

Assessing the Vision, Mission, Goals and Objectives of a State University in Southern Philippines

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Abstract:- This study assessed the clarity of statements of the vision, mission goals and objectives (VMGO) of the Bukidnon State University and to what degree VMGO is disseminated and accepted by the stakeholders. It also assessed the perception of the stakeholders through documentary analysis with regard to its congruency to the actual educational practices and activities. This study used a descriptive method of research primarily using a survey questionnaire along with the Focus Group Discussion and Interview. Data were analyzed quantitatively using mean and standard deviation. FDG and interview responses were also used to substantiate the findings. The study revealed that the VMGO is very much clear among the stakeholders and that their level of dissemination and acceptability is to a great extent. It also showed that generally the stakeholders strongly agreed that VMGO is congruent to the educational activities of the University. Result of the careful examination of the syllabi and interview with the stakeholders also revealed that indeed there is congruency.

Keywords:- Vision, Mission, Goals and Objectives (VMGO), Clarity, Dissemination and Acceptability and Congruency.

I. INTRODUCTION

Assessment of the vision, mission, goals and objectives (VMGO) is an indispensable activity of any institution may it be academic or non-academic. It is on assessing the VMGO that an institution will know the extent of achievement to one's vision and mission. As practiced, accrediting teams examine and evaluate the institutions based on their stated VMGO. Clearly, VMGO is the most fundamental and the guiding principle for the success of the institution's operation. The institutions are assessed in a holistic manner but are composed of different areas. The VMGO are displayed in conspicuous places and utilizes different manner of dissemination for the general public's knowledge or awareness. In this manner, the general public will know if the institutions implement the different programs that they have set, based on the VMGO.

The Accrediting Agency for Chartered Colleges and Universities of the Philippines (AACUP) helps strengthen the school's Vision, Philosophy and Mission because it gives importance to this area. In fact, this is the area of concern during the accreditation process. This is just appropriate because it is from the VMGO of the university where the assessment will always be referred to. Whatever

plans, programs, activities, lessons, reports done by the university, these are always in consonance with its Vision, Mission, Goals and Objectives.

Each institution has its own VMGO based on their judgment as to what the institution should do or accomplish. These VMGO are unique in nature and vary from one institution to another, because each institution has its own perspective, focus and ways of implementation.

Bukidnon State University being a dynamic agent of change and transformation, regularly updates and revises its VMGO through assemblies, consultative meetings with the administration, faculty, students, alumni and other stakeholders.

An institution cannot develop quality education without assessing the understanding and acceptability of these vision and COE's mission, goals and objectives of the BEE and BSE programs. In 2009, another study was conducted by Martinez, et. al to further evaluate the "extent to which the BEE program outcomes are achieved through internalization of values in education and understanding and acceptance of the Vision, COE's Mission, Goals and Objectives of BEE and BSE Programs". Assessing the VMGO of the University and the College of Teacher Education as to the clarity of statements, dissemination and acceptability of the VMGO to the different stakeholders, and whether there is congruency between the VMGO and the actual practices and activities of the school is very important, hence, the intent of this study.

➤ Conceptual Framework

This study is anchored on the idea that institution of learning should have a well defined and functional VMGO to serve as its anchorage for quality education. Having clear and well formulated VMGO will help ensure that schools can continue to perform their functions, thus shaping the aspirations of its constituents in a rapidly changing world (Doronilla, 1992).

Bukidnon State University is not exempted in formulating and presenting its vision and mission to the academic community as well as to the outside community. The formulation of the Vision, Mission, Goals, and Objectives of Bukidnon State University underwent several discussions, consultations, and revisions prior to its printing and implementation. The academic and non-academic community, the student body and other stakeholders of BSU were consulted in the process of finalizing the vision and

mission. This illustrates how relevant these vision, mission, goals and objectives to the school because it serves as the foundation where all the curricular programs, objectives, activities and of the general operation of the school are based.

Figure 1 illustrates the conceptual framework of the study. From the schema, the first frame illustrates the BSU's VMGO as assessed by the participants, namely: the administration and faculty, students, alumni, parents and other stakeholders. The assessment will be done in terms of clarity of the stated statements, dissemination and acceptability of VMGO by various stakeholders, and congruency of actual educational practices and activities on the mission, goals and objectives of the College of Teacher Education.

