

Awareness, Understanding, Acceptance, and Congruency of the PIT Vision and Mission, College Goal and Program Objectives

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Abstract

The higher education institution's mission determines its purpose and identity, core values and the purpose of its existence. This research determined the level of awareness, understanding and acceptance, and congruency of the vision and mission of Palompon Institute of Technology, the goals of each college and the objectives of the programs. Administrators, faculty members, non-teaching staff, students and other stakeholder representatives from various groups of government and non-government organizations and cooperating agencies are the respondents of this descriptive survey. The results show that the stakeholders are at least aware of, understand and accept the VMGO. They also believe that activities are congruent to these statements. The faculty has significantly higher level of awareness, understanding and acceptance of, and perceptions of the congruency to the VMGO. It is recommended that both the institute and CGS make more efforts in disseminating the VMGO especially to other non-teaching. Activities must be more focused to make them feel that the activities of the school is geared towards the realization of the VMGO.

Keywords. VMGO awareness, understanding, acceptance, congruency, Palompon Institute of Technology, Philippines

I. INTRODUCTION

"Children have a right to an education, a quality education" [14].

Attaining quality education is every educational institution's 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 with the learning environment [5]. This definition highlights the importance of vision, mission and goals in educational institutions such as the Palompon Institute of Technology.

The higher education institution's mission determines its purpose and identity, core values and the purpose of its existence. Reflecting the mission and the school's aspiration is the vision, which paints its future perspective. Through different strategies, achieving definite goals leads the school in attaining the vision. These goals may be crafted according to the characteristics of its ideal graduates and its desired impact to society. From them, the school identifies strategies which are translated to specifics of the program. After which, the different departments determine their programs' objectives and the corresponding outcomes taking into consideration the policies, standards and guidelines (PSGs) as defined in CMO 46, s. 2012, characteristics of an exemplar graduate and developmental influence in the local/regional/national aspects [6].

The Vision and Mission (VM) statements of the Palompon Institute of Technology (PIT), the Goals of the five colleges and the Program Objectives are the fundamental guides for the future of the institution and its academic programs. These statements serve as PIT's cornerstone as they define the Institute's collective efforts and align the whole organization towards the accomplishment of its programs and activities. These are products of the collective efforts of the whole PIT populace and stakeholders. The Institute's VM statements have had three revisions already to make it relevant and responsive to the needs of the times.

The spirit and essence of the first and the original PIT Vision-Mission was lived for a long time by the PIT

populace, not until in 2005 when the PIT administration, faculty, staff, students, and all its constituents and stakeholders decided to revisit and revise the VM statements to keep attuned to the challenges of the third millennium.

The first revision of the VM statements was formulated during the strategic planning workshop for the Five-year Strategic and Development Plan for 2012-2016 conducted by the Core Planning Team (CPT), identified institute officials and stakeholders that they represent on April 13-15, 2011 and went through series of meetings, sessions and deliberations until it was presented to the PIT-Board of Trustees (BOT) for final approval on May 31, 2012.

Concurrently in 2016 as the Five-year Strategic and Development Plan for 2012-2016 was about to end, the PIT Administration with its intention of having a continuity of its development plans as well as to employ corresponding strategies in its implementation, the crafting of the Four- Year Strategic Plan of the Institute CY 2012-2016 was scheduled on May 14-16, 2016 per PIT Memorandum No. 13, s. 2016 with CPT that composed the following: the President and Directors, VP- Academic Affairs and Deans of the Colleges, VP-REEA and Directors, VP-Administration and Section Heads with the participation from the PIT-TC Campus Director and Head of Instruction [13].

The latest revision was included in the presentation of the Four-Year Strategic Development and Investment Plan for CY 2017-2020 which was approved on March 23, 2018, per PIT-BOT Resolution No. 22. S. 2018 during the 189th regular meeting of the PIT-Board of Trustees. The guiding principle of this plan articulates the institute's Vision, Mission, Goal and Core Values that steer us to chart PIT's journey to quality and excellence in higher education, complimenting the CHED's goal of ASEAN Collaboration and Internationalization. Thus, provides focus and clarity to where we are going and what we would like to become in the next four years.

Initiatives to reach out for assistance to able and qualified stakeholders were taken for VM translation to Cebuano (Palomponganon's mother tongue) so that maximum awareness, understanding, acceptance and dissemination among stakeholders will be attained. Inasmuch as PIT has been a recipient of the almost 20-year engagement of the comprehensive assistance package of the *Koninklijke Vereniging Van Nederlandse Reders (KVNRR)*/Royal Association of the Netherlands Ship-owners, which has made PIT as one of the leading state-owned maritime education institutions in the country today, the newly-approved VM statements and Core Values were translated to Dutch.

