

Short Paper

Stakeholders' Level of Awareness and Acceptability of the College's Objectives and the University's Mission and Vision

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Abstract

The study aimed to document the level of awareness and acceptability of the stakeholders to the vision and mission of the university and the objectives of the College of Computer Studies (CCS). This study has 320 stakeholders from three programs of the CCS who responded to the adapted survey questionnaire distributed conveniently via Google Forms and distributed through emails and social media platforms like Facebook Messenger. The basic statistical tools, Spearman rho, and Wilcoxon signed rank test were used to interpret and analyze the data gathered. The results found that the students and alumni of the three programs are fully aware of and accept the university's vision, mission,



and college objectives, while parents and administrators are not. Also, the respondents' demographic profiles have no significant relationship to the level of awareness of the university's vision, mission, and college objectives. Furthermore, in terms of stakeholder acceptability, CCS students accept the university's vision, mission, and college objectives across all programs. According to the relationship between the types of respondents on acceptance of the mission, vision, and objectives, BSIS and BSCS are the programs that have a significant relationship in terms of acceptance of the mission, vision, and objectives. It is concluded that it is important to involve all the students in drafting and revising the mission, vision, and objectives. The administrator should continue developing strategies for the awareness of the parents and administrators of the Mission, Vision, and Objectives to improve their acceptance. Furthermore, it is recommended to dig deeper into determining the relationship between awareness and acceptance of VMGO by college students.

Keywords – awareness, acceptability, vision, mission, objectives, university, College of Computer Studies

INTRODUCTION

The university image depicts the created philosophy and opulence which align with its vision, mission, and objectives. The Laguna State Polytechnic University (LSPU) is committed to providing quality education to its stakeholders such as students, parents, alumni, faculty, staff, and administrators, especially to the students, to enhance skills that are necessary for their future endeavors. As stated by Custodio (2003), higher education is geared towards the provision of better education, which is mandated by the Education Act of 1982.

Numerous studies in relation to awareness and acceptability of the Vision, Mission, Goals, and Objectives (VMGO) in the organization/institutions like Salom and Florendo (2013), Villanca et al. (2020), Escolano (2021), Bowen (2018), Gordon (2017), and Alegre et al. (2018) all presented that the Vision, Mission, and Objectives of the institutions were necessary parts of the strategic management and operation as well as the direction of the success and identity of the organization/institutions.

According to Robbins et al. (2003), the VMGO are essential guides for the future of an institution and its academic programs. In line with this, the vision, mission, and objectives serve as the criterion of LSPU and serve as a guide to carry out programs set at quality and standard. LSPU is a state university created in accordance with Special Provision No. 2 of the CHED FY 1999 Budget under the General Appropriations Act of 1999 or RA No. 8745 and RA No. 8292, Higher Education Modernization Act of 1997. It is recognized by the Accrediting Agency for Chartered Colleges and Universities in the Philippines (AACUP) as possessing certain standards of quality and excellence based on

the institution's educational operations and program curriculum in relation to its VMGO (Escolano, 2021).

The Accrediting Agency for Chartered Colleges and Universities in the Philippines (AACUP Master Survey Instrument, 2006) discussed that in the course of accreditation, the area of VMGO is the most vital of all the ten (10) areas to be evaluated by the evaluators, in that it serves as the basis of the SUC's operation. This requires determining the level of awareness of stakeholders, which has not been done in different programs of the College of Computer Studies. Everything in the State Universities Colleges (SUC) is justified to the extent that it achieves its mission, goals, and objectives (Fernandez, 2015).

Stakeholders in every institution must uphold the university's vision and mission, as well as the goals of each program. It includes not only administrators, faculty members, and employees but also students and graduates, as well as parents who are investing in their children's future. As a consequence, administrators must craft vision, mission, and objectives that are doable, will lead to the development of students into worthy members of society, and will be marketable based on current industry demand. Needless to say, external factors could always affect the outcome of our program. The challenge in today's educational institutions is to stand out and be at the top in matters of excellence, commitment, and competence amidst the outbreak of this COVID-19 pandemic (Clemente et al., 2021). To mitigate its impact, it is necessary to determine whether the university's stakeholders are aware of, and accept, the vision, mission, and objectives. The findings of this study will help administrators craft the organization's future vision, mission, and objectives.