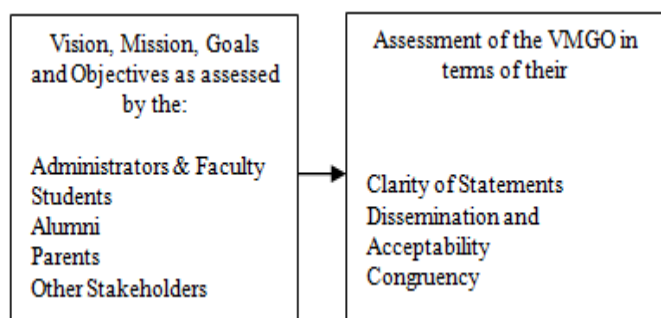


Fig 1:- Schematic Diagram of the Study

II. OBJECTIVES

This study aimed at assessing the clarity, dissemination and acceptability, and congruency of the University's Vision and the mission, goals and objectives of the College of Teacher Education. Specifically, it sought to:

- (1) determine the extent of clarity of the statement on the vision, mission, goals; and objectives of the University;
- (2) determine the degree/level of dissemination and acceptability of VMGO by the following stakeholders: administrators and faculty; staff; students and other stakeholders; and
- (3) assess the extent of congruency between the actual educational practices and activities on the following: mission of the University; goals of the College of Education; and objectives of the BSE and BEE Programs.

III. METHODOLOGY

This study used descriptive method of research. Participants of the study included the different stakeholders: the faculty, students, parents, alumni and community people. They were gathered in one place and were asked to revisit the vision and mission of the University and the mission, goals and objectives of the College of Education. A questionnaire checklist patterned from the AACCUP instrument on the assessment of VMGO was given and were responded individually. The questionnaire consisted of three parts: Part 1 determined the VMGO as to the extent of clarity of statements to various stakeholders, Part 2 assessed as to the degree of dissemination and acceptability by the

different stakeholders, and Part 3 assessed whether the stated VMGOs are congruent with the actual educational practices and activities of the school.

A total of two hundred ninety-six (296) stakeholders served as participants which consisted Ten (10) University officials and faculty, sixteen (16) non-teaching staff, two hundred thirty-five (235) students, twenty (20) alumni and fifteen (15) other stakeholders that included parents and indigenous people representatives. All participants were randomly selected except the indigenous people who were purposively chosen.

The main research instrument employed was a survey questionnaire mainly closed but some open-ended questions are provided every after part. Items were patterned from the survey instrument of the AACCUP (2009). The closed questions were primarily in the form of five-point Likert scale while the open-ended left blank spaces for additional comments and suggestions from the participants. This made this study a mixed method combining quantitative and qualitative analysis. Darbi (2012), Analui and Karami (2002) in their previous researches related to this study used this research instrument.

Focus group discussion and semi-structured interview were also conducted to specifically answer how the mission, goals and objectives of the College of Education were congruent in terms of the implementation of the actual educational practices and activities.

Mean and standard deviation were utilized to help in the presentation, analysis and interpretation of the data through the aid of the Minitab statistical software. Responses from focus group discussion and interviews were also used to substantiate and served as basis in coming up with realistic findings and conclusions about the vision and mission of the university and the mission, goals and objectives of the College of Education.

IV. RESULTS AND DISCUSSION

➤ Extent of Clarity of the VMGO

Table 1 shows that the extent of clarity of statements of vision and mission of Bukidnon State University and the goals of the College of Teacher Education is *very much clear*. This means that the vision of the University which is to be "*a premier institution of higher learning in teacher education, sciences and humanities*" is highly indicative of what it hopes to become in the future. The mission of the University "*to develop competitive professionals who are committed to build a sustainable life for all through quality instruction, research, extension, and production*" is also highly reflective of its legal and educational mandates as prescribed in its own charter, the Republic Act 9456 as well as in the Republic Act 8292 or the Higher Education Modernization Act of 1997. This is also true to the goals and objectives of the College of Teacher Education which essentially have to anchor to the mission of the University. Correspondingly, program outcomes of the College and the program goals of both the BEE and BSE have clearly stated the expected outcomes in terms of competencies,

values and other attributes the graduates would have after 4-5 years in the college.

