



**USEP'S VISION, MISSION, GOALS AND CTET OBJECTIVES:
ITS AWARENESS, ACCEPTABILITY AND ATTAINMENT**

Jeanette G. Pedriña, Jose G. Tan, Jr. Michael B. Dodongan¹

¹ University of Southeastern Philippines, Philippines.

Email address: j.pedrina@usep.edu.ph

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Abstract:

The attainment of the vision, mission, goals and objectives of an institution is largely dependent on how it was accepted and understood by its stakeholders. There are varied strategies to be implemented for its attainment. This study utilized descriptive qualitative and quantitative research approach which includes online survey and key informant interviews. Results revealed that CTET stakeholders are fully aware, understood and accepted the university's core values, purposes, strategies, direction towards attainment of its goals; there is greatest extent of relevance of USEP VMG and CTET Program objectives; and these are very relevant to the key functions of the University. Moreover, there is significant difference in the understanding and acceptance between internal and external on USEP VMG and CTET Program objectives. Furthermore, strategies in attaining the USEP VMG and CTET program objectives include quality of research outputs, soft support for research, support to Human Resource and integrating research and instruction. Future research undertakings are conducted to assess the impact of projects and activities implemented by the colleges in the attainment of its objectives and the university vision, mission and goals.



NHẬN THỨC, MỨC ĐỘ CHẤP NHẬN VÀ SỰ ĐẠT ĐƯỢC VỀ MỤC TIÊU PHÁT TRIỂN CỦA TRƯỜNG ĐẠI HỌC THÀNH VIÊN SỰ PHẠM VÀ CÔNG NGHỆ SO VỚI MỤC TIÊU, TẦM NHÌN VÀ SỨ MỆNH CỦA TRƯỜNG ĐẠI HỌC ĐÔNG NAM PHILIPPINES

Jeanette G. Pedriña, Jose G. Tan, Jr. Michael B. Dodongan¹

¹Trường Đại học Đông Nam Philippines, Philippines.

*Địa chỉ email: j.pedrina@usep.edu.ph

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<p>Ngày nhận bài:</p> <p>9/9/2021</p> <p>Ngày duyệt đăng:</p> <p>1/12/2021</p> <p>Từ khóa:</p> <p><i>VMGO, nhận thức về VMGO, Khả năng chấp nhận VMGO, Mức độ liên quan và chiến lược của VMGO</i></p>	<p>Việc đạt được tầm nhìn, sứ mạng và mục tiêu của một tổ chức phụ thuộc phần lớn vào việc nó được các bên liên quan chấp nhận và hiểu như thế nào. Có nhiều chiến lược khác nhau được thực hiện để đạt được điều đó. Nghiên cứu này sử dụng phương pháp định tính và định lượng, cùng với việc khảo sát trực tuyến và phỏng vấn những người cung cấp thông tin chính. Kết quả cho thấy rằng các bên liên quan nhận thức đầy đủ, hiểu và chấp nhận các giá trị cốt lõi, mục đích, chiến lược của trường Đại học Sư phạm và Công Nghệ, Đại học Đông Nam Philippines; các mục tiêu, chiến lược phát triển của trường là phù hợp với chương trình, định hướng phát triển của Đại học Đông Nam Philippines. Nghiên cứu cũng chỉ ra có sự khác biệt đáng kể trong sự hiểu biết và chấp nhận giữa nội bộ và bên ngoài về các mục tiêu của trường. Các chiến lược để đạt được các mục tiêu phát triển của nhà trường bao gồm chất lượng đầu ra của nghiên cứu, các hỗ trợ cho nghiên cứu, hỗ trợ cho phát triển nguồn nhân lực và kết hợp giữa nghiên cứu và hướng dẫn. Các hướng nghiên cứu trong tương lai cần tập trung vào việc đánh giá tác động của các dự án và hoạt động do trường thực hiện nhằm đạt được các mục tiêu cũng như tầm nhìn, sứ mệnh của nhà trường.</p>

INTRODUCTION

The University of Southeastern Philippines (USEP) has been in existence for decades with a mandate to produce quality and competitive graduates who are responsive to the need of the society and of the nation as a whole. Anent to this is its prime endeavor to be a catalyst of change through relevant research and extension by means of quality education and sustainable resource management. All these have been embedded in its Vision, Mission and Goals (VMG). With this commitment, the College of

Teacher Education and Technology is offering various course offerings which cater the clientele from the area including its neighboring municipalities. It is offering both graduate and undergraduate programs. Each program has objectives or outcomes that are consistent with the University's vision, mission, and goals. Every single activity conducted in the program level is justified only up to the extent that it realizes the USEP VMG. The best justification that the USEP VMG and CTET College Objectives are realized in concrete terms is its graduate's employability and research productivity.

