

Awareness and Acceptability of the Vision, Mission, Goals and Objectives of Eastern Samar State University

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Abstract – This study was conducted to determine the level of awareness and acceptability among students, faculty, administrative staff and other stakeholders on the vision, mission, goals and objectives of Eastern Samar State University.

A descriptive survey method of research was followed involving randomly selected students and faculty from the different colleges of ESSU Salcedo campus. Assessment of administrative staff and other stakeholders were also determined. Data were collected using a researcher-made questionnaire which was designed from the vision and mission of the institutions, goals of each college, and program objectives of every curricular offerings of ESSU Salcedo Campus. Data were analyzed using mean to determine their level of awareness and acceptability of the VMGO.

Results of the study revealed that students are generally “much aware” of the vision and mission of the university. In addition, they are “very much aware” of the goals of the college and program objectives. In terms of their level of acceptance, students “like very much” the institution’s vision and mission; college goals; and program objectives.

On the other hand, faculty members are “very much aware” and they “like very much” the vision and mission of the institution. Furthermore, they “like extremely” the goals of the college as well as objectives of the specific curricular programs.

The administrative staff were found “much aware” and “like very much” the vision and mission of the institution. Lastly, other stakeholders are “aware” and “like very much” the existing vision and mission of the institution.

These findings are indicative that with proper dissemination, students, faculty, staff and other stakeholders are informed of the VMGO of the university with high level of acceptance.

Keywords – ESSU-VMGO, Goals, Vision, Mission, Objectives.

I. INTRODUCTION

The 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 and help them have the sense of ownership and become part of the entire organization. It provides the impression, character and direction of its operations.

Universities and Colleges that are created by and operate under the law are found by the permission of their charter and may not be as ready flexible as private entity. Schools, as emphasized by Vetadine (2010) are likely to be more successful in achieving in depth learning when leaders work with staff and the community to build a collective educational vision that is clear [12].

Compelling and connected to tracking and learning, this collective vision helps focus attention on what is important, motivate staff and students, and increases the sense of shared responsibility [12].

The vision and mission are statements on the long-term view of the institution of itself and of the world within which it operates its long term role and stature, and what it does to achieve this purpose and how it would like to play its role [3]. The program objectives are broad statement that describe the career and professional accomplishment that the program is preparing graduates to achieve within a prescribe number of years of graduation. These objectives are based on the needs of the program constituencies [3].

Accrediting Agency for Chartered Colleges and Universities in the Philippines (AACUP) possessed certain standard of quality excellence based on the institutional operations in relations to VMGO. A university is judged by the degree to which its VMGO are attained and not in comparison with others [1].

The effectiveness of the VMGO lies in its structure and dissemination. In order to attain this, the constituents of an educational institution have to be aware of its VMGO and fully comprehend the implication of such.

Eastern Samar State University (ESSU) Salcedo Campus is guided by its vision, mission, goals and objectives as it pursue a path in transmitting its mandated function. Its vision is to have a synergistic multi campus university producing competent, value laden and globally competitive graduates who are proactive in promoting the socio-economic prosperity of the country. Its mission shall primarily provide advanced education, higher professional and technological instruction and training in the field of agriculture, arts and sciences, business and industry, computer and information technology, education, engineering, environmental science, forestry, law and criminal justice, medicine and allied science and other related fields of studies. It shall intensify research, extension and production functions and provide progressive leadership in its areas of specialization [4].

II. REVIEW OF RELATED LITERATURE

Locke and Letham (1990) developed a wide ranging theory model linking goal to performance to help clarify the goal setting for performance while taking into account certain condition, such as ability task complexity [7]. This theory describes that employees were motivated by clear goals and appropriate feedback; and that working toward a goal provided a major source of motivation to actually attain the goal and in turn, improve performance [7].

