The Level of Understandability and Degree of Acceptability of the Vision, Mission, Goals and Objectives of Public Administration and Computer Science Programs of Sorsogon State College

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Abstract: *The study sought to find the level of understanding and degree of acceptability of the vision, mission, goals and objectives of Public administration and Computer Science programs of the school to convey quality and accessible education to meet the culture of excellence to develop globally competitive leaders and professionals. The study comprises four groups of respondents the students, the faculty/non-teaching, the alumni and the stakeholders. The gathered data analyzed with the aid of the following statistical tools: frequency count, weighted mean, one way analysis of variance, and chi-square. Weighted mean determined the level of understanding and extent of acceptability of the VMGO, while one-way analysis of variance determined the significance difference among the perception of the four groups of respondents. Chi-square determined if there is a significant relationship between the level of understanding and degree of acceptability of the VMGO. The results revealed that VMGO of SSC are highly accepted and highly understood by students, faculty/non-teaching staff, alumni and stakeholders. There is a significant relationship between four groups of respondents and there is a significant difference between the Computer Science and Public Administration students.*

Keywords: Level of understanding, Degree of acceptability, Vision, Mission, Goals

1. Introduction

To ensure effective delivery of services, every institution or school has to design its vision and mission consistent with the program thrusts of the Commission on Higher Education (CHED). On the other hand, every program created by the institution/ school must be designed according to its goals and objectives created according to its vision and mission. As defined by Poignant, presented by Borromeo (1995), effectiveness is the attainment of goals and objectives set earlier for the system.

Mission and mission statements focus the attention of organizational members and external constituents on the core purpose of the organization (Jones and Kahaner, 1995). In fact, a Stanford professor (2010) claimed that enterprises using mission statements and vision statements successfully outperform those that do not by more than six to one. Drucker (1954) earlier emphasized that an organization's purpose should likewise be examined and defined not only at its inception or during difficult times but also during successful periods.

Colleges and universities that are created by and operate under the law are bound by the provisions of their charter and may not be as readily flexible as private entities. Related to this, Steiger (2010) eloquently expressed that "Institutions such as universities are not readily changed. To embark on a process of transformation requires considerable persistence and determination. But most importantly, the vision for the future must be carefully articulated." Betances (2010) further added that

"Schools 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, compelling and connected to teaching and learning. This collective vision helps focus attention on what is important, motivates staff and students, and increases the sense of shared responsibility for student learning."

Similarly, Sienkowicz (2010) warned that "Developing a vision in isolation can mean that those who were left out of the process will not buy into it. It…is a mistake to believe that having a shared vision is sufficient for a school improvement. School leaders must communicate and articulate the vision regularly and consistently." "…indeed survival, is the result of identifying mission to satisfy a customer's needs and wants," add Heizer & Render (2003). Moreover, he also stated that education is by its very nature a future-oriented activity. It aims at leading the young people of today to adulthood tomorrow. It prepares them for a world that is not yet with them. If educational managers are to design educational programs that are meaningful and responsive to the world that the youth will find themselves in, they should be able to anticipate future alternative scenario and their corresponding implications for education.

Sorsogon State College is mandated to convey quality and accessible education to meet the culture of excellence to develop globally competitive leaders and professionals. Evidently, the institution is now in a midst of changing and moulding individuals to conform the demand of the community. Thus, to produce quality graduate as one of the objectives of the College the researcher opted to determine the level of understanding and degree of acceptability of the VMGO of the College to test out if it is being realized and understand to fulfil its goals and objectives.

Thinking critically about something leads to changes which are attempts at improving present conditions and practices.

Critically thinking is triggered by one's observing and realizing that something is wrong or that there must be other ways to do things. Exploring of alternatives leads an individual to the creative solution of a problem or gives meaning to one's capacity to solve problems and make decisions (Gines et al. 1998). This literature provided the researcher an idea that there is really a need to think critically how understandable and acceptable the vision and mission of the Sorsogon State College and the goals and objectives of the Computer Science and Public Administration programs of SSC Bulan Campus.