Vision, Mission, Goals and Program objectives/outcomes (VMGOs) are the cornerstone of every educational institution. Like the University of South-eastern Philippines, it is propelled by its VMGOs. These have been its guiding light of USEP's planning and operations in making a positive change in the community which has a cascading effect to the nation as a whole. Spallina (2004) and Bart & Hupler (2004) emphasized the role of vision statements as forward-looking statements that define the ideal state of an organization. These statements are the rudimentary elements which serve as guides for the future of the institution and its academic programs. As aptly expressed by Compelio, Caranto, & David, (2015), these statements enable the institution to mobilize itself for the common good of the world within which it operates, including the fundamental purpose of its existence, its long-term role and status, and how it envisions and plays its role to achieve this purpose.

The institution like USEP disseminates and sees to it that the awareness and acceptance of these statements are properly channeled among its stakeholders. Along this line, program level needs to have objectives as well as outcomes which align with the USEP vision, mission and goals. This is where the dynamics of the different colleges of the USEP contribute to the attainments of the set vision, mission, goals of the University including the objectives of the different programs of the various colleges of USEP. This is what the College of Teacher Education and Technology (CTET) is trying to achieve whereby all programs such as PhD in Educational Management, ME in Educational Management, MED in Language Teaching, BS in Information Technology, BSED in English, BSED in Mathematics, Bachelor in Technical, Vocational, Teacher Education, Bachelor of Early Childhood Education, and Bachelor of Elementary Education corroborate to a concerted effort in helping the University achieve its mandates. Hence, CTET sees to it that all programs have objectives/outcomes which describe the competencies of the career and profession that the program is preparing graduates to acquire.

Assessing the stakeholder's awareness plays an important component in the accreditation compliance considering the fact that CTET programs are in the higher level of AACUP accreditation. Thus, this study is explored upon.

This study explores ways of determining the strategies toward the attainment of VMGO. In particular, it specifically aims to determine the extent of awareness and acceptance of stakeholders regarding the USEP's Vision, Mission, Goals and CTET Program objectives; determine if there are significant

differences on the responses of the different groups of stakeholders regarding their awareness and acceptance on USEP's Vision, Mission, Goals and CTET and Graduate school objectives; determine the relevance of USEP's Vision, Mission, Goals and CTET and Graduate school objectives; and identify strategies toward the attainment of VMGO.

This study is anchored on goal-setting theory of Locke & Latham (2002) which describes that people inside and outside the organization were motivated by clear goals and appropriate feedback for them to contribute in the achievement of these goals. It suggests that it can serve as an effective tool for making progress by ensuring that participants have a clear awareness of what they must do to achieve or help achieve an objective. Further, the goal and performance of this individual has a significant relationship to the bigger goals which he or she belongs.

This theory is supported by major theorists of motivation management such as Maslow, McGregor, Herzberg, and McClelland that stress the importance of creating the conditions in which the individual can fulfill his or her own needs in the process of achieving organizational goals. Lau & Shani (2005) emphasized that sharing the vision, mission, goals and objectives with the members of the organization is a step forward to blending individual efforts with those of the organization's goals.

Considering these theories, the researcher aims to into the stakeholders of USEP of their awareness, understanding and VMG and CTET Program objectives/outcomes. Further, the researchers would like to solicit from them ways or strategies of achieving such.

In parallel, Castillo (2014) identified different platforms to disseminate the VMGO to stakeholders. It includes the usage of bulletin boards, catalogs, manuals, broadcast in media and/or internet / website which create stakeholders' awareness. In addition, Compelio et al.,(2015) consider clarity, consistency and congruency of the VMGO to school's programs and activities as indicators of acceptability of the VMGO. These concepts were considered in identifying appropriate strategies in the attainment of USEP VMG and CTET Program objectives/outcomes. These concepts are considered to come up with appropriate strategies in the attainment of VMGO as shown in the Figure 1.