The importance of developing the human resources of an organization is to enhance production [11]. Le Belle as cited by Segumpan supports this claim by pointing out that the most important assets today in any organization are its human assets [11]. They are energies, skills, talents, and knowledge of people which potentially can or should be applied to the production of goods or rendering of useful services [11].

Building people is the key to successful and effective management [2]. Accomplishing the impossible is easy when people are highly motivated; whereas, accomplishing the easy ones becomes impossible when people are not highly motivated [2].

In a study of Pelicano (2015) on management styles, organizational climates and professional services of school administrators in Philippines, it was found that an adequate working knowledge of different management style helps to create an environment conducive to working, which will then redound to productive educational engagement [10].

Such cases also apply in Government-assisted organizations. Lacaba and Alde (2015), concluded in their study on organizational maturity of DAR-assisted organizations in the province of Eastern Samar, Philippines that low level organizational maturity among these organizations being studied were attributed to poor organizational management, very limited access to technical and financial assistance, less empowered leaders of the organizations, and less receptive members to organizational plans and activities [6].

To respond to this demand in program, what is needed is clearly a new vision for education, not just for information dissemination, of for skills development, to thrive in and contributed by guiding this onslaught towards greater, more equitable interdependence among communities [9].

Along this concept, it can be said that the basis for proper implementation of the human resources management is a clear vision and mission of a given institution.

III. METHODOLOGY

A descriptive-survey research was employed in this study to determine the level of awareness and acceptability among students, faculty, staff and other stakeholders on the vision, mission, goals and specific objectives of the curricular programs. A researcher made questionnaire was designed based from the existing VMGO of the institution. Representative samples of students and faculty members from each college were randomly taken. Similarly, random samples of the administrative staff as well as other stakeholders were taken. Data were summarized using weighted mean as the primarily tools for the analysis of data.

IV. RESULTS AND DISCUSSION

Awareness and Acceptability of Students on the VMGO of the Institution

Table 1 shows the level of awareness among college students on the vision and mission of the institution, goals of the college and its program objectives. It was established that college students across curricular offerings of ESSU Salcedo Campus are “much aware” of the vision and mission of the institution, as well as the goals of the college. Further, students are “very much aware” of its program objectives.

It can be implied from the results that students are properly informed of the VMGO of the university which can be attributed to that practice of integrating the VMGO in the syllabi of the faculty and is introduced as the first lesson in every subject.

Moreover, the posting of VMGO in conspicuous or strategic places particularly in the classroom makes it accessible for students to read the content of the VMGO. In addition, printing of VMGO in students’ magazine (The Green Thumb), bulletin of information, students’ manual, annual report, and other school programs creates awareness on the existence of VMGO. Lastly, VMGO is presented and discussed during the orientation program of the university which provides opportunity for students to understand these.

Table 1. Awareness of College Students on the VMGO of the Institution

VMGO	Awareness								Mean Rating	Description
	BSA	BSAB	BSES	BAT	BSAE	BSCS	BEED	BSED		
Vision	3.46	3.58	3.82	3.48	3.71	3.50	3.71	3.77	3.63	Much Aware
Mission	3.83	3.65	3.80	3.70	3.69	3.99	3.68	3.64	3.75	Much Aware
Goals	4.31	4.19	4.29	3.98	4.32	3.85	4.33	4.18	4.18	Much Aware
Objectives	4.40	4.28	4.14	4.18	4.43	4.18	4.42	4.45	4.31	Very Much Aware

Table 2. Acceptability of College Students on the VMGO of the Institution

VMGO	Acceptability								Mean Rating	Description
	BSA	BSAB	BSES	BAT	BSAE	BSCS	BEED	BSED		
Vision	7.51	7.47	7.46	7.66	7.58	7.47	7.69	7.68	7.57	Like Very Much
Mission	7.69	7.84	7.79	7.73	7.67	7.66	7.81	7.73	7.74	Like Very Much
Goals	8.09	8.03	8.01	8.02	8.10	8.04	8.08	8.00	8.05	Like Very Much
Objectives	8.17	8.10	8.11	7.86	8.20	7.99	8.31	8.01	8.09	Like Very Much

In fact, it was noted in table 2 that the level of acceptance among students on the VMGO is high as indicated in the mean ratings which were described as “like very much”. This would mean that the students’ aspiration is in consonance with the university’s thrusts.

