



Awareness and Acceptability of the Vision, Mission and Institutional Goals of Pangasinan State University and AB English Language Program Outcomes

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Abstract – *The purpose of this study was to assess the degree of awareness of the vision, mission, and institutional goals of Pangasinan State University, as well as the program outcomes of the AB English Language program. It employs descriptive research using a survey questionnaire as the main tool. The study included both internal and external stakeholders, including faculty, non-teaching personnel, students, alumni, parents, and industry partners. The data were treated statistically using frequency count, percentage, and weighted mean and SPSS statistical software package was used to analyze them. Based on the findings, stakeholders understand and accept the PSU vision, mission, institutional goals and ABEL program outcomes. Also, the stakeholders consider the VMGO to be clear and compatible with educational methods, projects or activities, and most likely attainable. As a recommendation, the University should continue to promote the VMGOs through various media and a planned program of activities. The university's educational procedures and activities must be strengthened to achieve the AB English Language program outcomes.*

Keywords – Awareness, acceptability, VMGO, Pangasinan State University, AB English Language Program, institutional goals

INTRODUCTION

Higher education is at the apex of the educational pyramid and heavily influences the state of the country's education system, particularly its quality. As such, it bears accountability for the entire educational system, including basic education. On a micro level, Higher Education Institutions expands and enhances career and life choices and chances and produces graduates with academic, behavioral, and technical skills. On a macro level, HEIs serve as an instrument for poverty and drives economic growth and competitiveness. Sanyal (2012), points out that HEIs serves its mission with three programmes: research (creation and preservation of knowledge), instruction and training (dissemination of knowledge) and community service (application of knowledge to serve the community). To ensure that these missions, a mechanism that that evaluates academic quality is necessary. This means ensure that institutions of higher education meet acceptable levels of quality.

One prominent accrediting agency in the Philippines is Accrediting Agency of Chartered Colleges and Universities in the Philippines or AACCUP. It's main function is to develop a mechanism of, and conduct the evaluation of programs and institutions. One of the ten criteria or areas that are used in the assessment of programs is Vision, Mission, Goals and Objectives (VMGO).

According to AACCUP (2010), the VMGO is the most essential of the ten (10) survey areas as everything in the SUC is justified only to the degree that it carries out its mission, goals, and objectives in accordance with the philosophy that should underpin its functioning.

Each higher educational institution has its own vision, mission, goals, and objectives that serve as a guide for its numerous stakeholders, which include administrators, faculty members, and non-teaching personnel. The VMGO anchors the University's strategic and operational planning and provides direction and motivation to the University's constituents and stakeholders on how to fulfil their functions and generate, allocate, and use resources.

Since its inception as a higher education institution in 1979, Pangasinan State University has expanded its range of programs to help students build their employability skills, raise their awareness of these skills, and increase their ability to communicate them. As an integral part of change, it accomplishes its duty to provide quality education in the arts, science, and technology education, and it leads in research, extension, and production to assure the growth of people and communities it serves.

The appointment of the University's 6th President heralds a new age of administrative and strategic thrusts, with new difficulties and goals seen by the new administration. The current administration sets new standards for quality in systems of operation and all



other potential steps required to achieve ASEAN Integration. Accordingly, administration created a new PSU vision, mission, and goals. The PSU's new vision, mission, and goals are stated in the PSU Strategic Plan 2016–2020, which are as follows:

Vision: To become an ASEAN Premier State University in 2020 Mission: The Pangasinan State University, through instruction, research, extension and production, commits to develop highly principled, morally upright, innovative and globally competent individuals capable of meeting the needs of industry, public service and civil society. Strategic Goals: Excellent student learning and career development; Strong research culture and technology transfer; Good governance; Sustainable social responsibilities; Quality human resource management and development; Efficient management of assets and finances; Responsive to globalization and diversity; Customer-focused.

One of the top programs that the PSU offers is Bachelor of Arts in English Language. Being one of the pioneer academic programs in the PSU Lingayen Campus, The AB English Language program is designed to integrate theory and practice to prepare the students for effective communication in English in diverse contexts and situations. In order to prepare students for the challenges of the 21st century, the program's curriculum has been revised and enhanced several times since its inception. The program curriculum aims to enhance linguistics and communication abilities, as well as instil the values embodied in linguistics, literary, and communication skills.

