



MULTISECTORAL ANALYSIS ON THE AWARENESS AND ACCEPTABILITY OF CSU VISION AND MISSION AND COLLEGE OF TEACHER EDUCATION GOALS AND PROGRAM OBJECTIVES

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Abstract

The vision, mission, goals, and objectives (VMGO) of any institution serve as the cornerstone of an educational institution in realizing its thrusts, mandates as well as aspirations. With the objective to assess the level of awareness and level of acceptability of the vision and mission of Cagayan State University along with the College of Teacher Education goals and program objectives, this descriptive-inferential study was conducted. A total of 750 respondents, composed of students, parents, alumni, faculty and administration, and linkages and community served as study respondents. Data were gathered through a questionnaire and analyzed using mean and analysis of variance. It is evident from the results of the study that the different stakeholders are very much aware of the VMGO as a result of the various information and dissemination strategies utilized by the university. Likewise, the data also showed that the diverse sectors manifested a high level of acceptance of the VMGO due to their full participation in its formulation and the relevance of the objectives to the challenging demands of society. Furthermore, the findings indicated that the expressed level of awareness and level of acceptance of the different stakeholders on the VMGO did not differ.

Key Words: Awareness, Acceptability, College of Teacher Education, CSU, Goals, Mission, Program Objectives, Vision,

Introduction

The Cagayan State University is the largest state institution of higher learning in the Cagayan Valley Region. The school has the large enrollment in terms of curricular programs. This is a good indication that the school is highly demanded of its course offerings since it provides all students the opportunity for a basic sound education. Students have all the access to all academic-required subjects.

One of the beneficial aspects in developing an institution is to establish its Vision and Mission together with its College Goals and Program Objectives for a clearer strategic direction. Without developing a strong foundation of importance, an institution cannot be overly successful.

There seems to be a consensus that a vision for an organization is a valuable thing for organizations to have. Almost all organizations have developed a strategic vision in their organizations are no exception to this trend because it provides a sense of direction and purpose.

On the other hand, Mission of the organization is a summary of goals and values that gives an impact in every organization. The set mission will unify concerted efforts be it short term or long term goals. This will also communicate values on one's identity, envisioning the future, developing a purpose, and establishing good partnership to other organization.

In today's rapidly changing environment, school need to undergo a frequent transformation in order to remain competitive and to meet the needs of the students. Even when organization embarks on more extensive transformation, failures to do happen because of this development change. And this fundamental change is that humanity has progress through the stages of development and consciousness. Change happens in the world and calls for change from us for reasons that it causes them to develop better strategies for accomplishing certain goals.

By understanding how the VMGO interact with one another, a school can lead to a more competitive advantage if it clearly states how a school understand each other and how can there be an advantage on their agreed purpose. Knowing and understanding the level of awareness on VMGO is somehow a guarantee to a clearer view of the organization or institution's standard.

In connection to this, displaying an importance to College Goals can be a great motivation for aspiring teachers and students so they will clearly set their goals in the future. To learn and prepare themselves to career readiness and ownership of their learning and to become a globally competent in the future.

With reference to Program Objectives to help direct and sustain the different courses, there is a need to set objectives as something that is the measurable, timely, and realistic catering the needs of the students. In this way, we could make goals achievable on its own and it also provides clarity of concerted efforts. Clear objectives are important to determine whether the program is achieving what is set out to do. It is much easier to evaluate a clear objectives for clarity and strong links to evaluation.

Awareness and Acceptability on the VMGO gives us a clearer view on things that needs to be done and to make changes if there is to improve in order to meet our objectives that could provide a roadmap of direction and purpose.

Statement of the Problem

The vision and mission statements of Cagayan State University and the goals and program objectives of the College of Teacher Education are the fundamental guides of the whole organization towards the accomplishment of the activities of the institution and its academic programs. However, the awareness and acceptability of the different stakeholders on the VMGO are critical towards the realization of the institutional thrusts and mandates for it could serve as a baseline data in improving the policies of the institution as well as the mode of dissemination of the VMGO. Thus, this study aimed to assess the level of awareness and the level of acceptability of the different sectors on the VMGO.

More specifically, it sought to answer the following questions:

1. What is the level of awareness of the different sectors on the

1.1 vision and mission of the university

1.2 college goals

1.3 program objectives

2. What is the level of acceptability of the different sectors on the

2.1 vision and mission of the university

2.2 college goals

2.3 program objectives

3. Is there a significant difference on the level of awareness on the vision and mission of the university, college goals and program objectives when grouped according to sectors?