One study found to be closely related to the present study was that on "Awareness and Acceptability of VMGO of the Teacher Education and Technology Programs of Sorsogon State College", conducted by Detera and Placer (2004). The findings of the study was revealed that BSED program was perceived by the student as fully aware and highly acceptable, while both teachers and parents/community perceived it as fully aware and partially acceptable. With the BEED program, its vision was perceived by both students and parents as fully aware and acceptable. The parents/community perceived it as fully aware and partially acceptable. On the other hand, the vision of the BT program was perceived by the students as fully aware partially acceptable, while both the teachers and parents/community perceived it as fully aware but not acceptable.

Hence, it can be deduced from these presentations that creation of vision, mission goals and objectives are really very necessary, because these serve as guide in catering services to its clientele. However, it would be more effective if these are properly disseminated to the public to make the organizational management and its services visible. This activity will also provide them the chance to assess if the vision, mission, goals and objectives set by the institution or school are understandable and acceptable.

Sorsogon State College vision is "An institution with a culture of excellence n developing globally competitive and values-oriented leaders and professional. The mission is " The Sorsogon State College is committed to provide industry relevant programs that are anchored on a culture of research and entrepreneurship for the development of Sorsogon and beyond.

As cited by De Castro (2017) from the work of Hill and Jones (2001), VMGO statements imply a formal commitment by the institution to its stakeholders, sending out the message that its strategies will be formulated with the claims of its stakeholders in mind. Consequently, the researcher was motivated to study the understanding and acceptability of VMGO to inform the community about the flat form or the map of shaping the world into an better place. This research therefore, had been conceptualized by the researcher to determine the level of understanding and degree of acceptability of the vision and mission of Sorsogon State College and the goals and objectives of the Computer science and Public Administration programs of Sorsogon State College – Bulan Campus.

Objectives of the Study
This study aims to determine the level of understanding and the degree of acceptability of the vision and mission of the College as well as the goals and objectives of Public Administration and Computer Science programs, determine the significant difference among the perceptions of students, parents, stakeholders and alumni, and significant relationship between the level of understanding and degree of acceptability of the VMGO.

2. Methodology

This study is a descriptive-correlational type of research in which survey questionnaire will be utilized. Questionnaire will be prepared and used to determine the level of understanding and the degree of acceptability of the vision and mission of the College as well as the goals and objectives of the Computer Science and Public Administration programs of Sorsogon State College Bulan Campus.

The primary sources of data will be the faculty/teaching, non-teaching personnel, public administration and computer science students of SSC-BC and the community in the municipality of Bulan. Total enumeration for the faculty and non-teaching personnel will be taken, while convenient sampling will be done to the students and the parents/stakeholders in the community. At least 75% from the parent/stakeholders will be taken in the conduct of this particular study.

Four sets of questionnaire were prepared. One set for the faculty, one set for non-teaching, another set for the students of public administration and computer science students and one more set for the community. The content just be the same, the vision, mission of the SSC and the goals and objectives of the public administration and computer science programs. Only the questionnaire intended for the community translated to Bicol to facilitate answering of the questionnaire.

The questionnaire designed so that Part I measure the level of understanding of the VMGO by the four groups of respondents. Part II measured the extent of their acceptability. The questionnaire validated by conducting a dry-run among the students of SSC who are not Public Administration and Computer Science students. This study is expected to finish within 6 months so that whatever findings could be deduced from this study to utilized in the improvement of the VMGO to ensure effective and efficient delivery of services of the College to its clientele.

The gathered data analyzed with the aid of the following statistical tools: frequency count, weighted mean, one way analysis of variance, and chi-square. Weighted mean determined the level of understanding and extent of acceptability of the VMGO, while one-way analysis of variance determined the significance difference among the perception of the four groups of respondents. Chi-square determined if there is a significant relationship between the level of understanding and degree of acceptability of the VMGO.