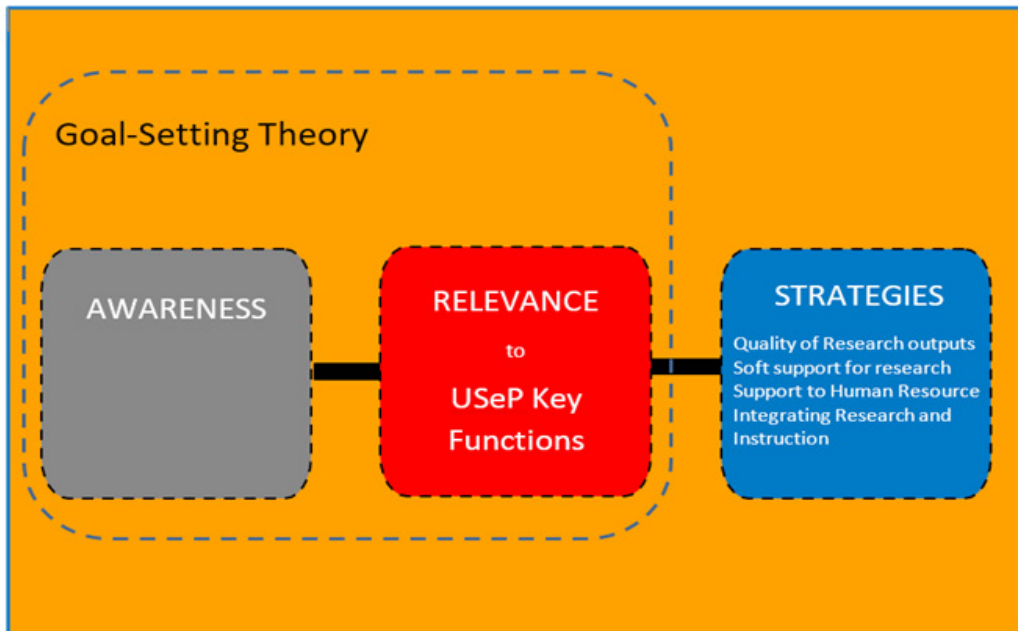


Figure 1. Conceptual paradigm of the study

REVIEW OF RELATED LITERATURE

Awareness and Acceptance of Vision, Mission and Objectives

The vision, mission, goals and objective of an organization needs to be resonated to its stakeholders. As what Segismundo (2017) emphasized that VMGO need to be disseminated and accepted by its various stakeholders because they will serve as active participants in achieving it. In addition, Garcia et al. (2021) stressed that the university stakeholders’ awareness and acceptability on the VMGO could serve as basis for improving its policies, practices, and processes.

Moreover, Dungan et al., (2016) highlighted that if the institution’s stakeholders are fully aware and understood its vision, mission and goals, it leads them to act in one direction in attaining it. Also, Arado et al. (2019) pointed out that bringing them together with one common understanding of the VMGO enables them work collaboratively towards one direction. As what Pelicano & Lacaba (2016) stressed that high level of awareness and acceptance of VMGO are good indicators in creating positive outcomes or impact as spillover of attaining the VMGO.

Relevance of VMGOs

The vitality of the vision, mission and goals of an educational institution serves as its strong foundation for an institution to succeed. The VMGOs provide a framework that paves way for development, enhancement and direction for a better and responsive

educational institution that answers the need and call of time. In a university for instance, VMGOs should be the bases of its operations.

Jones & Kahaner (1995) aptly expressed that mission and vision statements focus the attention of organizational members and external constituents on the core purpose of the organization. This has been supported by a Stanford educator (2010) who said that enterprises using mission and vision statements successfully outperform those that do not by six to one. VMGOs need to be shared in order to be effective and to be attained. In order for it to be shared, it needs to be developed in a collaborative manner (Philippines-Canada Local Government Support Program, 2004). Hence, the success of a university depends upon bringing together all its stakeholders to reconcile differing perspectives, find common ground and create a shared cause for the betterment of life in general. The stakeholders are the people behind that may contribute to the success of a university. Stakeholders as a term comprise the individuals, groups or entities who affect, or are affected by an organization and its activities. They can be an avenue for performance management and for creating and sustaining organizational change.