The said results which indicate high level of clarity among the VMGO statements could be very well attributed to the constant and periodic review and revisions of the said statements with the participation of all the stakeholders of the University including even the indigenous people of the province. During consultative meetings, all stakeholders were asked whether the statements are clear and easily

understandable by any layman and if found some statements which they could hardly understand, they have to suggest for appropriate replacement or revision of the term or statement. One participant was quoted saying, “*the statements are very much clear, no wonder BuKSU was able to produce very good teachers not only for Bukidnon but also abroad.*” This remark is a manifestation that BuKSU – being a premier state university in the province is really capable of producing graduates who can compete nationally and internationally.

Statements	Mean	sd	Q.D.
The Vision and Mission statements, Goals and Objectives are printed in bulletin boards, catalogues/manuals and other forms of communication media and readily available.	4.69	0.54	Great extent
<i>The Administration and Faculty</i>			
The administrators/faculty members are aware of the Vision and Mission of the Institution, and the Goals and Objectives of the College of Teacher Education.	4.65	0.53	Great extent
The faculty understand and accept the Objectives of the program.	4.62	0.58	Great extent
There is faculty participation in the formulation, review and/or revision of the VMGO.	4.68	0.54	Great extent
<i>Sub-total</i>	4.65	0.55	Great extent
<i>The Staff</i>			
The staff are aware of the Vision and Mission of the Institution, and the Goals and Objectives of the College and the program respectively.	4.67	0.50	Great extent
There is staff participation in the formulation, review and/or revision of the VMGO.	4.65	0.55	Great extent
The staff accepts the responsibility of realizing the objectives that are relevant to their particular work.	4.65	0.53	Great extent
<i>Sub-total</i>	4.66	0.53	Great extent
<i>The Students</i>			
The students are aware of the Vision and Mission of the Institution.	4.76	0.43	Great extent
The students understand and accept the Objectives (Outcomes) of their program.	4.74	0.50	Great extent
There is student participation in the formulation, review and/or revision of the VMGO.	4.70	0.46	Great extent
<i>Sub-total</i>	4.73	0.46	Great extent
<i>Other Stakeholders</i>			
Representatives of cooperating agencies, linkages, alumni, industry representatives, and other concerned organizations/groups participate in the formulation, review, and/or revision of the VMGO.	4.63	0.53	Great extent
The cooperating agencies, linkages, alumni, industry sector, and other concerned groups are aware of and generally accept the VMGO.	4.64	0.53	Great extent
The VMGO are widely disseminated to the different agencies, institutions, industry sector, and the community as a whole.	4.70	0.49	Great extent
<i>Sub-total</i>	4.66	0.52	Great extent
General	4.64	0.53	Great extent

Table 1

Another factor that could be attributed to this high extent of clarity is the translation of vision and mission statements into several languages such Filipino, Cebuano and Binukid which are more comprehensible for the local residents in the community. With the translations, external stakeholders like those who belong to the lower strata of the

community can now understand better what do vision and mission statements mean to them. What is even more appreciative is that they can already make comments and suggestions for the improvement of the vision and mission statements. One Cebuano local resident was quoted saying, “*Aw, kini mao ang mas patsada kay mas nakasabot nako*

unsa jud ang katuyoan sa BSU para sa atong lugar” which means that this translation is much better since he can now better understand what BSU’s mission is all about for the community. Darbi (2012) is very explicit in saying that mission statements must be translated into many languages and cultures to have it widely understood and shared. This becomes a shared mission among the stakeholders. In fact, during a visit to the extension site in Brgy Capitan Angel

this city, another local resident when asked about the Binukid translation responded saying, “*Kini ang mas klaro kay nakasabot nako kay gihubad naman sa among sinultian ug mas nabati nako nga apil jud diay mi sa Bukidnon State University diha sa Malaybalay.*” Said statement means that this translation is much clear and that this man can now better understand due to the translation of vision and mission statements into their own dialect.