4. Is there a significant difference on the level of acceptability on the vision and mission of the university, college goals and program objectives when grouped according to sectors?

Review of Related Literature

With the strong demands of quality education, it is of great significance to identify the vision, mission, college goals and program objectives of an institution for it empowers an organization to achieve a mutually dependent relationships among others.

In a study by Pelicano (2016), he states that along this concepts, vision, mission, goals and objectives serve as the cornerstone of an educational institution. A vision is a statement about what the organization wants to become and therefore resonate with all the members of the institution. This proposition holds true on how vision shows us where we are headed. And that is to make very goal happen.

As reiterated by Garcia, et al, the VMGO of any institution serve as founding pillars in realizing its thrust, mandates and aspirations because everyone is working on one aspiration and that to make a realization that dreams can be made possible if there is a common goal where the company should be.

In connection to the study mentioned by Castro, et al (2017) the VMGO serve as the guidelines of all university's operations. It is essential therefore, that activities and educational development reflects from the VMGO. These are steps in creating a successful program where it identifies difficulty and conflicts.

Arado, et al (2019), states that attaining quality education is every institution utmost intention. As the Commission on Higher Education (CHED) puts it, quality education is making sure that the institute's vision, mission and goals are exemplified by the outstanding learning and service outcomes and the achieving the culture of quality is in harmony of the learning environment.

Moreover, goal -setting in psychology is an essential tool for self-motivation and self-drivenness - both at personal and professional levels. It gives meaning to our actions and the



purpose of achieving something higher. This is a simplified idea where the VMGO is headed. Organization is motivated if they are properly directed where it must be.

The ability to set and achieve goals in college is so important that without it, it's difficult, perhaps impossible, to feel motivated and learn what is necessary to succeed or excel. It clearly specifies what is to be achieved. This is vital because it provides a direction and makes progress and achievement recognizable. Without clearly defined educational goals, it is normal for you to experience feelings of stagnation, low motivation, and lack of purpose. Clearly defined goals provide direction.

The faculty work within organizations, and every organizational policy and practice, many outside the purview of faculty, has at least the potential impact, either positive or negative, on the curriculum and the learning of students for it varies depending on the needs of the organization. But when VMGO is clearly identified it encourages the people working and part of the organization.

As stated by, a mission is a diverse intellectual community, engaged with the wider world and committed to changing it for the better; recognized for our radical and critical thinking and its widespread influence; with an outstanding ability to integrate our education, research, innovation and enterprise for the long-term benefit of humanity. On the other hand, vision is a distinctive approach to research, education and innovation will further inspire our community staff, students and partners to transform how the world is understood, how knowledge is created and shared and the way that global problems are solved.

Methodology

Research Design

This study employed the descriptive-inferential research design. With this design, the study purported to shed light on the level of awareness and acceptability of the university vision and mission, college goals, and program objectives. Moreover, the study was inferential since it investigated the difference on the level of awareness and the level of acceptability of the different stakeholders on the VMGO.

Respondents and Sampling Procedure

The respondents of the study has a total number of 750 consisting of 150 faculty, 150 administration and personnel, 150 parents, 150 linkages and community, and 150 alumni and students to answer the survey questionnaire. Random sampling method was utilized to determine the respondents for each group of respondents.

Research Instrument

The data gathering tool used in the study was a researcher-made survey instrument which dealt with the awareness and acceptability of the university vision and mission, the College of Teacher Education goals, and its program objectives. The questionnaire consists of two parts: part

1 assessed the level of awareness while part 2 determined the level of acceptability of the different stakeholders on the vision and mission of the university, college goals, and program objectives.

Data Gathering Procedure

The researchers undertook the following procedures to facilitate the gathering of data needed for the study.

1. A request letter was prepared signed and noted by the College Dean to be distributed to the respective respondents requesting permission to gather pertinent data needed in the study.
2. With the permission of the respondents, the researchers administered the questionnaire.
3. The participants' responses in the questionnaires were collated, analyzed and interpreted using appropriate data analysis tools.

Data Analysis

Weighted mean was used in the treatment of the data. The level of awareness and level of acceptability were described using this arbitrary scale.