In general, this study aimed to determine the extent of awareness and acceptability of the College of Computer Studies Objectives, and University Mission and Vision.

Specifically, it aimed to answer the following:

1. What is the profile of the stakeholder-respondents in terms of age, sex, job status, position, and years in the service?
2. What is the level of awareness of stakeholder-respondents to the university vision and mission, objectives of the college of computer studies?
3. Is there significant relationship between the profile variables of the respondents and the level of awareness of respondents in the university vision and mission, objectives of the college of computer studies?
4. What is the level of acceptability of stakeholder-respondents in the university vision and mission, objectives of the college of computer studies?
5. Is there significant difference between the level of awareness and acceptability of the respondents in the university vision and mission, and of the College of Computer Studies when grouped according to the respondents' category?

Hypotheses of the Study

H_0 : There is no significant relationship between the profile variables of the respondents and the level of awareness of respondents in the university vision and mission, objectives of the college of computer studies.

H_1 : There is no significant difference between the level of awareness and acceptability of the respondents in the university vision and mission, and of the college of computer studies when grouped according to the respondents' category.

METHODOLOGY

The researchers used a descriptive research design in this study to assess the respondents' level of awareness and acceptability of the University Mission and Vision and the College of Computer Studies goals and objectives per program at Laguna State Polytechnic University - Siniloan Campus. In descriptive research, the researchers describe what was observed, and it is often concerned with counting or documenting observations about a new, unusual problem (Maxfield & Babbie, 2015).

In the conduct of the study, the convenience sampling technique was used in the survey questionnaires. The program coordinators and associate dean of the college sent private messages on social media and email to the respondents. The respondents are students from the College of Computer Studies (BS Information Technology, BS Computer Science, and BS Information Systems) with a total of 197, parents are 79, and alumni are 44, for a total of 320 respondents. The questionnaire is divided into four parts: (1) Student/Parent/Alumni Course; (2) University VMGO Awareness Level (3) University VMGO Acceptance Level (4) Level of VMGO Knowledge It was constructed on the basis of the five-point Likert scale. The adapted survey questionnaire was disseminated using Google Form and was sent to respondents using social media. The collected data was extracted and used in MS Excel to generate the descriptive statistics results to present the level of awareness and acceptability of the respondents.

In this study, the researcher used descriptive statistics (frequencies, percentages, weighted mean, and rank). The researchers also used Spearman Rho to test the relationship between the demographic profiles of respondents and their level of awareness of the university's vision and mission, college goals, and program objectives. On the other hand, the Wilcoxon signed test was used to test if there is a significant difference between the respondent's awareness of the university's vision and mission, college goals, and program objectives and their acceptance. According to Scheff (2016), the Wilcoxon signed test is used when data are not definite scores or if the data are observational. He also inferred that whenever there is a difference in a particular direction but the absolute quantity of that difference is not precise and the scores are paired, then the sign test is the statistic to use.

RESULTS AND DISCUSSIONS

This part shows the findings of the study and addresses all of the objectives of this research. The tables showed important roles in the discussions of this study, wherein the number of respondents, level of awareness, and acceptability were presented. Based on individual sub-variables on each question, the findings reveal as follows:

Table 1 shows the profile of the respondents in terms of sex, job status, position, and years of service at LSPU Siniloan Campus. The survey findings revealed that the majority of the respondents were male, with a frequency of 156 or 58.87% and a frequency of 109 or 41.13%. With regards to the job status of the respondents (faculty, staff, and admin), the majority are permanent with a frequency of 27, or 64%, and contractual with a frequency of 35.71%. The majority of the respondents are students, with 265 or 86.32%, followed by faculty, administrators, and staff, respectively. In terms of years of service at LSPU Siniloan Campus, the majority is 5 years below with a frequency of 38.10%, followed by 6-10 years of service with a frequency of 28.57, then 21-25 years, 11-15 years, and 16-20 years, respectively.