As the need to have an outcomes-based education becomes apparent, minimum sets of learning outcomes for a number of programs of the Institute [7] was provided by CHED combined with the Philippine Qualifications Framework and Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education with an Outcomes-Based and Typology Based QA [4].

CMO 46, s. 2012 Art. IV Sec. 17 says that if higher education institutions are faithful towards their VMGOs, they will be able to identify different attributes and excellent outcomes due to the fact that these statements are made with the strengths and weaknesses of the institutions, coupled with the needs and opportunities in the places where they are located in mind.

Thus, it is high time to ask the stakeholders if they think that PIT's VM statements, college goals and program objectives are still relevant in the light of the recent developments. It is the purpose of this research to determine the level of awareness, understanding and acceptance, and congruency of the vision and mission of Palompon Institute of Technology, the goals of each college and the objectives of the programs.

Specifically, the study was carried out to:

1. determine the stakeholders' level of awareness of the vision and mission of the Institute, the College goals and program objectives.
2. Assess the level of understanding and acceptance of the stakeholders of the PIT VMGO
3. evaluate the stakeholders' perception on the congruency between the PIT VMGO and educational practices/activities of the College.
4. determine whether significant differences exist in the level of awareness, understanding, acceptance of the

VMGO and its congruency to the educational activities/practices of the College as perceived by the different groups of stakeholders.

II. REVIEW OF RELATED LITERATURE

With the dynamic demands of this era, it is of utmost importance that a well-defined new vision for education not only by mere widely informing the public or enriching skills or for status purposes but for empowering individuals and communities to exist and actively take part in achieving better, impartial and mutually dependent relationships among communities and countries- in political, economic and socio-economic arena[10] cited in Ordoñez, 2015. She further states that the superior threat encountered by institutions of higher learning today is in obtaining that education is sensitive to what is essential and which, nowadays although marked by dynamism and continuous evolution, has greater meaning and value.

A vision is a statement about what the organization wants to become and therefore resonate with all the members of the institution and help them have the sense of ownership and become part of the entire organization. It signals its influence to the wide public, the image that it projects and the trend of its impact[3].

The future of the organization is driven by the vision statement that brings hope and support to welcome sustainable outcomes in the community [9]. It is, indeed, the all true desire of the institution that are general, encompassing and pro-active/future driven [10].

Vision allows one to exhibit his intentions of making things happen. It is then a crucial plan to guide in obtaining success in any institution. It is the very reason that steers an organization on its way to its development[10]. In other words, it is an assertion that expresses what the institution wants to become someday[2].

Then it goes without saying that an institution and its employees must clearly reflect and embody its vision statement. There is a great possibility that institutions flourish in attaining meaningful learning if a concerted effort among leaders, staff and community in creating a collaborative institute's vision that is transparent and unambiguous. It is believed that a well-defined vision requires not only forward-thinkers but very importantly, it necessitates able leaders who are capable at undertaking the vision to the internal and external stakeholders[9]. Jimenez, cited in [10] supports this by saying that indeed a vision statement is highly significant for it allows all stakeholders to have a goal and leadership geared towards cooperative move.

The mission statement is evidenced in the implementation or achievements of the school. Thus, what the school's mission states relate to its implementation and its achievements[11]. It usually denotes the action undertaken by the organization to realize its vision. For oftentimes, the vision is ideally stated while the mission supports in demonstrating what the organization must do to meet/achieve the vision (Deazeley, cited in[11]).

It is imperative that the academic units in a university should develop their goals that are relevant to the University's vision and mission statements and well-stated objectives of all the programs under such academic unit must appropriately jive with the goals of the academic unit[8].

The program objectives are broad statement that describe the career and professional accomplishment that the program is preparing graduates to achieve with in prescribed number of years of graduation. These objectives are based on the needs of the program constituencies.

The vision, mission, goals and objectives (VMGO) should be the bases of a state university's operations. If a college or university is seeking accreditation, the area of VMGO is the most fundamental of all the areas to be surveyed. The realization of the VMGO statements speaks everything what the university is about [2].

Accreditation is to appropriately acknowledge an educational program that embodies particular criteria to assess standards of quality and outstanding performances on the bases of a thorough evaluation of the educational conduct against its VMGO and its distinct character it portrays in the community it supports [3].

The VM statements are interminable perspective of itself and of the general public within which it

functions its interminable purpose and position and what it serves to attain its intention and purpose[12]. Hence, the ultimate goal of these statements is presumed to be sustaining that exposes culture and philosophy [9].