Range	Level of Awareness	Level of Acceptability
2.35 – 3.00	very much aware	very much accepted
1.68 – 2.34	aware	accepted
1.00 – 1.67	not aware	not accepted

The Analysis of Variance (ANOVA) was used to calculate whether a significant difference exists in the level of awareness and level of acceptability of the respondents on the VMGO.

Results and Discussions

Level of Awareness of the Different Sectors on the University Vision and Mission

Table 1. Mean and Descriptive Value of the Level of Awareness of the Different Sectors on the University Vision and Mission

	Students		Parents		Alumni		Faculty & Administration		Linkages & Community		Overall Mean	
Vision:	2.76	VMA	2.81	VMA	2.75	VMA	2.83	VMA	2.77	VMA	2.78	VMA

Transforming lives by educating for the best.												
Mission:												
Cagayan State University is committed to transform the lives of people and communities through high quality instruction and innovative research, development, production, and extension.	2.81	VMA	2.76	VMA	2.73	VMA	2.79	VMA	2.79	VMA	2.77	VMA

The table reveals that the level of awareness of the different sectors on the university vision had an overall mean of 2.78 with a descriptive value of “very much aware”. The table further reveals that the students, parents, alumni, faculty and administration, and linkages and community had a mean of 2.76, 2.81, 2.75, 2.83, and 2.77 respectively. The mean ratings indicate that all the different sectors are “very much aware” of the vision of the university.

On the other hand, the level of awareness of the different sectors on the university mission had an overall mean of 2.77 with a descriptive value of “very much aware”. Furthermore, the table also shows that the students, parents, alumni, faculty and administration, and linkages and community had a mean of 2.81, 2.76, 2.73, 2.79 and 2.79 respectively. This data reveal that all the different sectors are “very much aware” of the mission of the university.

Level of Awareness of the Different Sectors on the College Goals

Table 2. Item Mean and Descriptive Value of the Level of Awareness of the Different Sectors on the College Goals

College Goal	Students		Parents		Alumni		Faculty & Administration		Linkages & Community	
Knowledge: Possess mastery of fundamental concepts, educational principles and theories and pedagogical practices along the various fields of specialization	2.73	VMA	2.65	VMA	2.72	VMA	2.65	VMA	2.75	VMA
Skills: Demonstrate competence in mentoring, effectiveness in communication, authenticity in innovation and proficiency in digital technology	2.73	VMA	2.71	VMA	2.73	VMA	2.71	VMA	2.79	VMA
Attitudes: Manifests passion for teaching, professional accountability and socio-ecological responsiveness	2.72	VMA	2.69	VMA	2.71	VMA	2.66	VMA	2.77	VMA
Overall Mean	2.73	VMA	2.68	VMA	2.72	VMA	2.67	VMA	2.77	VMA

As shown in the table, the students, parents, alumni, faculty and administration, and linkages and community had overall means of 2.73, 2.68, 2.72, 2.67, and 2.77 respectively in terms of level of awareness on the college goal with a descriptive value of “very much aware”.

The table also reflects that the different sectors obtained a mean ranging from 2.65 to 2.79 on the level of awareness of the college goals with respect to knowledge, skills, and attitudes. This data reveal that the respondents are “very much aware” on the college goals.

Level of Awareness of the Different Sectors on the Program Objectives

Table 3. Item Mean and Descriptive Value of the Level of Awareness of the Different Sectors on the Program Objectives

Program Objectives	Students		Parents		Alumni		Faculty & Administration		Linkages & Community	
BEED: After graduation, the BEED graduates will exhibit competence in teaching all learning areas, excellence in performing varied academic and social roles and sincerity in manifesting love for children.	2.67	VMA	2.53	VMA	2.71	VMA	2.61	VMA	2.68	VMA
BSED: After graduation, the BSED graduates will exhibit expertise in teaching their field of specialization, effectiveness in guiding learners in their life and career choices, competence in dealing with adolescent's behaviour.	2.72	VMA	2.72	VMA	2.69	VMA	2.66	VMA	2.72	VMA

BTTE: After graduation, the BTTE graduates will exhibit expertise in teaching technical-vocational fields, competence in working in the industry as technologists, entrepreneurs and managers and excellence in demonstrating work ethics.	2.66	VMA	2.55	VMA	2.65	VMA	2.65	VMA	2.67	VMA
Overall Mean	2.68	VMA	2.60	VMA	2.68	VMA	2.64	VMA	2.69	VMA

Based on the table, students, parents, alumni, faculty and administration, and linkages and community are “very much aware” in terms of the different program objectives with corresponding overall means of 2.68, 2.60, 2.68, 2.64, and 2.69.