With the new vision and mission, PSU is shifted to an outcomes-based education. As an effect, the ABEL program perceived the need of enhancing and aligning its program objectives with the implementation of the Outcomes-Based Education (OBE) resulting to the following new program outcomes: (1) manifest competence in various fields of communication; (2) discuss complex arguments and ideas effectively in oral, written, and visual forms to diverse audiences; (3) exhibit multi-dimensional skills and qualities; (4) adapt to trends and situations to meet the changing needs of the industry; (5) analyze linguistic concepts from a multitude of sources and perspectives to formulate new knowledge (6) utilize state-of-the-art technology for global competitiveness and empowerment; (7) establish linkages with all sectors of society with the end of promoting a civil, productive, and involved citizenry; (8) design relevant and innovative researches and extension programs to promote higher standard of living; (9)

demonstrate understanding in the relationship of language, literature and culture; (10) exercise ethical practices in the workplace; and (11) exude positive attitudes and desirable values as role models in the community.

To perform responsibilities more efficiently and effectively, all stakeholders must be aware of and accept the institution's vision, mission, goals, and objectives, as well as believe that the VMGO are clearly stated and consistent, congruent with current educational practices or activities, and attainable. To accomplish this purpose, this study examined the awareness and acceptability of Pangasinan State University's vision, mission, and goals, as well as the program outcomes of the AB English Language program.

OBJECTIVES OF THE STUDY

The study aimed to assess the level of awareness and acceptability of stakeholders on the vision, mission and Institutional goals of Pangasinan State University and program outcomes of AB English Language department. Specifically, this sought to answer the following research queries.

1. What is the profile of the respondents in terms of age, sex, civil status, and stakeholder's category?
2. What is the level of awareness of stakeholders on the vision, mission and institutional goals of Pangasinan State University and program objectives of AB English Language program?
3. What is the level of acceptability of stakeholders on the vision, mission and institutional goals of Pangasinan State University and program objectives of AB English program in terms of understanding, clarity and consistency, congruency, and attainability?

MATERIALS AND METHODS

The study employed the descriptive approach of research. The study used survey method that included the use of survey questionnaire accomplished via Google Form. The sampling methods employed were simple random sampling and stratified sampling. The primary data were obtained from internal and external stakeholders of Pangasinan State University including AB English Language students, faculty, non-teaching

employees, alumni, parents, and industry partners. The distribution of 142 stakeholders is as follows:

Stakeholders Internal	Number of Respondents
ABEL students	88
PSU faculty / teaching	12
PSU staff / non-teaching	8
Industry partners	5
Parents	11
Alumni	18
Total	142

The questionnaire raw data were tabulated and statistically treated for ease of interpretation and

analysis. The first problem concerning the profile variables was statistically treated using frequency count and percentage. The second problem, which concerned stakeholder awareness of the statement and dissemination of VMGO, and the second problem, which dealt with VMGO's level of acceptability, were both statistically quantified using weighted means. The weighted mean results for the second and third problems were interpreted using a given set of numerical values and their descriptive equivalents obtained using the Likert – Five-point Rating Scale.

RESULTS AND DISCUSSION

**Table 1
Profile of Stakeholder Respondents**

Profile Variable	Frequency	Percentage
Age Group		
20 years old and younger	36	25.4
21 to 30 years old	64	45.1
31 to 40 years old	6	4.2
41 to 50 years old	18	12.7
51 years old and older	18	12.7
Sex		
Male	34	23.9
Female	108	76.1
Civil Status		
Single	96	67.6
Married	38	26.8
Separated	2	1.4
T		

Table 1.a shows the frequency and percentage distributions of the respondents' profile variables.. In terms of age group, most respondents (45.1 percent) were between the ages of 21 and 30, consisting primarily of students and alumni. The majority of the

respondents (76.1 percent) are female. This implies that females are the educational sector's domain. Taking civil status into consideration, the study likewise indicates that the majority of stakeholders are single (67.65 percent).