The strategy in disseminating the VMGO and how these statements are formulated are concrete bases of their effectiveness. Thus, maximum effort must be exerted for utmost awareness and understanding of its significance among stakeholders [8].

Further, the VMGO needs to be shared in order to be effective and to be attained. To be shared, it needs to be developed in a collaborative manner. The success of a university depends upon bringing its stakeholders together, both physically and philosophically. Stakeholders ought to arrive at a common view, settle varying opinions and produce a communal VMGO [3].

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[3].

The vision and mission statements must be crafted by all interested stakeholders, whether internal or external, so as to be able to set the path of the institution [9]

Supporting the argument, Mullane, as cited in [12], says that the vision and mission are not just good for exhibition and display in specific parts of the institution, rather, they are powerful statements in motivating its manpower in realizing that dream in consideration with the present realities and of the efforts towards achieving them. Lebel, cited in [12] supports this claim by pointing out that the most important assets today in any organization are its human assets.

Therefore, the importance of clear vision and mission statements in the process of strategic management cannot be denied because they are the foundations in properly implementing the management of human resources. They push the employees to become motivated and performers. They guide in planning strategies and in repositioning the organization [9, 12].

Vision and mission statements are believed to motivate, shape behaviors, cultivate high levels of commitment that significantly and positively affect employee's performance.

The importance of displaying the vision and mission is based on the fact that they are needed to make the employees be constantly aware of them to achieve more. Yet, in reality, inadequate information on the significance of these statements leads to problems in achieving the very reasons why these documents are created in the first place [9, 13].

Tertiary institutions need dedicated, competent, knowledgeable, committed and world-class academicians [9]. But all these attributes may likely diminish if the employee or the members of the employee perceived that they are not experiencing motivation in the institution. It is assumed that the daily tasks, motivation, commitment and professional development and competence are derived by the vision and mission statement.

Presently some Universities adopted vision and mission statements for competitive advantage and distinguish one University from another by showing its uniqueness that differentiates it from others. Competitive advantage starts from strategic planning which has four components like vision, mission, strategy and action. Important aspect in strategic planning is formulating the vision and mission statements. Strategic planning successes depend largely on the proper identification and formulation of the vision and mission statements and add to the organizational identity.

III. METHODOLOGY

This study utilized the descriptive survey research method to determine the level of awareness, understanding, acceptance and congruency of the PIT vision and mission, college goal and program objectives. Different population groups were included as study participants such as administrators, faculty members, non-teaching staff, students and other stakeholder representatives from various groups of

government and non-government organizations and cooperating agencies. Representative samples of students and faculty members of the college were randomly taken through cluster sampling so do with administrative staff as well as other stakeholders in the community. External stakeholders were chosen by convenience sampling, i.e., depending upon their availability.

The instrument used was a modified version from the study of Castillo (2014) [3]. Slight revisions of which were made based from the research problems and the new survey instrument of the Accrediting Agency for Chartered Colleges and Universities in the Philippines. A copy of the minimum sets of learning outcomes of the specific programs were attached to the survey instrument for the respondents' reference.

IV. RESULTS AND DISCUSSION

Awareness of the VMGO. Table I presents the level of awareness of the PIT vision, and mission, goal and program objectives of the College of Graduate Studies among the four groups of respondents.

TABLE I
LEVEL OF AWARENESS OF THE VMGO OF VARIOUS STAKEHOLDERS

VMGO	Faculty (n = 30)	Employees (n = 46)	Students (n = 283)	Other Stake- holders (n = 31)	Mean (n = 410)	Description
Vision	4.80	4.65	4.42	4.47	4.59	Very much aware
Mission	4.83	4.54	4.29	4.41	4.52	Very much aware
College Goal	4.80	4.17	4.20	3.98	4.29	Very much aware
Program Objectives	4.72	3.58	4.11	3.72	4.03	Aware
Overall Mean	4.79*	4.27	4.26	4.15	4.28	Very much aware

Legend: 4.20 – 5.00 - Very much aware; 3.40 – 4.19 - Aware; 2.60 – 3.39 - Somewhat aware;
1.80 – 2.59 - Slightly aware; 1.00 – 1.79 - not aware
* Highest rating among the various groups of respondents

As the table shows, all stakeholders are very much aware of the vision and mission of the institute. Taken collectively, they are also very much aware of the goal of the CGS, yet only the faculty and students are very much aware of it. Likewise, the stakeholders are aware of the program objectives as a whole, with only the faculty as very much aware of them. Overall, they are collectively very much aware of the statements with the faculty having the highest degree of awareness, followed by the employees and students, and only the other stakeholders are just aware of the statements.