The University of Southeastern Philippines (USEP) as one of the state universities of the Philippines is well-guided on the role of its stakeholders in the fulfilment of its VMGOs especially in its various program offerings. USEP programs offerings promote

the following: leadership skills, critical and analytical thinking skills, service oriented professional practices, lifelong learning and professional competence.

Recognition by Accreditation

Set of standards has been established in terms of quality and excellence in an educational institution's operations in relation to the fulfilment of its VMGOs. This has been emphasized by the Agency for Chartered Colleges and Universities in the Philippines (AACCUP). Accordingly, a university is judged not in comparison to others but by the attainment of its VMGs. If a college or university is aspiring for accreditation, it all starts with the areas of VMGs which will be surveyed first. A stricter qualification is required in higher accreditation level. Everything in a university is justified only to the extent of the realization and fulfilment of its VMGOs (Accrediting Agency of Chartered Colleges and Universities in the Philippines, Inc. 2010).

One important idea relative to the attainment of the mandates of a university is accreditation. In its general sense, accreditation is a formal recognition of an educational program as possessing certain standards of quality and excellence. The standards for accreditation are based on an institution's self-study of the extent to which the institution feels it has met its own purposes (Eaton et al., 2005). Moreover, Erichsen, (2003) stresses accreditation as a process by which a (non)-governmental or private body evaluates the quality of a higher education institution as a whole or of a specific educational program in order to formally recognize it as having met certain pre-determined minimal criteria or standards. The process can imply initial and periodic self-study and evaluation of the extent to the fulfilment of its VMGOs.

METHODOLOGY

This study employed the descriptive quantitative and qualitative type of research. The quantitative approach emphasized on the determining the extent of stakeholders' degree of awareness, understanding and acceptability of the vision, mission, goals, CTET Programs objectives, its relevance and difference on the responses between the external and internal stakeholders. Also, the qualitative part gathered the narratives of various stakeholders on the strategies on the better understanding and acceptance and attainment of USEP VMG and CTET program objectives.

The study involved 536 stakeholders of the College of Teacher Education and Technology. Figure 2

shows that majority of the respondents (39%) were students, followed by industry partners (20%), alumni (18%), parents (15%), faculty (5%), non-teaching personnel (2%), administrator (1%) and LGU. The high number of student respondents indicate that they are the direct clientele of the services offered by USEP who immediately responded to the online administration of the survey.

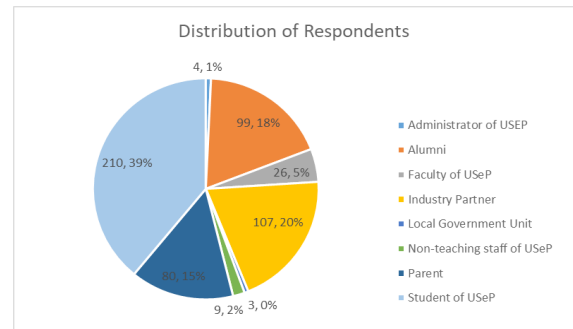


Figure 2. Distribution of respondents

A researcher-made questionnaire and key informant interview (KII) instruments were utilized for the survey. This 10-point Likert scale survey questionnaire was subjected to expert's validation and reliability testing while the KII protocol underwent experts content validation and pilot testing. A copy of USEP VMGO and CTET program objectives and outcomes were attached to survey instrument as respondent's reference. The survey was administered online through google forms while KII were done through face to face and phone interviews.

Data were gathered and summarized using weighted mean and t-test as the tools for the analysis of data. On the other hand, emergent and cluster themes and core ideas were created in cohesive manner in analyzing qualitative data. Qualitative results were presented back to the participants for validation and as form of member checking.

RESULTS & DISCUSSION

Table 1 shows the overall mean score of 8.75 (SD=1.69) for both the internal (M=9.14) and external stakeholders (M=8.35) on the awareness of Vision, Mission and Goals. They are aware to a great extent of the USEP Vision, Mission and Goals (VMG). When grouped as to type of stakeholders, the internal stakeholders classified into administration viewed awareness of VMG to a greatest extent (M= 9.25) faculty "greatest extent" (M=9.42), student "greatest extent" (M= 9.11).

On the same manner, external stakeholders which include parents perceived awareness of VMG to a greatest extent (M=8.33), alumni "large extent"

(M=8.24), LGU “greatest extent” (M=8.33) and industry partners “large extent” (M=8.50). However, it underscores that among the external stakeholders, only alumni which has a mean score of 8.24 has an awareness to large extent only. Generally, both stakeholders revealed high level of awareness of the VMG.

