52	Highly Aware
I am aware of the Program Outcomes of the College of Education	4.55	4.1	4.19	4.28	Highly Aware
<b>WEIGHTED MEAN</b>	4.61	4.36	4.45	4.48	Highly Aware

### Acceptability of VMGO

Table 3 presents the level of acceptance of the CapSU vision, mission, and goals and program outcomes of the College of Education among internal stakeholders. As a whole, the internal stakeholders highly accepted the VMGO. The administrator/faculty, students, and Non-employees highly accept them.

The successful implementation of a university's vision, mission, goals, and program outcomes hinges significantly on the acceptance of these guiding principles by its internal stakeholders. The endorsement by faculty, administrators, students, and non-teaching personnel plays a pivotal role in nurturing a positive organizational culture, fostering commitment, and enhancing performance (Bolman & Deal, 2017).

A study by Gravina et al. (2018) emphasizes that the acceptance and endorsement of institutional principles and program outcomes by faculty members and administrators are particularly crucial. Their involvement in the

development, implementation, and review of these guiding principles places them in an influential position to shape and uphold the university's culture and educational practices.

Students' acceptance of the university's guiding principles and program outcomes is equally important, impacting their academic performance, engagement, and motivation. Evidence from Saroyan and Trigwell's (2015) work suggests that when students internalize these principles, they demonstrate higher academic achievement and completion rates. Particularly in the context of the College of Education, this acceptance molds student attitudes and behaviors and helps shape their career aspirations.

Non-teaching employees, although frequently overlooked in the literature, play a crucial role in university operations and culture. A study by Oplatka (2016) suggests that non-teaching staff's acceptance of the guiding principles enhances their job satisfaction, commitment, and overall performance.

Table 3. Level of acceptability of VMGO of the internal stakeholders.

	Administration /Faculty	Non - Teaching	Students	Average Mean	Verbal Interpretation
I accept the Vision of CAPSU	4.51	4.57	4.57	4.55	Highly Accepted
I accept of the Mission of CAPSU.	4.57	4.5	4.47	4.51	Highly Accepted
I accept the of Goals of CAPSU.	4.49	4.57	4.57	4.54	Highly Accepted
I accept the Program Outcomes of the College of Education	4.51	4.57	4.57	4.55	Highly Accepted
<b>WEIGHTED MEAN</b>	4.52	4.55	4.54	4.54	Highly Accepted

Legend:

Range	Interpretation
4.21-5.00	Highly Accepted
3.41 – 4.20	Accepted
2.61 – 3.40	Fairly Accepted
1.81 – 2.60	Slightly Accepted
1.00 – 1.80	Very Slightly Accepted

Data on the acceptability of external stakeholders on the vision, mission, and goals of the University and program outcomes of College of Education are shown in table 4. As a whole, the internal stakeholders very highly accept the VMGO. Likewise, the administrator/faculty, students and Non-employees very highly accept all the statements, except the program outcomes of the college of education who just accept them.

It is worth noting that the internal stakeholders' acceptance level of the program outcomes of the College of Education is lower compared to their acceptance of the university's vision, mission, and goals. This may be due to a

lack of understanding or awareness of these program outcomes, or a perceived misalignment between these outcomes and the broader guiding principles or the stakeholders' individual goals (Sung et al., 2019).

This calls for additional efforts to improve communication and understanding of these program outcomes among internal stakeholders, particularly those not directly involved in the program. Regular feedback, open discussions, and training sessions could be some strategies to enhance their understanding and acceptance of these outcomes (Dobni et al., 2016).

Table 4. Level of acceptability of VMGO of external stakeholders.

	Alumni	Parents/ Guardians	Partner Agency	Average Mean	Verbal Interpretation
I accept the Vision of CAPSU	4.55	4.45	4.56	4.52	Highly Accepted
I accept of the Mission of CAPSU.	4.55	4.45	4.5	4.5	Highly Accepted
I accept the of Goals of CAPSU.	4.3	4.2	4.31	4.27	Highly Accepted
I accept the Program Outcomes of the College of Education	4.15	4.2	4	4.12	Accepted
<b>WEIGHTED MEAN</b>	4.39	4.33	4.34	4.35	Highly Accepted

**Congruency of VMGO with its actual Educational Practices**

Table 5 presents the level of Congruency of CapSU vision, mission, goals and program

outcomes of the College of Education with its actual Educational Practices of the internal stakeholders. Generally, the stakeholders eval-

uation CapSU vision, mission, goals and program outcomes of the College of Education with its actual Educational Practices was Highly Congruent.