Understanding of the VMGO. Table II presents the level of understanding of the PIT vision, and mission, goal and program objectives of the College of Graduate Studies among the four groups of respondents.

Table II
LEVEL OF UNDERSTANDING OF THE VMGO OF VARIOUS STAKEHOLDERS

VMGO	Faculty (n = 30)	Employees (n = 46)	Students (n = 283)	Other Stake- holders (n = 31)	Mean (n = 430)	Description
Vision	4.67*	4.30	4.33	4.20	4.38	Very good
Mission	4.70*	4.22	4.27	4.08	4.32	Very good
College Goal	4.65*	4.11	4.19	3.88	4.20	Very good
Program Objectives	4.70*	4.18	4.17	3.67	4.18	Good
Overall Mean	4.68*	4.22	4.24	3.96	4.24	Very good

Legend: 4.20 – 5.00 - Very good; 3.40 – 4.19 - Good; 2.60 – 3.39 - Somewhat good;
1.80 – 2.59 - Slight; 1.00 – 1.79 - Very slight
* Highest rating among various groups of respondents

Overall, the stakeholders have a very good understanding of the VMGO. The faculty have a very good understanding of all the statements. Likewise, the employees and students have a very good overall understanding of the VMGO, yet they only have a good understanding of the college goal and program objectives. Other stakeholders have good overall understanding of the VMGO, with a very good understanding of the vision. In average, the stakeholders have a very good understanding of the vision, mission and college goals with a good understanding of the program objectives.

Acceptance of the VMGO. Table III presents the level of acceptance of the PIT vision, and mission, goal and program objectives of the College of Graduate Studies among the four groups of respondents.

TABLE III
LEVEL OF ACCEPTANCE OF THE VMGO

	Faculty (n = 30)	Employees (n = 46)	Students (n = 283)	Other Stake- holders (n = 51)	Mean (n = 410)	Description
Vision	4.63*	4.28	4.33	4.10	4.34	Highly accept
Mission	4.87*	4.22	4.21	3.96	4.32	Highly accept
College Goal	4.83*	4.24	4.24	3.84	4.29	Highly accept
Program Objectives	4.76*	4.17	4.16	3.92	4.24	Highly accept
Overall Mean	4.71*	4.23	4.23	3.96	4.28	Highly accept

Legend: 4.20–5.00 - Highly accept; 3.80–4.19 - Accept; 2.68–3.39 - Somewhat accept;
1.80–2.59 - Slightly accept; 1.00–1.79 - do not accept.
* Highest rating among various groups of respondents

As a whole, the stakeholders highly accept the VMGO. The faculty, students and employees highly accept them while other stakeholders accept them. The faculty highly accept all statements, the employees and students the vision, mission and goals, while just accept the other statements. The stakeholders on the other hand, just accept all the statements.

Congruency of the VMGO with the college educational activities conducted. Table IV presents the level of congruency of the PIT vision, and mission, goal and program objectives of the College of Graduate Studies and the educational activities conducted as perceived by the four groups of respondents.

TABLE IV
LEVEL OF CONGRUENCY BETWEEN THE VMGO AND THE
EDUCATIONAL ACTIVITIES CONDUCTED

VMGO	Faculty (n = 30)	Employees (n = 46)	Students (n = 283)	Other Stake- holders (n = 51)	Mean (n = 410)	Description
Vision	4.62*	4.20	4.18	4.05	4.20	Very much Congruent
Mission	4.63*	4.22	4.22	4.02	4.28	Very much Congruent
College Goal	4.63*	4.22	4.24	4.02	4.29	Very much congruent
Program Objectives	4.60*	4.17	4.16	3.96	4.21	Very much congruent
Overall mean	4.62	4.20	4.18	4.05	4.26	Very much congruent

Legend: 4.20–5.00 - Very much congruent; 3.40–4.19 - Congruent; 2.60–3.39 - Somewhat congruent;
1.80–2.59 - Slightly congruent; 1.00–1.79 - not congruent at all
* Highest rating among the various groups of respondents

Overall, the stakeholders believe that the educational activities of the CGS are very much congruent to the VMGO. The faculty, employees and students believe that the vision and mission are very much congruent to the activities, while only the faculty perceive that the activities are very much congruent to the program objectives.

The other stakeholders perceive that the VMGO are congruent to the objectives, while employees and students also believe that the program objectives are congruent to the activities.

Comparison of the respondents' awareness, understanding, acceptance and congruency of the VMGO. Table V presents the analysis of variance on the level of awareness, understanding, acceptance and congruency of the PIT vision, and mission, goal and program objectives of the College of Graduate Studies and the educational activities conducted as perceived by the four groups of respondents.