On the other hand, both internal and external stakeholders viewed understanding and acceptance of the vision, mission and goals of the University of Southeastern Philippines (USEP) to a greatest extent (M=9.23). The internal stakeholders as categorized as administration perceived understanding and acceptance VMG to a greatest extent (M= 9.25), faculty “greatest extent” (M=9.48), student “greatest extent” (M= 9.54) and non-teaching “greatest extent” (M=9.44). While the external stakeholders rated understanding and acceptance of the vision, mission and goals of the University of Southeastern Philippines (USEP) to a greatest extent (M=9.04). Based on its category, parents viewed it to a “greatest extent” (M=9.00), alumni “greatest extent” (M=9.59), LGU

“greatest extent” (M=8.69) and industry partners “large extent” (M=8.90).

The results indicate that the stakeholders are fully aware, understood and accepted the university’s core values, purposes, strategies, direction towards attainment of its goals. It can be attributed with the effective institution’s strategies of massive promotion and dissemination of its VMG in various platforms such as social media, posters, tarpaulin, information of bulletin and even mass media. In this way, VMG were fully echoed and understood by all USEP stakeholders.

This finding is in parallel with the several studies conducted which revealed that all stakeholders are aware, understood and accepted the Institution’s VMG to a great extent (Salom & Florendo, 2013; Nemi, 2018; Laurente, 2019) However, it disagrees with Estrada’s (2018) study which found out external stakeholders are highly aware only of their institutions VMG.

Table 1. Extent of awareness and acceptance of stakeholders regarding the USEP’s Vision, Mission, and Goals

Statement	Internal Stakeholders					External Stakeholders					Weighted Mean	SD	Meaning
	Administrator	Faculty	Student	Non-teaching	Mean	Parents	Alumni	LGU	Industry Partners	Mean			
I am aware of the vision, mission and goals of the University of Southeastern Philippines (USEP)	9.25	9.42	9.11	8.78	9.14	8.33	8.24	8.33	8.50	8.35	8.75	1.69	Greatest Extent
I understand and accept the vision, mission and goals of the University of Southeastern Philippines (USEP).	9.25	9.48	9.54	9.44	9.43	9.00	9.59	8.67	8.90	9.04	9.23	1.33	Greatest Extent

8.3- 10.0 = greatest extent; 6.5-8.2= Large Extent; 4.7-6.4= moderate extent; 2.9-4.6= small extent; 1.0-2.8= very small extent

Table 2 shows the visibility and accessibility of the VMGO in different ways or media. Data show that VMGO displayed in bulletin boards has a mean core of 8.4991 while VMGO broadcast in media and/or internet/website has a mean score of 8.3589. Added to that is the third item which says that VMGO are widely disseminated to the different agencies, institutions, industry sector and the community as a whole. This has a mean score of 8.0897. The first two items have a ‘descriptive equivalent’ of very relevant while the last item has is a descriptive equivalent of ‘relevant.’

The result show that truly the VMGO information

dissemination in bulletin boards and other social media platforms is seen to be effective. This is congruent with the results of the interview conducted. Participants identified ways of its full awareness, understanding and acceptance. It includes its *visibility of USEP VMGO in social, print and mass media, presentation during annual stakeholder’s forum, and dissemination of its achievements through print and audio-video presentation.* These ways are emphasized by the following narrations:

“USEP needs to strengthen its online dissemination...” P9 06/24/21

“USeP VMG be disseminate through radios and local newspapers” P3 06/23/21

“...through regular or once a year stakeholders forum where achievements of USeP in relation to attainment of VMG is presented. It can be a 3-minute presentation....” P8 06/25/21)

“USeP may distribute a one pager annual accomplishment and may distribute it to its partners and clientele...”. P4 06/23/24

In addition, the interview responses revealed that CTET program objectives are disseminated, understood and accepted the following ways; *inclusion it during school campaigns, part of classroom assessment, presentation of the promotional advertisement and embed in orientation of newly hired personnel.* These are being emphasized in the following statements:

“It can be understood by stakeholders esp. the external if it will be presented during school

campaigns conducted by CTET” P3 06/23/21

“The faculty will make an assessment in the form of oral and written test after each semester to his/her subject whether the student explain the program educational objectives of that specific program...”P2 06/22/21

“...Highlighting its meaning presentation during orientation of newly hired teachers and staff...” P5 06/23/2021

These findings support the idea that VMGO need to be shared for it to be effective which lead to its attainment. As what Segismundo (2017) pointed it out, VMGO need to be conceptualized in a collaborative manner. However, there is still need to be done in terms of VMGO information dissemination to the different agencies, institutions, industry sector and the community since result only shows ‘relevant’ information dissemination.