Table 2
Level of Awareness of Internal Stakeholders on the Statement of PSU Vision, Mission and Institutional Goals

Indicators	Mean	Descriptive Equivalent
PSU Vision	4.68	Highly aware
PSU Mission	4.45	Highly aware
PSU Core Values	4.18	Highly aware
PSU Strategic Goals	4.03	Highly aware
Overall AWN	4.33	

Table 1 shows the level of awareness of stakeholders on the statement of vision, mission and goals of the institution. Generally, the stakeholders are highly aware on the statement of vision, mission and goals of Pangasinan State University evidenced by an overall mean of 4.04. All the three groups of respondents have the highest weighted mean on the statement's awareness on vision and lowest mean on institutional goals. The stakeholders scored the highest on vision (4.68), mission (4.45), core values (4.18), and institutional goals (4.03). This indicates that stakeholders are well-informed about the vision, mission, and goals of PSU, which can be attributed to the academic practices of incorporating the VMGO into faculty syllabi and introducing it during course orientation in all subjects. Additionally, by placing VMGO in strategic locations such as bulletin

boards, offices, and classrooms, instructors and administrators, non-teaching staff, and students can read the VMGO's content. Additionally, publishing the VMGO on a variety of papers, such as information bulletins, brochures and catalogs, program invitation, student handbooks, and faculty manuals, among others, raises awareness of the VMGO's existence. Additionally, VMGO is presented and debated during the university's orientation program, providing students and other stakeholders with an opportunity to comprehend it. Finally, VMGO is widely distributed via the internet through the PSU Facebook page and the University website and publication of PSU VMGO in local tabloids.

Table 3
Level of Awareness of Stakeholders on AB English Language Program Outcomes

Indicators	Mean	Descriptive Equivalent
Manifest competence in various fields of communication.	4.14	Highly aware
Discuss complex arguments and ideas effectively in oral, written, and visual forms to diverse audiences.	4.11	Highly aware
Exhibit multi-dimensional skills and qualities.	4.09	Highly aware
Adapt to trends and situations to meet the changing needs of the industry.	4.07	Highly aware
Analyze linguistic concepts from a multitude of sources and perspectives to formulate new knowledge.	4.13	Highly aware
Utilize state-of-the-art technology for global competitiveness and empowerment.	4.11	Highly aware
Establish linkages with all sectors of society with the end of promoting a civil, productive, and involved citizenry.	4.06	Highly aware

Design relevant and innovative researches and extension programs to promote higher standard of living.	4.10	Highly aware
Demonstrate understanding in the relationship of language, literature and culture.	4.25	Highly aware
Exercise ethical practices in the workplace.	4.15	Highly aware
Exude positive attitudes and desirable values as role models in the community.	4.23	Highly aware
Overall Weighted Mean	4.13	Highly aware

Table 3 depicts the level of awareness of stakeholders on the statement of ABEL program outcomes. In general, stakeholders are well-informed of the AB English program outcomes supported by an overall weighted mean of 4.13. Most stakeholders have the highest awareness level for the program outcome "Demonstrate an understanding of the relationship between language, literature, and culture" (4.25), but the lowest mean for the program outcome "Establish linkages with all sectors of

society with the end of promoting a civil, productive, and involved citizenry." This can be attributed to the fact that the program catalog is distributed to students, the AB English program outcomes are reflected on bulletin boards and in classrooms, the VMGO is printed in various document sources, and the AB English Language program website and Facebook page are accessible to both internal and external stakeholders.

Table 4.
Level of Awareness Stakeholders on the Means of Disseminating PSU Vision, Mission and Institutional Goals and AB English Language Program Objectives

Indicators	Mean	Descriptive Equivalent
Displayed in bulletin boards.	4.21	Highly aware
Printed in catalogs, manuals and other materials.	4.25	Highly aware
Integrated in school/course syllabi.	4.25	Highly aware
Disseminated during general orientation of students, faculty and nonteaching staff of the university.	4.27	Highly aware
Broadcasted in mass media.	4.09	Highly aware
Posted on the Internet like social media fan pages and school/program website.	4.28	Highly aware
Disseminated widely in different agencies, institutions, industry sector and the community as a whole.	4.07	Highly aware
Overall Weighted Mean	4.20	Highly aware

Table 5 shows level of awareness stakeholders on the means of disseminating VMGO. the Internal stakeholders' awareness of the PSU vision, mission, and institutional aims is depicted in Table 5. In terms of dissemination, internal stakeholders are generally aware that the VMGO are displayed on bulletin boards, printed in catalogs, manuals, and other materials, distributed during general orientation, broadcasted in media and/or online, and widely distributed to various agencies, institutions, industry sectors, and the community at large.

