

Awareness, Acceptance, and Perception of the PUP Civil Engineering Department towards its Vision, Mission, Goals, and Objectives

Guillermo O. Bernabe¹, Joseph Raniel A. Biances^{2*}, Orlean G. dela Cruz³

^{1,2,3}Polytechnic University of the Philippines – Manila, Philippines

*jrabianes@pup.edu.ph

ABSTRACT

The objectives and goals of an academic entity must adhere to the University's vision and mission. This study identifies stakeholders' knowledge in the vision, mission, goals, and objectives (VMGO). Analyses stakeholders' interpretation of the approval of the PUP Civil Engineering Department's VMGO and on how it is disseminated. It includes assessing the expectation from stakeholders in the transparency and continuity of the VMGO, continuity of programs, procedures, initiatives, and operations, and the attainability of the VMGO. This study involved designing a survey questionnaire through a descriptive research subject to varying protocols to ensure the instrument's validity and reliability and uses the IBM SPSS for the statistical analysis of data gathered. Survey respondents comprise 924 stakeholders: 24 from administrators/faculty, 30 non-teaching staff, 282 CE students, 260 from alumni, 278 parents/guardians, and 50 from industry partners. It further revealed that the stakeholders are fully aware of VMGO and its dissemination, firmly accept the VMGO, and strongly agree that the VMGO is clearly stated, consistent with each other, congruent with activities, practices, project, and operations, and it is attainable. Therefore, it is recommended that the broadest distribution of the VMGO by different types of campaigns or other similar activities should be undertaken to increase visibility among stakeholders and enhance support.

Keywords (Times New Roman, bold, 9)

VMGO, awareness, acceptance, perception, relevance, congruency

Introduction

Institutions have their vision, mission, goals, and objective (VMGO) statement that serves an important role and a guiding principle that keeps everyone in the institution aligned. The institution's VMGO statements must also be assessed to make them more understandable for all the stakeholders, making these statements more meaningful and attainable. An institution's operation is based on its VMGO statement. The VMGO defined what the institution stands for and what it hopes to become in the future. These statements give its members a sense of direction towards a similar objective, gearing everyone to progress at a united pace and pursue a path in transmitting its mandated function.

A university subjected for accreditation must prepare well in all the ten (10) areas to be surveyed, such as VMGO, curriculum and instruction, support to students, research, physical plant and facilities, extension and community involvement, library, laboratories, faculty, and administration. These ten areas are the components of what a University must-have, and they serve as an instrument to quantify the

qualities of the University being surveyed. Although they are equally important among the ten areas, the area of VMGO must be given utmost attention because all the other areas were anchored on the VMGO statements. Everything in the institution will justify if the VMGO is accomplished [1].

CHED firmly promotes a shift from an institutional or educational model in higher education to a lifelong learning environment that is learner-or student-centered [2], [3]. Moreover, as a state university standing at the forefront of outcomes-based education (OBE) in the Philippines, the Polytechnic University of the Philippines (PUP) vision and mission statements are outcomes-based, to wit:

"Vision: Clearing the paths while laying new foundations to transform the Polytechnic University of the Philippines into an epistemic community.

Mission: Reflective of the great emphasis being given by the country's leadership aimed at providing appropriate attention to the alleviation of the plight of the poor, the development of the

citizens, and the national economy to become globally competitive, the University shall commit its academic resources and workforce to achieve its goals through [4]:

- Provision of undergraduate and graduate education that meets international standards of quality and excellence.
- Generation and transmission of knowledge in the broad range of disciplines relevant and responsive to the dynamically changing domestic and international environment.
- Provision of more equitable access to higher education opportunities to deserving and qualified Filipinos; and
- Optimization, through efficiency and effectiveness, of social, institutional, and individual returns and benefits derived from the utilization of higher education resources."

PUP is now seeking to transition into higher education based on the results of these dreams and missions. The teaching and administrative staff of the PUP engaged in many lectures, training sessions, and workshops on results-based methodology to effectively transition towards results-based education. PUP is always pursuing accreditation of its diverse programs, especially the Civil Engineering Program, by the Accrediting Agency for Chartered Colleges and Universities in the Philippines (AACCUP). Accreditation is an official acknowledgment that a college program is focused on the merits of its academic activities in terms of its VMGO and its particular position in the culture that it represents as a specific consistency and excellence standards [5]. A university's progress relies on physically and philosophically putting its partners together. The parties concerned must integrate diverse views, find common ground and establish a common VMGO.