Awareness and Acceptability of Faculty on the VMGO of the Institution

As indicated in table 3, faculty members across colleges are generally “very much aware” of the VMGO of the institution.

It can be gleaned from the fact that VMGO is the first lesson of every faculty member in all subjects he is teaching. Such repetitive tasks of discussing VMGO to the students will establish high level of awareness since mastery of the lesson is a pre-requisite for effective teaching. Moreover, the attainment of the VMGO is always a concern in every faculty and staff meeting be it

in areas of instruction, research, extension, production and other aspects of university endeavor to improve its operations in order to create positive outcomes or impact to the target clientele.

As a guide to every member of the teaching force of the university, they “like very much” of the VMGO and “like extremely” of its program objectives (table 4). These results can be attributed since faculty members are involved in the formulation and revisions of this VMGO and as always this is being integrated in their syllabi.

This is indicative that the target of producing graduates with the desired outcomes set in every program is a holistic concern of the university; that is, producing competitive graduates in their field, skilled or trained researchers, extension catalysts, and graduates who possess that core values of the university which are excellence, accountability and integrity.

Table 3. Awareness of Faculty Members on the VMGO of the Institution

VMGO	Awareness			Mean Rating	Description
	CAAS Faculty	CICT Faculty	COED Faculty		
Vision	4.59	4.49	4.58	4.55	Very Much Aware
Mission	4.62	4.61	4.63	4.62	Very Much Aware
Goals	4.73	4.72	4.74	4.72	Very Much Aware
Objectives	4.69	4.59	4.62	4.63	Very Much Aware

Table 4. Acceptability of Faculty Members on the VMGO of the Institution

VMGO	Acceptability			Mean Rating	Description
	CAAS Faculty	CICT Faculty	COED Faculty		
Vision	7.99	7.93	7.94	7.95	Like Very Much
Mission	7.76	7.78	7.85	7.79	Like Very Much
Goals	8.25	8.15	8.39	8.26	Like Very Much
Objectives	8.69	8.78	8.63	8.70	Like Extremely

Awareness and Acceptability of Administrative Staff and Other Stakeholders on the VMGO of the Institution

Table 5 assesses the level of awareness among administrative staff and other stakeholders of the university. It was established that administrative staff are “much aware” of the VMGO of the university while other stakeholders are also “aware” of the focus of the university. As support staff to the academic unit, these are positive indicators that they are aware of what the university is trying to instill in its graduates as reflected in

the VMGO. In that sense, they would be effective partners in the process of making the graduates competitive in their field of specialization.

It is interesting to note that both groups “like very much” the VMGO of the institution. Having linkage with other stakeholders facilitates the operation of the university especially in its research and extension functions. Thus, they would be instrumental in achieving the desired goals of the university.

Table 5. Awareness of Administrative Staff and Other Stakeholders on the VMGO of the Institution

VMGO	Awareness			
	Administrative Staff	Description	Other Stakeholders	Description
Vision	3.67	Much Aware	3.18	Aware
Mission	3.58	Much Aware	3.07	Aware
Goals	3.83	Much Aware	3.42	Aware
Objectives	3.77	Much Aware	3.33	Aware

Table 6. Acceptability of Administrative Staff and Other Stakeholders on the VMGO of the Institution

VMGO	Acceptability			
	Administrative Staff	Description	Other Stakeholders	Description
Vision	3.67	Much Aware	3.18	Aware
Mission	3.58	Much Aware	3.07	Aware
Goals	3.83	Much Aware	3.42	Aware
Objectives	3.77	Much Aware	3.33	Aware

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