➤ *Level of Dissemination and Acceptability of the VMGO*

Statements	Mean	Sd	Q.D.
The Vision clearly reflects what the institution hopes to become in the future	4.76	0.43	Very much clear
The Mission clearly reflects the institution’s legal and educational mandate	4.74	0.50	Very much clear
The Goals are clearly stated and are consistent with the Mission of the Institution	4.70	0.46	Very much clear
The Objectives clearly state the expected outcomes in terms of competencies (skills and knowledge), values and other attributes of the graduates which include the development of:	4.65	0.46	Very much clear
Technical skills in teaching;	4.69	0.49	Very much clear
Research and extension capabilities;	4.63	0.53	Very much clear
Students’ own ideas, desirable attitudes and personal discipline;	4.61	0.52	Very much clear
Moral character;	4.64	0.53	Very much clear
Critical thinking skills; and	4.70	0.49	Very much clear
Aesthetic and cultural values.	4.61	0.49	Very much clear
The VMGO contains the following provisions for training of globally competitive teachers who are:			Very much clear
Imbued with ideals of Philippine file;	4.43	0.63	Very clear
Equipped with pedagogical knowledge and skills;	4.52	0.61	Very clear
Effective empathizers of organized knowledge to allow analytical and critical thinking;	4.57	0.57	Very clear
Efficient facilitators of learning;	4.70	0.51	Very much clear
Committed humanists.	4.67	0.55	Very much clear
The VMGO contains the following provisions to meet professional teachers.	4.68	0.56	Very much clear
General	4.64	0.53	Very much clear

Table 2:- Level of Dissemination and Acceptability of the VMGO

Table 2 shows that dissemination and acceptability of the vision and mission of the Bukidnon State University and the goals and objectives of the College of Education is to a *great extent*. This implies that there is deep understanding and acceptability among the stakeholders including the indigenous peoples who explicitly expressed that they definitely can understand and they accept what the vision, mission statements of the University as well as the goals and objectives of the College of Education. This also means that dissemination of the Vision, Mission, Goals and Objectives was widely disseminated and received by the different stakeholders through consultative meetings, fora, billboards, printed bulletin of information and other resource materials. The effort of the VMGO committee is also worth mentioning when they conducted site visit to the public market, plaza and IP community just to disseminate the vision and mission of the Bukidnon State University which turned out to be fruitful as they were able to gather

feedbacks for the improvement of the vision and mission statements.

It can be noted that the university is constantly conducting strategic planning every year. The basic purpose of having this is to revisit and revise the vision and mission of the University to ensure relevance to its mandates. University key officials, unit heads, faculty members and even student representatives were all involved to participate in this activity. In fact, during the last strategic planning in June 2016, the University’s vision and mission were totally revised to keep abreast to the call for internationalizations, Kto12 program, Outcomes-Based Education, Asean Economic Community (AEC) Integration, among others.

In the past, sectoral meetings and fora with the different stakeholders were also held separately to ensure understanding and acceptability of VMGO. It is on these meetings that the idea of translating the English version into

several dialects cropped up. One participant even expressly set out her suggestions saying that in order for better understanding of the VMGO to the local residents including the indigenous peoples in the locality, it must be translated to Cebuano and even Binukid.

To carry out the aforementioned recommendation, a team was organized primarily to translate the vision and mission of the University into Filipino and Cebuano dialects. The Filipino version was appropriately referred to the Komisyon ng Wika at Kultura which determined the

➤ *Extent of Congruency and Implementation of the VMGO*

Statements	Mean	sd	Q.D.
There is congruency between actual educational practices and activities in all of the following:			
Mission of the Bukidnon State University;	4.67	0.50	Strongly Agree
Goals of the College of Education; and	4.66	0.50	Strongly Agree
Objectives of the Teacher Education Program.	4.67	0.50	Strongly Agree
There is evidence that the goals and objectives are being achieved.	4.67	0.52	Strongly Agree
General	4.67	0.51	Strongly Agree

Table 3:- Congruency and Implementation

Table 3 illustrates the congruency between the actual educational practices and activities of the BSE and BEE programs to the vision and mission of the University and the goals and objectives of the College of Education. The table shows that the stakeholders *strongly agree* that the actual educational practices and activities are congruent and aligned with the vision and mission of the institutions. The faculty demonstrates in their teaching the VMGO and the philosophy of the institution. The formulation of the goals and objectives including the BSEd and BEEd programs is guided by the mission of the University.