Table 1. Profile of the stakeholder – respondents in terms of sex, job status, position, and years in the service

Profile Variables		f	%	Rank
Sex	Male	156	58.87	1
	Female	109	41.13	2
Job Status	Permanent	27	64.29	1
	Contractual	15	35.71	2
Position	Students	265	86.32	1
	Administrators	10	3.26	3
	Staff	6	1.95	4
	Faculty	26	8.47	2
Years in the Service	5 years below	11	38.10	1
	6-10 years	10	28.57	2
	11-15 years	2	11.90	4
	16-20 years	1	4.76	5
	21-25 years	2	16.66	3

Table 2 presents the level of awareness of the stakeholders—respondents to the university's vision and mission and the college's objectives (VMO). The survey findings revealed that the students of the College of Computer Studies (CCS) are fully aware of the university's vision, mission, and college objectives across programs offered. BSCS students ranked first highest in terms of awareness of the university's vision ($M = 4.82$), mission ($M = 4.61$), and college objectives ($M = 4.84$), with a verbal interpretation of "fully aware." The students of BSIT ranked second highest in terms of awareness of the university vision ($M = 4.7$), mission ($M = 4.61$) and college objectives ($M = 4.63$), with a verbal interpretation of *fully aware*. The students of BSIS ranked third in terms of

awareness of the university vision (M = 4.58), mission (M = 4.53), and college objectives (M = 4.47), with a verbal interpretation of *fully aware*. It is worth noting that all College of Computer Studies students are fully aware of the university's vision, mission, and college objectives. Likewise, it can be observed that the BSCS students are more aware of the university's vision, mission, and college objectives than the BSIT and BSIS students.

Table 2. Level of Awareness of Stakeholder – respondents in University Vision and Mission, and Objectives of the College of Computer Studies

Respondents	University Vision			University Mission			Colleges Objectives		
	Mean	VI	Rank	Mean	VI	Rank	Mean	VI	Rank
Students									
Bachelor of Science in Information System (BSIS)	4.58	Fully Aware	3	4.53	Fully Aware	3	4.47	Fully Aware	3
Bachelor of Science in Computer Science (BSCS)	4.82	Fully Aware	1	4.61	Fully Aware	1.5	4.84	Fully Aware	1
Bachelor of Science in Information Technology (BSIT)	4.7	Fully Aware	2	4.61	Fully Aware	1.5	4.63	Fully Aware	2
Parents	4.00	Aware	--	4.17	Aware	--	4.97	Aware	--
Alumni	4.75	Fully Aware	--	4.78	Fully Aware	--	4.8	Fully Aware	--
LSPU Personnel									
Faculty	4.77	FA	1	4.85	FA	1	4.75	FA	2
Administrators	4.00	A	3	4.17	A	3	3.97	A	3
Staff	4.75	FA	2	4.78	FA	2	4.8	FA	1

Legend: Fully Aware (FA) = 5.00 – 4.21 Aware (A) = 4.20 – 3.41 Neither Aware or Not Aware (NOA) = 3.40 – 2.61 Less Aware (LA) = 2.60 – 1.81 Not Aware (NA) = 1.80 – 1.00

Subsequently, in terms of awareness of the parents to the university's vision (M = 4.00) and mission (M = 4.17), with a verbal interpretation of awareness. However, the students' parents are fully aware of the college's objectives (M = 4.97). Parents appeared to be more interested in learning about the college objectives than the vision and mission of the university. Meanwhile, in terms of awareness of the alumni of the CCS students to the university's vision (M = 4.75), mission (M = 4.78), and college objectives (M = 4.8), with a verbal interpretation of "fully aware."

However, in terms of awareness of the LSPU personnel to the university's vision and mission and the college's objectives, the faculty ranked first highest in terms of awareness of the university's vision (M = 4.77) and mission (M = 4.85), with a verbal interpretation of "fully aware." Staff, on the other hand, ranked first in terms of awareness of the college's objectives (M = 4.8). It is not expected that the administrators ranked third in terms of university vision (M = 4.00), mission (M = 4.17) and college objectives (M = 3.97), with verbal interpretation of *aware*.

Table 3 shows the relationship between the demographic profiles of the respondents and the level of awareness of the university's mission and vision, as well as the college's objectives. The age, sex, job status, position, and years in the service have a p-value of .767, .780, .876, .994, and .970, respectively, which is greater than the 0.05 level of significance. Thus, it is statistically concluded that the demographic profiles of the respondents have no significant relationship to their level of awareness of the university's vision and mission, the college's goals, and program objectives.