Table 2. Effectiveness of Information Dissemination of VMGO

Statement	Mean	Standard Deviation	Interpretation
VMGO are displayed in bulletin boards.	8.4991	1.99707	Very Relevant
VMGO are broadcast in media and/or internet / website	8.3589	1.97413	Very Relevant
VMGO are widely disseminated to the different agencies, institutions, industry sector and the community as a whole.	8.0897	2.04523	Relevant

Table 3 presents the extent of awareness of stakeholders of the ten (10) programs of CTET which they belong. For the internal stakeholders, only non-teaching personnel are aware to a large extent (M=6.67). In parallel, stakeholders from LGU are also are aware to a large extent(M=6.33) of the program objectives. Taken collectively, they are all aware to a greatest extent (M=8.08).

On understanding and acceptance of CTET Program objectives, both internal (M=9.00) and external (M=9.03) stakeholders have understood and accepted the program objectives to a great extent. On the overall mean (M=9.02), majority of the stakeholders perceived that they have full understanding and acceptance of the program objective which they belong.

These results imply that CTET was effective in informing all its stakeholders through dissemination of the ten (10) programs objectives in all its projects and activities. Finding agrees with the findings of Garcia et al., (2021) that all stakeholders have good overall understanding and high level of understanding of the programs objectives due to their participation in the crafting and even implementing these through various program level activities. Also, the Filipino and Visayan translation of VMG and Program Objectives are made available to all the clientele leading to its easy understanding and acceptance to all stakeholders as what Balcorta et al. (2021)suggested.

Table 3. Extent of awareness and acceptance of stakeholders regarding CTET Program Objectives

Statement	Internal Stakeholders					External Stakeholders					Weighted Mean	Interpretation
	Administrator	Faculty	Student	Non-teaching	Mean	Parents	Alumni	LGU	Industry Partners	Mean		
I am aware of the CTET Program Objectives	8.5	8.96	8.95	6.67	8.27	8.46	8.75	6.33	8.00	7.89	8.08	Greatest Extent
I understand and accept the CTET Program Objectives.	8.75	10	9.37	7.89	9.00	9.37	9.31	8.67	8.78	9.03	9.02	Greatest extent

8.3- 10.0 = greatest extent; 6.5-8.2= Large Extent; 4.7-6.4= moderate extent; 2.9-4.6= small extent; 1.0-2.8= very small extent

Presented in Table 4 are the data on the results of the test in the significant differences of the different groups of stakeholders regarding their awareness on USEP’s Vision, Mission, Goals and CTET Program objectives.

The mean score for the rating on the awareness of the internal group of the USEP vision, mission, goals and CTET Program objectives is 9.1533 while the mean for external group is 8.4097. At 0.05 level of significance, the null hypothesis was rejected since the probability value falls below the set level of significance. Hence, there is a significant difference in the awareness between internal and external stakeholders on the University’s Vision, Mission, Goals.

Similarly, the mean scores for the level of understanding and acceptance of CTET Program Objectives of the internal group is 9.5020 while the mean for external group is 8.9929. Thus, there is a significant difference in the understanding and acceptance between internal and external stakeholders on the CTET Program Objectives.

This results contradicts with the results of the studies of Arado et al. (2019) and Dico et al. (2019) which revealed that the level of acceptance between employees, students, and other stakeholders do not significantly differ.

Table 4. Significant difference on the responses of the different groups of stakeholders regarding their awareness and acceptance on USEP’s Vision, Mission, Goals and CTET and Graduate school objectives.