The table further reveals that the five groups of respondents obtained a mean ranging from 2.53 to 2.72 in their level of awareness in the BEED, BSED and BTTE programs. The data suggest that the respondents are “very much aware” of the objectives of the three programs.

Level of Acceptability of the Different Sectors on the University Vision and Mission

Table 4. Mean and Descriptive Value of the Level of Acceptability of the Different Sectors on the University Vision and Mission

	Students		Parents		Alumni		Faculty & Administration		Linkages & Community		Overall Mean	
Vision:	2.81	VMA	2.85	VMA	2.75	VMA	2.81	VMA	2.80	VMA	2.80	VMA

Transforming lives by educating for the best.												
Mission:												
Cagayan State University is committed to transform the lives of people and communities through high quality instruction and innovative research, development, production, and extension.	2.83	VMA	2.85	VMA	2.75	VMA	2.81	VMA	2.79	VMA	2.81	VMA

As reflected in the table, the different sectors obtained an overall mean of 2.80 and 2.81 with respect to the level of acceptability of the vision and mission of the university. This means that the vision as well as the mission of the university are “very much accepted” by the respondents.

Specifically, the data revealed that the students, parents, alumni, faculty and administration, and linkages and community very much accept the vision of the university as reflected in their means of 2.81, 2.85, 2.75, 2.81, and 2.80 respectively. On the other hand, the data also revealed that students, parents, alumni, faculty and administration, and linkages and community very much accept the mission of the university as manifested in their mean ratings of 2.83, 2.85, 2.75, 2.81 and 2.79.

Level of Acceptability of the Different Sectors on the College Goals

Table 5. Item Mean and Descriptive Value of the Level of Acceptability of the Different Sectors on the College Goals

	Students		Parents		Alumni		Faculty & Administration		Linkages & Community	
Knowledge: Possess mastery of fundamental concepts, educational principles and theories and pedagogical practices along the various fields of specialization	2.77	VMA	2.72	VMA	2.75	VMA	2.78	VMA	2.80	VMA
Skills: Demonstrate competence in mentoring, effectiveness in communication, authenticity in innovation and proficiency in digital technology	2.74	VMA	2.74	VMA	2.75	VMA	2.78	VMA	2.84	VMA
Attitudes: Manifests passion for teaching, professional accountability and socio-ecological responsiveness	2.78	VMA	2.73	VMA	2.77	VMA	2.79	VMA	2.81	VMA
Overall Mean	2.76	VMA	2.73	VMA	2.76	VMA	2.78	VMA	2.82	VMA

The table shows that the students, parents, alumni, faculty and administration, and linkages and community had overall means of 2.76, 2.73, 2.76, 2.78, and 2.82 respectively in terms of level of acceptability of the college goals. The data reveal that the different sectors rated the college goals as “very much accepted”.

The mean ranging from 2.72 to 2.84 clearly shows that all the different sector find the college goals in terms of knowledge, skills, and attitudes “very much accepted”.

Level of Acceptability of the Different Sectors on the Program Objectives

Table 6. Item Mean and Descriptive Value of the Level of Acceptability of the Different Sectors on the Program Objectives

Program Objectives	Students		Parents		Alumni		Faculty & Administration		Linkages & Community	
BEED: After graduation, the BEED graduates will exhibit competence in teaching all learning areas, excellence in performing varied academic and social roles and sincerity in manifesting love for children.	2.74	VMA	2.69	VMA	2.72	VMA	2.71	VMA	2.77	VMA
BSED: After graduation, the BSED graduates will exhibit expertise in teaching their field of specialization, effectiveness in guiding learners in their life and career choices, competence in dealing with adolescent's behaviour.	2.74	VMA	2.79	VMA	2.77	VMA	2.73	VMA	2.81	VMA

BTTE: After graduation, the BTTE graduates will exhibit expertise in teaching technical-vocational fields, competence in working in the industry as technologists, entrepreneurs and managers and excellence in demonstrating work ethics.	2.71	VMA	2.67	VMA	2.73	VMA	2.73	VMA	2.77	VMA
Overall Mean	2.73	VMA	2.72	VMA	2.74	VMA	2.72	VMA	2.78	VMA

The table reflects that the program objectives was rated “very much acceptable” by students, parents, alumni, faculty and administration, and linkages and community with overall means of 2.73, 2.72, 2.74, 2.72, and 2.78 respectively.