Table 3. Test of significant relationship of respondent's profile in terms of their level of awareness to VMGO

Variables	S-Tool	C-Value	P-Value	Decision	Interpretation
Age VS Level of Awareness	S P	.030	.767	Accepted	Not Significant
Sex VS Level of Awareness	E A	-.028	.780	Accepted	Not Significant
Job Status VS Level of Awareness	R M	.016	.876	Accepted	Not Significant
Position VS Level of Awareness	A N	-.001	.994	Accepted	Not Significant
Years in the Service VS Level of Awareness	R H O	-.004	.970	Accepted	Not Significant

*Correlation at 0.05 level of significant

Table 4 presents the level of acceptability of the stakeholders' responses to the university's mission and vision and the college's objectives. Based on the survey results, students at the College of Computer Studies (CCS) accept the university's mission and vision and the college's objectives across all programs offered. It can be observed that the students of BSIT ranked first highest in terms of university vision (M=4.68), with verbal interpretation of *acceptable*. Subsequently, the students of BSCS ranked first highest in terms of university mission (M=4.66) and college objectives (M=4.76), with verbal interpretation of *acceptable*. However, with verbal interpretation of acceptable, BSIS students ranked third in terms of acceptability of the university vision (= 4.53), mission (= 4.53), and college objectives (= 4.53).

Table 5. Test of significant difference between the level of awareness and acceptability of the respondents in vision, mission of the university, and objectives of the college when grouped according to the respondents' category

Variables	S-Tool	Z-Value	P-Value	Decision	Interpretation
Admin Awareness VS Acceptance	Wilcoxon	-1.337	.181	Accepted	Not Significant
Student Awareness VS Acceptance	Wilcoxon	-1.668	.095	Accepted	Not Significant
Parents Awareness VS Acceptance	Wilcoxon	-1.149	.251	Accepted	Not Significant
Alumni Awareness VS Acceptance	Wilcoxon	-1.618	.106	Accepted	Not Significant
Faculty Awareness VS Acceptance	Wilcoxon	-.427	.670	Accepted	Not Significant
BSIS Awareness VS Acceptance	Wilcoxon	-2.970	.003	Rejected	Significant
BSCS Awareness VS Acceptance	Wilcoxon	-3.091	.002	Rejected	Significant
BSIT Awareness VS Acceptance	Wilcoxon	-1.129	.259	Accepted	Not Significant

CONCLUSIONS AND RECOMMENDATIONS

The overall result of the study showed that the awareness of the different stakeholders ranges from aware (i.e., parents and administrators) to fully aware (i.e., students, alumni, faculty, and staff). The same is true with the stakeholder's acceptance, such that it ranges from slightly acceptable (i.e., parents and administrators) to acceptable (i.e., students, alumni, faculty, and staff). Students from all programs offered by the college are fully aware that the VMGO is acceptable. On the level of knowledge of the VMGO, all student-respondents strongly agree with the statements presented. Among these statements, participation in reviewing missions positively affected my level of commitment to them, ranked number 1. It is therefore important to involve all the students in the crafting of VMGO. The demographic profiles of the stakeholders are not significant in terms of their level of awareness. However, there is a significant relationship in the awareness and acceptance of the VMGO for BSIS and BSCS students.

Based on the findings of the study, the LSPU administration should continue to develop strategies to increase parental and administrative awareness of the VMGO in order to improve its acceptance. It is also recommended to involve all the students in crafting the VMGO, particularly the goals of the college and objectives of the program where they belong. Furthermore, it is recommended to dig deeper into determining the relationship between the awareness and acceptance of VMGO by college students.

IMPLICATIONS

Assessing the awareness and acceptability of the University's mission, vision, and college objectives will benefit the University's stakeholders. This will allow them to better align and monitor their students' progress. They will be able to use the feedback insights to improve their curriculum and provide better services and experiences to their students. Moreover, this will also assist them in improving their identity and reputation, which will aid in attracting more students. The assessment will benefit the administration because it will allow them to track the progress of the graduates and identify areas for improvement in the services as well as in developing the university's future vision and mission, as well as program objectives. Raising parental awareness and involving a large number of stakeholders in the development of vision, mission, and objectives are two factors that can be used to improve services to various stakeholders. Additionally, it can assist the university in meeting the needs of the community's changing demographics and will improve education for current and future generations. Lastly, it also contributes to the improvement of the current system and the quality of education provided to students.

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