Stakeholder surveys are a comprehensive study based on a questionnaire that organizations use to better understand both internal and external stakeholders' awareness, behaviors, expectations, desires, and experience [2]. The vision and purpose's value is focused on the idea that it is essential to keep staff more aware of it continually. However, incomplete knowledge of these claims' importance contributes to issues with the very reasons for creating these documents in the first instance [6]. In the school's realization or

accomplishments, a mission statement is illustrated what the school's mission states are related to its success and application [7].

This study's fundamental purpose was to assess the degree of awareness, acceptance, relevance, and unity of the Vision and Mission of PUP and College Goals and CE Department Objectives among its stakeholders.

Methodology

This study made use of the descriptive method. A questionnaire was used to obtain the requisite data from stakeholder surveys. The understanding, acceptance and interpretation of VMGO in the survey instrument were built on the revised instruments of AACCUP 2010 [1].

Slovin's formula was used to get the sample size. Survey respondents comprise 924 stakeholders: 24 from administrators/faculty, 30 non-teaching staff, 282 CE students, 260 from alumni, 278 parents/guardians, and 50 from industry partners.

SPSS was used to tabulate and interpret the data obtained. Mean was mainly used to assess knowledge of VMGO, research the VMGO's interpretation and approval, and test the stakeholders' perceptions of VMGO. A one-way variance analysis (ANOVA) was used to classify variations in stakeholders' responses when clustered by stakeholders. T-test samples were separately performed to classify the variations in the stakeholders' responses as grouped by the internal or external stakeholders.

Results and Discussions

Table 1 indicates the respondents' frequency and percent distribution according to age. Most of the respondents, with 206 or 22.29%, are between 26-30 years old. Followed by ages 20 and below, 31-35, 41 and above, 36-40 and 21-25 with a total of 183 or 19.81%, 157 or 16.99%, 139 or 15.04%, 124 or 13.42% and 115 or 12.45% respectively.

Table 1. Frequency and Percentage Distribution of Respondents According to Age

Age	Frequency	Percentage
20 and below	183	19.81%

21-25	115	12.45%
26-30	206	22.29%
31-35	157	16.99%
36-40	124	13.42%
41 and above	139	15.04%
Total	924	100%

Table 2 indicates the respondents' frequency and percentage distribution according to their sex. Most of the respondents are Male, with a total of 568 or 61.74%. On the other hand, Female respondents with a total of 356 or 38.53%.

Table 2. Frequency and Percentage Distribution of Respondents According to Sex

Sex	Frequency	Percentage
Male	568	61.47%
Female	356	38.53%
Total	924	100%

Table 3 indicates the respondents' frequency distribution per stakeholder. Most of the respondents are composed of external stakeholders, with 588 or 62.64%. And internal stakeholders with 336 or 36.36%.

Table 3. Frequency and Percent Distribution of Respondents per Stakeholder

Stakeholder	Frequency	Percent
Internal	336	36.36%
External	588	63.64%
total	924	100%
Students	282	83.93%
Faculty	24	7.14%
Non-teaching Staff	30	8.93%
total	336	100%
Parent/Guardian	278	47.28%
Alumni	260	44.22%
Industry Partner	50	8.50%
total	588	100%

Table 4 shows that all internal stakeholders were fully aware of the CE Department VMGO with a 4.43 weighted mean. Besides, internal stakeholders were fully aware of dissemination, acceptance, clarity and consistency, congruency with projects, practices, operations & activities, and attainability, with a weighted mean of 4.26, 4.59, 4.46, 4.42, and 4.46, respectively.

Table 4. VMGO's Awareness, Acceptance, and Perception of Internal Stakeholders

Statement	Mean			Weighted Mean
	Students (n = 282)	Faculty (n=24)	Non-teaching Staff (n=30)	
Awareness	4.33	4.97	4.925	4.43
Dissemination	4.14	4.95	4.96	4.26
Acceptance	4.51	4.98	5.00	4.59
Clarity and consistency	4.38	4.91	4.89	4.46
Congruency	4.32	4.93	4.91	4.42
Attainability	4.36	4.90	4.91	4.46

Table 5 shows that all internal stakeholders were fully aware of the CE Department VMGO with a 4.89 weighted mean. Besides, internal stakeholders were fully aware of dissemination, acceptance, clarity and consistency, congruency with projects, practices, operations & activities, and attainability with a weighted mean of 4.87, 4.93, 4.90, 4.89, and 4.89, respectively.