It is also shown in the table that the different sectors had mean ratings ranging from 2.67 to 2.81 in their level of acceptability of the program objectives. This implies that the respondents’ evaluation of BEED, BSED as well as the BTTE program’s objective are “very much accepted”.

Difference on the Level of Awareness of the Different Sectors on the University Vision, Mission, College Goals and Program Objectives

Table 7. Test of Difference on the Level of Awareness of the Different Sectors on the University Vision, Mission, College Goals and Program Objectives

		Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Vision	Between Groups	0.621	4	0.155	0.845	0.4	

	Within Groups	136.953	745	0.184		97	not significant
	Total	137.575	749				
Mission	Between Groups	0.573	4	0.143	0.780	0.538	not significant
	Within Groups	136.893	745	0.184			
	Total	137.467	749				
College Goals	Between Groups	0.883	4	0.221	1.316	0.263	not significant
	Within Groups	125.002	745	0.168			
	Total	125.885	749				
Program Objectives	Between Groups	0.935	4	0.234	1.127	0.342	not significant
	Within Groups	154.521	745	0.207			
	Total	155.456	749				

As revealed in the table, the computed p-value for vision, mission, college goals and program objectives is 0.497, 0.538, 0.263, and 0.342 respectively at .01 level. This means that there is no significant difference on the level of awareness of the respondents when grouped according to sectors. This implies that all the stakeholders exemplify equal awareness of the mission and vision of the university as well as the college goals and program objectives. This can

be attributed to the VMGO dissemination strategies utilized by the university and its different colleges.

Difference on the Level of Acceptability of the Different Sectors on the University Vision, Mission, College Goals and Program Objectives

Table 8. Test of Difference on the Level of Acceptability of the Different Sectors on the University Vision, Mission, College Goals and Program Objectives

		Sum of Squares	df	Mean Square	F	Si g.	Interpretation
Vision	Between Groups	0.781	4	0.195	1.155	0.330	not significant
	Within Groups	126.013	745	0.169			
	Total	126.795	749				
Mission	Between Groups	0.872	4	0.218	1.324	0.260	not significant
	Within Groups	122.707	745	0.165			
	Total	123.579	749				
College Goals	Between Groups	0.592	4	0.148	1.127	0.342	not significant
	Within Groups	97.819	745	0.131			
	Total	98.411	749				

Program Objectives	Between Groups	0.461	4	0.115	0.698	0.594	not significant
	Within Groups	123.027	745	0.165			
	Total	123.488	749				

As shown in the table, vision, mission, college goals and program objectives yielded a computed p-value of 0.330, 0.260, 0.342, and 0.594 respectively at .05 level. This means that there is no significant difference on the level of acceptability of the different sectors on the university vision, mission, college goals and program objectives. This finding implies that the respondents have similar level of acceptance of the vision and mission of the university as well as the college goals and program objectives since they equally recognize that the VMGO of the university are relevant to the needs of the challenging times.

Conclusion

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

The students, parents, alumni, faculty and administration, and linkages and community are properly informed of the vision and mission of the university as well as the college goals and program objectives. This can be attributed to the effective utilization of information and dissemination strategies of the VMGO reinforced through CSU website, billboards, flyers, brochures, gazette, manuals and course syllabi.

Guided by the VMGO, the university continuously produced competitive graduates in their field, skilled or trained researchers, extension catalysts and graduates who possess the core values of the university in the local, national and global arena. The different stakeholders assessed the VMGO to be relevant, thus, they indicated high rating of level of acceptance.

Moreover, with the varied strategies utilized by the university in disseminating the VMGO and the evidences of the relevance of the VMGO recognized in the community, the level of awareness and level of acceptance of the different stakeholders did not vary.

Recommendations

From the study's findings and conclusions, the researchers' recommends the following:



1. It is recommended that the University Vision and Mission, College Goals and Program Objectives to be agreeable at all times in order to be consistent on improving delivery of innovations and instructions on the existing system.
2. The set VMGO should be given attention for further study that could adapt and enhance the usability in every organization.
3. Since VMGO is greatly accepted, it should be associated with aspirational goals where the institution could adapt to meet the challenges and opportunities in the environment and in the future.

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