The educational practices and activities under the four functions; instruction, research, extension, and production are congruent with the mission and objectives of the institution. This is highly evident in the different materials of the faculty and outputs of students such as instructional materials, researches, and community and extension involvements both by the faculty and students. An extensive and careful examination of the different syllabi of both BEEd and BSEd programs revealed that indeed what they are reflecting in their learning plan are actually aligned with what is to be attained in consonance with the VMGO statements. However, to validate this alignment, the researchers really took time to interview with the different faculty in-charge for each major or unit in the BEEd and BSEd curricula which revealed that true enough these teachers really did these activities in their classes to ensure alignment and attainment of the VMGO. In an interview with a certain faculty regarding congruency, what she said was, *"In order for me and my classes to attain the Desired Learning Outcomes of the College, I have to ensure that my activities provided to the students are well within the goals of the course considering the knowledge, skills and values that my students have to learn after my class."* Her answer is very true as evidenced by the different learning materials she used in her classes. This is reinforced by another faculty

validity of the translated Filipino version. Since the Binukid version needed more time to translate, as it is needed to be properly channelled through the National Commission on Indigenous Peoples (NCIP), the same was first translated and contextualized by an IP Community Relations Officer of which after undergoing several referrals and examination – the process and procedure of which strictly followed NCIP rules in translation was finally validated during the IP Month celebration last October 2015 where majority of the IP chieftains of different tribes were around.

who is teaching major subject said that *"to ensure that our students will get the right training from our subject, we first teach through modelling by showing and demonstrating how to do the skills and then we allowed them to simulate what it is like to be real teacher in our classroom"*. This practice is also true to all teachers who are handling major subjects because it is only through proper modelling that competencies are properly transferred to these students.

It is worthy to take notice that for the past several years already, the University through the College of Education have successfully forged partnerships with the various local, national and international partners. The partnership with Anubanchonburi School and Watboonyasri Thumrurat Upathum School in Thailand and Manado International School in Indonesia are among the international linkages where pre-service students are sent to take their on-the-job trainings, while some faculty are sent to serve as resource speakers for the seminars they have organized. Correspondingly, some partner-teachers have come to the Bukidnon State University since 2014 to receive trainings as extension project of the institution.

In a semi-structured interview conducted to the alumni of the College who are now occupying key positions as school principal and directors in the private schools situated in the City, they are one in saying that indeed our graduates are globally competitive. One alumnus responded saying that: *"BukSu has given the graduates the opportunity not only for local but has a choice to go international"*. This remark is very true in the sense that a good number of graduates have immediately found employment in the public and private schools in the country as well as abroad. This is supported by another school principal who said that: *"Yes, because some of the teachers from Heights Kinderland are now employed outside the country. During the hiring of the teachers, there were plenty of applicants from other schools"*

but we prefer product from BukSU because they are articulate when teaching, their communication skills is good, they are well equipped and can compete globally". This means that there is a strong evidence that the mission of the University to develop globally competitive professionals is highly achieved.

V. FINDINGS

The findings of the study are as follows:

1. The extent of clarity of vision and mission of the Bukidnon State University and the goals and objectives statements of the College of Education is *very much clear* among the different stakeholders;
2. Dissemination and acceptability of the vision and mission of the Bukidnon State University and the goals and objectives of the College of Education is to a *great extent*;
3. Various stakeholders such as administrators and faculty, staff, students and other stakeholders have strongly agreed that indeed there is congruency between the actual educational practices and activities with the mission of the Bukidnon State University and the goals and objectives of the College of Education. Result of the careful examination of the syllabi and interview with the stakeholders revealed the same result.

VI. CONCLUSIONS AND RECOMMENDATIONS

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

1. Since vision, mission, goals and objectives statements are very much clear, then, it is highly indicative that VMGO statements are highly recognized and understood by the different stakeholders.
2. Since VMGO are widely disseminated in various media and accepted by the different stakeholders, then, it can be concluded that these stakeholders have lived with it to help the University attained the statements;
3. Since different stakeholders strongly agreed that there is congruency between the actual educational practices to the mission, goals and objectives as evidenced by the different activities conducted by the University to them, then, it is ensured that these are being achieved.

Anchored on the conclusions of the study, the following recommendations were derived:

1. The University and the College concerned should continuously work for the revision of the vision, mission, goals and objectives statements to keep abreast with the calls for internationalization, glocalization, and Outcomes-Based Education;
2. Awareness, understanding and acceptability of the VMGO should be continuously done especially to the first year students, indigenous people of the nearby localities and other stakeholders;
3. A more standardized congruency matrix reflecting the suggestive educational practices per objective statement may be adopted to serve as basis of the faculty when conducting their educational activities along their respective curricula;

4. Finally, future research undertakings similar to the studymay be conducted by other colleges of the University.

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