Table 5. VMGO's Awareness, Acceptance, and Perception of External Stakeholders

Statement	Mean			Weighted Mean
	Parents/Guardian (n=278)	Alumni (n=260)	Industry Partners (n=50)	
Awareness	4.96	4.81	4.99	4.89
Dissemination	4.94	4.78	4.99	4.87
Acceptance	5.00	4.84	5.00	4.93
Clarity and consistency	4.96	4.81	4.97	4.90
Congruency	4.96	4.81	4.95	4.89
Attainability	4.96	4.81	4.95	4.89

Table 6 analyzes variances of the instructional exercises carried out by the six respondent classes on knowledge, interpretation, recognition, and compatibility of the PUP Civil Engineering Department's vision and mission, goal, and program objectives.

Table 6. Analysis of Variance of VMGO's Awareness, Acceptance, and Perception (Both Stakeholders)

Statement	Sources	Sum of Squares	Mean Square	F	sig
Awareness	Between Groups	66.261	13.252	46.475	0.000
	Within Groups	261.762	0.285		
	Total	328.023			

Dissemination	Between Groups	110.823	22.165	51.705	0.000
	Within Groups	393.522	0.429		
	Total	504.345			
Acceptance	Between Groups	38.651	7.730	30.804	0.000
	Within Groups	235.884	0.257		
	Total	274.535			
Clarity and consistency	Between Groups	55.163	11.033	42.775	0.000
	Within Groups	236.773	0.258		
	Total	291.935			
Congruency	Between Groups	66.638	13.328	50.927	0.000
	Within Groups	240.239	0.262		
	Total	306.877			
Attainability	Between Groups	58.424	11.685	43.660	0.000
	Within Groups	245.686	0.268		
	Total	304.109			

It indicates that the level of awareness of external stakeholders varies greatly ($F=46.475$, $p<0.05$). The post-hoc review shows that the level of awareness of external stakeholders differs considerably from the internal stakeholders, with a mean gap of 0.46. The table further indicates that the external stakeholders' dissemination varies greatly ($F=51.705$, $p<0.05$). The post-hoc review shows that the external stakeholders' dissemination level differs considerably from the internal stakeholders, with a mean gap of 0.61. For the level of acceptance, external stakeholders vary greatly ($F=30.804$, $p<0.05$). The post-hoc review shows that external stakeholders' acceptance level differs considerably, with a gap of 0.34 than internal stakeholders.

Moreover, still, the external stakeholders vary greatly ($F=42.775$, $p<0.05$), ($F=50.927$, $p<0.05$), and ($F=43.660$, $p<0.05$) in the perceived clarity and consistency, congruency and attainability, respectively. The post-hoc reviews show that external stakeholders' perceptions of clarity and consistency, congruency and attainability differ considerably with a mean gap of 0.44, 0.47, and 0.43, respectively, to the internal stakeholders.

Conclusion

Based on the data collected from both internal and external stakeholders, including faculty, non-teaching staff, students, parents, alumni, and industry partners, are aware of the VMGOs of the

Department of Civil Engineering. They understand very well the VMGOs and are especially important to the community's needs and growth. The outcome of this research also revealed that the department is on the right track because the teaching methods and events on campus are very consistent with the University's mission and the college's goals and department objectives. Alumni are less well-intentioned than other stakeholders concerning their knowledge of VMGOs' distribution through newsletters, manuals, catalogs, booklets, the Internet, and radio media. The VMGO distribution has more expertise by non-teaching staff than the faculty.

The VMGOs should be interested in creating external stakeholders, including parents, alumni, and industrial partners. Consequently, the department shall continue its ongoing efforts to disseminate VMGOs annually to its stakeholders. But further attempts must be made to deliver VMGOs to businesses and the population and illustrate them. The VMGOs can be seen and made more accessible to the community in a strategic position, especially outside the University. Besides, it must sustain and increase the community's significance and responsiveness, particularly in the industry, to its current training practices and activities. Similar research must be conducted more periodically to ensure that stakeholders understand the VMGOs.

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