To determine the descriptive interpretation of the level of understanding and degree of acceptability, the researcher devised a table of equivalents for the scale and description:

On Acceptability Interpretation	Scale	On Understanding Interpretation
Very highly Acceptable	5	Very highly understood
Highly acceptable	4	Highly understood
Easy to accept	3	Easy to understand
Difficult to accept	2	Difficult to understand
Very difficult to accept	1	very difficult to understand

3. Results and Discussions

The level of understanding and degree of acceptability of the vision, Mission, goals and objectives of public administration and computer science programs of sorsogon state college

This section presents, analyzes and interprets the gathered data of the respondents and discussion of results and discussions of research problems was also presented. These are also presented by the use of the tables which are sequentially arranged to answer the main problem of the study.

Table 1: Respondents' Level of Understanding of Vision, Mission, Goals and Objectives of Computer Science And Public Administration

	Students		Faculty/Non-Teaching Staff		Alumni		Stakeholders	
	Description	WM	Description	WM	Description	WM	Description	WM
Vision	Very Highly understood	4.81	Very Highly understood	4.75	Very Highly understood	4.62	Very Highly understood	4.74
Mission	Very Highly understood	4.75	Very Highly understood	4.74	Very Highly understood	4.66	Very Highly understood	4.63
Goals	Very Highly understood	4.64	Very Highly understood	4.66	Very Highly understood	4.55	Very Highly understood	4.68
Objectives	Very Highly understood	4.67	Very Highly understood	4.68	Very Highly understood	4.54	Very Highly understood	4.69

Table 1 revealed the results of four group's responses to the vision, mission, goal and objective of Computer Science and Public Administration under students, the vision garnered a weighted mean of 4.81, mission has 4.75, goals has 4.64 and objectives has 4.67. The responses of faculty/non-teaching staff garnered 4.75, 4.74, 4.66 and 4.68 to the vision, mission, goals and objectives. For alumni, the VMGO responses were 4.62. 4.66, 4.55, 4.54 and for stakeholders the VMGO responses were 4.74, 4.63, 4.68 and 4.69 and interpreted as very highly understood.

The data revealed that the majority of the respondents very highly understood the Vision, Mission, Goal and Objective. This claims were supported by (Detera and Placer, 2004) revealed that BSED program was perceived by the student as fully aware and highly acceptable, while both teachers and parents/community perceived it as fully aware and partially acceptable. With the BEED program, its vision was perceived by both students and parents as fully aware and acceptable. The parents/community perceived it as fully aware and partially acceptable. On the other hand, the vision of the BT program was perceived by the students as fully

aware partially acceptable, while both the teachers and parents/community perceived it as fully aware but not acceptable.

Colleges and universities that are created by and operate under the law are bound by the provisions of their charter and may not be as readily flexible as private entities. Related to this, Steiger (2010) eloquently expressed that "Institutions such as universities are not readily changed. To embark on a process of transformation requires considerable persistence and determination. But most importantly, the vision for the future must be carefully articulated." This study is guided by the goal-setting theory of Locke and Letham (1990) which describes that employees were motivated by clear goals and appropriate feedback; that working toward a goal provided a major source of motivation to actually reach the goal which, in turn, improved performance. It further demonstrates that there was a relationship between how difficult and specific a goal was and people's performance of a task. It also shows that specific and difficult goals led to better task performance than vague or easy goals.