TABLE V
ANALYSIS OF VARIANCE ON THE RESPONDENTS' AWARENESS,
UNDERSTANDING, ACCEPTANCE AND CONGRUENCY OF THE VMGO

	Source of Variation	SS	Df	MS	F	P-value
Awareness	Between Groups	8.830	3	2.943	11.600*	0.000
	Within Groups	103.017	406	0.254		
	Total	111.864	409			
Understanding	Between Groups	9.701	3	3.234	13.831*	0.000
	Within Groups	94.922	406	.234		
	Total	104.623	409			
Acceptance	Between Groups	12.239	3	4.080	17.175*	.000
	Within Groups	96.436	406	.238		
	Total	108.675	409			
Congruency	Between Groups	6.850	3	2.283	8.663*	.000
	Within Groups	107.004	406	.264		
	Total	113.854	409			

*Significant, $p < 0.05$.

It shows that there are significant differences in the levels of awareness of the groups of stakeholders

($F=11.600$, $p < 0.05$). The post hoc analysis indicates that the faculty's level of awareness is significantly different from the other stakeholders with a mean difference of 0.518, 0.533, 0.642 between employees, students, and other stakeholders, respectively. The level of awareness between employees, students, and other stakeholders do not significantly differ.

The table further shows that there are significant differences in the levels of understanding of the groups of stakeholders ($F=13.831$, $p < 0.05$). The post hoc analysis reveals that the faculty's level of understanding is significantly different from the other stakeholders with a mean difference of 0.4560, 0.43071 and 0.71508 between employees, students, and other stakeholders, respectively. The level of understanding between employees, students, and other stakeholders do not significantly differ.

Additionally, it shows that there are significant differences in the levels of acceptance of the groups of stakeholders ($F=17.175$, $p < 0.05$). The post hoc analysis tells that the faculty's level of acceptance is significantly different from the other stakeholders with a mean difference of 0.53028, 0.52650 and 0.80400 between employees, students, and other stakeholders, respectively. The level of acceptance between employees, students, and other stakeholders do not significantly differ.

Finally, the table shows that there are significant differences in the perceived congruency of the VMGO and the educational activities conducted the ($F = 8.663$, $p < 0.05$), which means mean. Through the post hoc analysis, it was revealed that the faculty members perceptions on the said congruency is significantly different from those of the employees, students and other stakeholders with a mean difference of 0.42083, 0.43816 and 0.58967 between employees, students, and other stakeholders, respectively. The level of acceptance between employees, students, and other stakeholders do not significantly differ.

V. CONCLUSIONS AND RECOMMENDATIONS

This research provides valuable insights on the level of awareness, understanding and acceptance of the vision and mission of the institute and the goals and objectives of the College of Graduate Studies. The institute's efforts in disseminating its vision is very effective in raising awareness and understanding of its vision. The vision was also well-formulated in such a way that it was highly accepted by the faculty, employees and students, and accepted by other stakeholders. The faculty and employees strongly believe that the educational activities were done to accomplish this. Other stakeholders believe it so.

The mission statement of the Institute has been well- disseminated as shown by the high awareness of the stakeholders about it. The faculty, employees and students both understand and accept it very well, and they believe that the institute's activities are done to really achieve it. Other stakeholders, on the other hand, understand and accept it, and they believe that activities of the school are done to achieve the mission.

Faculty and students have high awareness of the college goal. The faculty understand it well. The faculty, employees and students highly accept it; and they believe that activities done were very much congruent to it. On the other hand, the students, employees and other stakeholders understand the goal; other stakeholders accept it and believe that activities done were congruent to it.

The faculty are very much aware of and have a very good understanding and high acceptance of the program objectives. They also believe that the activities done were very much congruent to it. On the other hand, all other groups are aware of, have understanding of, and accept the program objectives. They believe that activities were done to achieve them.

The faculty members' levels of awareness, understanding and acceptance of the VMGO and their perception of congruency of the activities towards achieving them are much significantly higher than those of the other stakeholders.

It is recommended that the institute in general, and the College of Graduate Studies in particular, has to continue the wide and more intensified dissemination of the VMGO not just to the external stakeholders, but also to the students and employees. Efforts must also be done so as to make the activities of the college more focused to make the non- faculty stakeholders feel that the activities of the school is geared towards the realization of the objectives and goal of the college and the mission and vision of the institute, in that order.

It is also recommended to conduct a study on the reasons why the non-faculty stakeholders have lower awareness, understanding and acceptance of the VMGO and why they perceive less about the congruency of the VMGO to the activities.

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