According to the findings, the highest weighted mean is for awareness that the VMGO are disseminated during general orientation for students, faculty, and nonteaching staff at the university (4.27), while the lowest is for awareness that the VMGO are widely disseminated in various agencies, institutions, the industrial sector, and the community as a whole (4.07). (4.07). The data indicate that, among the three internal stakeholders, the administrators/faculty group is the most conscientious in terms of VMGO dissemination, with the indicator

"Integrated into school curricula" being the primary source. Using cross tabulation, the data indicate that, among the stakeholders, the administrators/faculty group is the most conscientious in terms of VMGO dissemination, with the indicator "Integrated into school

curricula" being the primary means. This is backed by the fact that teachers have developed a high degree of awareness as a result of repeated access to or updates to their syllabi and discussion about VMGO with students.

Table 5. Level of Acceptability of Stakeholders on the Understanding of PSU Vision, Mission and Institutional Goals and AB English Language Program Outcomes

Indicators	Weighted Mean	Descriptive Equivalent
I understand and accept the Vision of PSU.	4.53	Very highly aware
I understand and accept the Mission of PSU.	4.61	Very highly aware
I understand and accept the Institutional Goals of PSU.	4.57	Very highly aware
I understand and accept the AB English Language program outcomes.	4.52	Very highly aware
Overall Weighted Mean	4.56	Very highly aware

Table 7 shows the level of acceptability of stakeholders on their understanding and acceptance of PSU vision, mission and institutional goals and AB English program outcomes. The finding indicates that stakeholders generally understand and accept PSU's vision, mission, and institutional goals, as well as the responsibility for achieving those goals in their own

capacities, as evidenced by an overall weighted mean of 4.54, which is descriptively rated as "very highly acceptable." All three sets of responders have the greatest weighted mean for acceptance of the PSU mission (4.61), but the lowest mean for the acceptability of program outcomes (4.56).

Table 6

Level of Acceptability of Stakeholders on the Clarity and Consistency of PSU Vision, Mission and Institutional Goals and AB English Program Outcomes

Indicators	Mean	Descriptive Equivalent
I accept that the Vision clearly reflects what the University hopes to become in the future.	4.58	Very highly Acceptable
I accept that the Mission clearly reflects the University's legal and educational mandate.	4.50	Very highly Acceptable
I accept that the Goals are clearly stated and are consistent with the mission of the University.	4.52	Highly acceptable
I accept that the Program objectives are consistent with the goals of the University.	4.11	Highly acceptable

I accept that the Program objectives clearly state the expected outcomes in terms of competencies or technical skills of students and graduates.	4.48	Very highly acceptable
I accept that the Program objectives clearly state the expected outcomes in terms of research and extension capabilities of students and graduates.	4.43	Highly acceptable
I accept that the Program objectives clearly state the expected outcomes in terms of students' own ideas, desirable attitudes and personal discipline.	4.38	Very highly acceptable
I accept that the Program objectives clearly state the expected outcomes in terms of moral character.	4.43	Very highly acceptable
I accept that the Program objectives clearly state the expected outcomes in terms of critical thinking skills.	4.53	Very highly acceptable
I accept that the Program objectives clearly state the expected outcomes in terms of aesthetics and cultural values.	4.39	Highly acceptable
Overall Weighted Mean	4.43	Very highly acceptable

Table 10 shows the level of acceptability of stakeholders on clarity and consistency of PSU vision, mission and institutional goals and AB English Language program outcomes. Stakeholders generally accept that the vision, mission, goals, and objectives are defined plainly and are compatible with one another. All groups have their highest means on the perception that the vision clearly reflects what PSU hopes to become in the future (4.58) and lowest means on the perception that the program objectives clearly state the expected outcomes in terms of I accept that the Program objectives

clearly state the expected outcomes in terms of aesthetics and cultural values (4.39). This indicates that stakeholders particularly the faculty and administrators are extremely optimistic about achieving the VMGO, as administration has taken the lead in formulating vision, mission, and institutional goals, and faculty members will be instrumental in achieving the university's desired goals or will act as catalysts for VMGO realization.

Table 7

Level of Acceptability Stakeholders on the Congruency with Activities, Practices and Operations of PSU Vision, Mission and Institutional Goals and AB English Language Program Outcomes

Indicators	Mean	Descriptive Equivalent
I agree/accept that there is congruency between actual educational practices and activities and the Vision of the University.	4.33	Highly acceptable
I agree/accept that there is congruency between actual educational practices and activities and the Mission of the University.	4.26	Highly acceptable
I agree/accept that there is congruency between actual educational practices and activities and the Goals of the University.	4.28	Highly acceptable
I agree/accept that there is congruency between actual educational practices and activities and the objectives of the department I belong.	4.27	Highly acceptable