Table 5. Level of Congruency of VMGO with its actual Educational Practices of the internal stakeholders

Statements	Administration /Faculty	Non - Teaching	congruent	Average Mean	Verbal Interpretation
The Vision of CAPSU is congruent with its actual Educational Practices	4.63	4.5	4.57	4.57	Highly Congruent
The Mission of CAPSU is congruent with its actual Educational Practices	4.54	4.5	4.55	4.53	Highly Congruent
The Goals of CAPSU is congruent with its actual Educational Practices	4.54	4.5	4.57	4.54	Highly Congruent
The Program Outcomes of the College of Education is congruent with its actual Educational Practices	4.54	4.64	4.47	4.55	Highly Congruent
<b>WEIGHTED MEAN</b>	4.56	4.54	4.54	4.55	Highly Congruent

Legend:

Range	Interpretation
4.21-5.00	Highly Congruent
3.41 – 4.20	Congruent
2.61 – 3.40	Fairly Congruent
1.81 – 2.60	Slightly Congruent
1.00 – 1.80	Very Slightly Congruent

Data on the congruency of external stakeholders on the vision and mission of the University and program outcomes of College of Education are shown in table 6. Overall, the external stakeholders the stakeholders evaluation CapSU vision, mission, goals and program outcomes of the College of Education with its actual Educational Practices was Highly Congruent.

Table 6. Level of Congruency of VMGO with its actual Educational Practices of the external stakeholders

Statements	Alumni	Parents/ Guardians	Partner Agency	Average Mean	Verbal Interpretation
The Vision of CAPSU is congruent with its actual Educational Practices	4.55	4.4	4.44	4.46	Highly Congruent
The Mission of CAPSU is congruent with its actual Educational Practices	4.45	4.45	4.38	4.43	Highly Congruent
The Goals of CAPSU is congruent with its actual Educational Practices	4.5	4.35	4.38	4.41	Highly Congruent

Statements	Alumni	Parents/ Guardians	Partner Agency	Average Mean	Verbal Interpretation
The Program Outcomes of the College of Education is congruent with its actual Educational Practices	4.25	4.2	4.38	4.28	Highly Congruent
<b>WEIGHTED MEAN</b>	4.44	4.35	4.40	4.40	Highly Congruent

**Difference among level of awareness, acceptance and congruency**

As gleaned, Table 7 presents no significant difference between level of stakeholder’s Level awareness, acceptance and congruency of the VMGO [  $t(47) = .434, p=.666; t(47) = .653, p=.517; t(47) = .398, p=.693$  respectively]. It implies that the internal and external stakeholders are aware, accept and the VMGO is congruent with its actual Educational Practice.

The study was supported by Betances (2010), when he further added that “Schools are likely to be more successful in achieving in-depth learning when leaders work with staff and the community to build a collective educational vision that is clear, compelling and connected to teaching and learning. This collective vision helps focus attention on what is important, motivates staff and students, and increases the sense of shared responsibility for student learning.”

Table 7. Difference between internal and external stakeholders’ level of awareness, acceptance and congruency

Quality Attributes	Mean	Std. Dev.	Mean Diff	Df	T values	P value	Remarks
Awareness	4.59	0.42	.050	47	.434	.666	ns
	4.54	0.17					
Acceptance	4.52	0.25	-.032	47	-.398	.693	ns
	4.54	0.09					
Congruency	4.56	0.15	.029	47	.653	.517	ns
	4.56	0.15					

Significant @  $p<.05$

**Correlation among the Awareness, Acceptance, and Congruency of the VMGO**

Table 8 underscores that the awareness of the stakeholders is not significantly correlated to their congruency and acceptance of the VMGO. In the same way, there is no correlation between the stakeholder’s congruency and

their acceptance. Likewise, the acceptance of the stakeholder is not significantly related to their awareness and congruency of the statements. It awareness acceptability, and congruency are independent when we are dealing with CAPSU VMGO.

Table 8. Relationship among the awareness, understanding, and acceptance of the VMGO.

Variables	Correlations	P value	Remarks
Awareness and Acceptance	.076	.349	ns
Awareness and Congruency	-.088	.273	ns
Acceptance and Congruency	.126	.118	ns

Significant @  $p<.05$

**Conclusion**

Based on the findings of the study, the following conclusions were drawn: The Capiz

State University College of Education stakeholders generally have high awareness, high acceptance and the VMGO is highly congruent



with its actual Educational Practice. Internal and external stakeholders have the same level of awareness understanding, and acceptance. Notably, external stakeholder just accepts the program outcomes of the College of Education. Further, there is no and difference between stakeholders and no relationship among the awareness, understanding, and acceptance of the stakeholders towards the VMGO.

The University, the College and the Department concerned should continuously work for the awareness acceptance and congruency of the vision and mission, goals, and program outcomes, respectively.

The University or the College finds it necessary to revise the vision and mission or the goals and objectives, and representatives of all groups of stakeholders should be encouraged to participate. The administrators, faculty members, and staff assigned to conduct educational activities should made sure that the students or the community understand that such activities are to be undertaken for the realization or attainment of some goals and objectives.

Assessment on the awareness and acceptance of the VMGO by the stakeholders should be done periodically.

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