Table 2: Respondents' Degree of Acceptability of Vision, Mission, Goals and Objectives of Computer Science And Public Administration

	Students		Faculty/Non-Teaching Staff		Alumni		Stakeholders	
	Description	WM	Description	WM	Description	WM	Description	WM
Vision	Very highly acceptable	4.63	Very highly acceptable	4.78	Very highly acceptable	4.65	Very highly acceptable	4.72
Mission	Very highly acceptable	4.67	Very highly acceptable	4.76	Very highly acceptable	4.58	Very highly acceptable	4.77
Goals	Very highly acceptable	4.63	Very highly acceptable	4.73	Very highly acceptable	4.60	Very highly acceptable	4.54
Objectives	Very highly acceptable	4.59	Very highly acceptable	4.68	Very highly acceptable	4.59	Very highly acceptable	4.56

The results revealed the degree of acceptability of VMGO presented in the table 2. The responses in VMGO were all very highly acceptable from students, faculty/non-teaching, alumni and stakeholders. The students have 4.63, 4.67, 4.63 and 4. 4.59, while the faculty have 4.78, 4.76, 4.73 and 4.68, in Alumni have 4. 65, 4.58, 4.60 and 4.59 and for stakeholders they have 4.72, 4.77, 4.54 and 4.56. This implies that they embraced and internalized the essence of

VMGO to the college on how it is tangible to the goals and objectives to the community.

The study was supported by Betances (2010) , he further added that "Schools 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, compelling and connected to teaching and learning. This collective vision helps focus attention on what

is important, motivates staff and students, and increases the sense of shared responsibility for student learning."

Table 3: Significant Relationship Correlation of Students, Faculty/Non-Teaching Staff, Stakeholders, and Alumni Responses to VMGO

Test Statistics	Significant Level	Degrees of Freedom	Tabular Value	Computed Value	Decision
Chi-square	5%	18	28.869	41.82	H_o rejected

Using Chi-square (X^2) and the level of significant of 5% using 75 percent enrolled students of Computer Science and Public Administration as respondents with the tabular value of 28.869 and computed value of 41.82, the decision is rejecting the null hypothesis (H_o). Since the computed value is greater that the critical value null hypothesis is rejected and it is interpreted as significant. It means that the students, faculty/non-teaching staff, stakeholders and alumni were all informed, understood and accept the Vision, Mission, Goals and Objectives. This claimed was supported by Ocbian, et al (2007) on the study "The Perceived Status of SSC-SAABT instructional Programs and Its Effects Students' Enrolment" with the emphasis to the faculty and students that they accept the VMGO. As to the students' level of acceptability of VMGO, it shows that these were acceptable to them. Goals and Objectives were considered as highly acceptable and all the other areas or indicators were noted as only acceptable. Generally, the faculty have higher level of awareness and acceptability of the VMGO of SSC-SAABT than the students.

Table 4: Significant Difference Correlation of Computer Science and Public Administration

Test Statistics	Significant Level	Degrees of Freedom	Critical Value	Computed Value	Decision
ANOVA 1	5%	2, 27	2.35	68.89	H_o rejected

It can be gleaned from the table 4 using Analysis of Variance 1 with the significant level of five percent, degrees of freedom of 2 & 27, critical value of 2.35 and computed value of 68.89 the results was reject the null hypothesis (H_o). It means that the responses of Computer Science and Public Administration students are significant. It implies that the respondents understood and accept the VMGO.

This was supported by SEE of Bicol University College of Business Economic and Management, the students of BUCBEM have very satisfactory knowledge and comprehension of the vision, but failing scores with respect to the mission and goals; the vision is acceptable to almost all of the studentry (96%); a third of the students have no memory of the vision; a little more than one-third have no memory of the mission; and 45 percent have no memory of the goals. Findings further manifest that a significant difference in the scores in the vision, mission, and goals tests occur between programs, scores in the mission test occurs between year levels; and none across genders.

4. Conclusion and Recommendation

The results revealed that students, faculty/non-teaching staff, alumni and stakeholders respond very highly accepted and very highly understood the Vision Mission, Goals and Objectives. There is a significant difference between four groups of respondents and there is a significant relationship between the Computer Science and Public Administration students.

The researcher will recommend to utilized formulation of strategies/policies as well as improvement of the VMGO to make it more understandable and acceptable. The significant difference between programs could serve as basis in the intensity, comprehensiveness, approach and kind of information dissemination that have to be applied to the students of the different programs and year levels and to the faculty/non-teaching staff, alumni and stakeholders.

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