I agree/accept that projects and activities carried out by the faculty and students directly contribute towards the achievement of the program outcomes.	4.31	Highly acceptable
I accept/agree that VMGO are the bases of all the University's operations.	4.22	Highly acceptable
Overall Weighted Mean	4.27	Highly acceptable

Table 11 shows the level of acceptability of internal stakeholders on the congruency with activities, practices and operations of PSU vision, mission and institutional goals and ABEL program outcomes. Stakeholders had the highest mean on the perception of congruence between current educational practices and activities and the University's Vision (4.33), and lowest on the perception that VMGO serve as the foundation for all University operations (4.27). By utilizing cross

tabulation, Administrators and faculty members consistently scored the highest on variables indicating their perception of congruence between actual educational practices or activities and the purpose, goals, and objectives. They also concur that faculty and student projects and activities directly contribute to the achievement of program outcomes and that the VMGO serves as the foundation for all PSU operations.

Table 8

Level of Acceptability of Internal Stakeholders on the Attainability of PSU Vision, Mission and Institutional Goals and AB English Language Objectives

Indicators	Weighted Mean	Descriptive Equivalent
I agree/accept that the Vision of the University is being realized.	4.31	Highly acceptable
I agree/accept that the Mission of the University is being realized.	4.50	Highly acceptable
I agree/accept that the institutional goals of the University are being achieved.	4.55	Very highly Acceptable
I agree/accept that the objectives of the Program/department where I belong are being attained.	4.43	Highly acceptable
Overall AWN	4.45	Highly acceptable

Table 13 shows the level of acceptability of internal stakeholders on the attainability of PSU vision, mission and institutional goals and ABEL program outcomes. The results indicates that stakeholders generally accept the attainability of PSU's vision, mission, and institutional goals, as well as the ABEL program outcomes, as evidenced by an overall weighted mean of 4.45, which is described as "highly acceptable". Most of the respondents have the highest weighted mean (4.43) for the attainability or realization of the University institutional goals and the lowest mean for acceptance of

the attainability of the PSU vision (4.31). The faculty group and non-faculty group scored the highest on acceptability for achieving institutional whereas the student group scored the most on program outcomes. This indicates that faculty and non-teaching staff are very optimistic about achieving the VMGO, as administration has taken the lead in formulating vision, mission, and institutional goals, and faculty members will be instrumental in achieving the university's desired goals or will act as catalysts for VMGO realization.

CONCLUSION AND RECOMMENDATION:

In account for the level of awareness of the stakeholders on the statement and dissemination of VMGO, the following salient findings are established:

1. The respondents of the study include both the internal and external stakeholders of Pangasinan State University and Ab English Language program. Most of the stakeholders were in the age bracket of 20 - 29 years, females, and single
2. The stakeholders are generally very highly aware on the vision, mission and institutional goals of PSU and program objectives of the English Language program. This can be attributed to the extensive dissemination means and efforts executed by the University and the program.
3. The stakeholders strongly understand and accept the vision, mission, institutional goals of PSU and program objectives of AB English program outcomes together with the responsibility of realizing such objectives in their own capacities. The vision and mission are more understandable and acceptable to them than the institutional goals and objectives. Moreover, consider that the. The stakeholders strongly agree that there is congruency between actual educational practices or activities and the mission, goals and objectives. They also consider that the projects and activities carried out by the faculty and students directly contribute towards the achievement of program outcomes and that the VMGO are the bases of all PSU's operations. The stakeholders generally agree that the vision and mission of PSU are being realized, the goals are being achieved and program objectives are being attained.
2. The concerned PSU University officials and employees, in collaboration with faculty members in the AB English Language program, should work continuously to promote the VMGO's widest possible dissemination via various kinds of communication media and platforms.
3. The website administrators should maximize the utilization of the University and program websites in order to maximize VMGO's dissemination.
4. The university or institution should establish an incentive and reward system to encourage or incentivize stakeholders to work more or devote their full attention to increasing their awareness and acceptance of VMGO.
5. Periodic evaluations of the VMGO's awareness and acceptability among various stakeholders should be conducted.
6. Additional research must be conducted on issues such as factors affecting stakeholder awareness and acceptance of VMGO, as well as best practices in VMGO distribution.

Based on the foregoing findings and conclusion drawn, the following recommendations are strongly forwarded:

1. To raise stakeholders' awareness of the VMGO), the University, the College, and the Department concerned should collaborate and work more intensively through a planned or strategic program of activities such as holding VMGO contests, conducting VMGO seminars, and orientation.



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