	Group	Mean	T-test value	P-value	Decision
I am aware of the vision, mission and goals of the University of Southeastern Philippines (USEP)	Internal	9.1538	5.195	0.00	Significant
	External	8.4097			
I understand and accept the CTET Program Objectives.	Internal	9.5020	4.452	0.00	Significant
	External	8.9929			

As shown in the Table 5, all programs of the CTET got mean score ranging from 8.896 to 9.70478. This has a descriptive value of ‘Greatest Extent.’ This simply means that the program objectives of all CTET are significant, congruent, coherent, and aligned to USEP’s goal in becoming recognized ASEAN Research University, producing ASEAN Competitive Graduates and Professionals, establishing vibrant Research Community, conducting proactive

Research-based Economic empowering Extension Services, and building capacity for innovative resource generation.

However, it is important to note that among the programs under study, BSIT got the lowest mean of 8.83 under item number 3 which states that The Program objectives are coherent to USEP’s goal in establishing vibrant Research Community.’ Though

it has a descriptive value of ‘Greatest Extent’ still it shows that there is a room for improvement on the said area. Moreover, BECED got the highest mean score of 9.70478. This means that the said program shows relevance of its program objectives in relation to its goals.

Results of the study confirm with the findings of Bontor et al. (2017) which revealed that Naval State University VMG and Graduate school objectives are highly relevant.

Table 5. Extent of relevance of USeP VMG and CTET Program Objectives

	EDD	MEEM	BSIT	BSED ENG	BSED MATH	BTVT- ED	BECED	BEED
The program objectives are significant in the attainment of USeP’s goal of becoming recognized ASEAN Research University.	8.7037	9.0938	8.95	9.625	9.0333	9.5	9.7619	9.1739
The program objectives are congruent to USeP’s goal in producing ASEAN Competitive Graduates and Professionals.	8.8519	9.25	8.89	9.5938	9.0167	9.6176	9.7143	9.2283
The Program objectives are coherent to USeP’s goal in establishing vibrant Research Community.	8.7037	9.1875	8.83	9.625	9.0833	9.6471	9.6667	9.163
The program objectives are aligned to USeP’s goal in conducting proactive Research-based Economic empowering Extension Services.	9.0741	9.2188	8.89	9.625	8.9667	9.5588	9.6667	9.0978
The Program objectives are aligned to USeP’s goal in building capacity for innovative resource generation.	8.8889	9.25	8.92	9.6563	9.0667	9.5882	9.7143	9.1522
Mean Score (Relevance of PEO to Goals)	8.84446	9.20002	8.896	9.62502	9.03334	9.58234	9.70478	9.16304

As gleaned in Table 6, the average weighted mean of 9.01124 shows that the USeP VMG and CTET Program Objectives is very relevant to the five (5) key functions of the university. The lowest mean score for the rating on the relevance of USeP’s Vision, Mission, Goals and CTET Program objectives is the production (M=8.8860) followed by governance (M=8.9598), research (M=9.0523), extension (M=9.0569) and instruction (M=9.1012). It is noted that the instruction functions got the highest means

score. This is a clear indication that instruction is the main function USeP which educational practices are observed and implemented towards the attainment of its VMG as well as program level objectives.

These results corroborate with Dungan et al. (2016) study which found out that the institutions vision, mission and goals are relevant to key functions which are instruction, research, extension and production.

Table 6. Extent of Relevance of USEP's Vision, Mission, Goals and CTET Program objectives to Key Functions of the University

Statement	Mean	Interpretation
Relevance to Governance	8.9598	Very Relevant
Relevance to Instruction	9.1012	Very Relevant
Relevance to Research	9.0523	Very Relevant
Relevance to Extension	9.0569	Very Relevant
Relevance to Production	8.8860	Very Relevant
Overall	9.01124	Very Relevant

8.3- 10.0 = *Very relevant*; 6.5-8.2= *relevant*; 4.7-6.4= *moderate relevant*; 2.9-4.6= *slightly relevant*;

1.0-2.8= *not relevant*

Based on the interview results, there were four (4) emergent themes generated in strategies on the attainment of USEP VMG and CTET Program objectives. First emergent theme is *quality of research outputs* which has two (2) cluster themes; *improvement of research quality and establishment of research think tank*. The second is *soft support for research* which has two (2) cluster themes; *formulation of research-responsive policies and rationalization of faculty and non-teaching personnel workload*. The third is *support to human resource* which has two (2) cluster themes; *forging linkages for human resource and intensive research capability building*. The first cluster theme has two (2) core ideas which are *membership to international academic consortium* and *forging partnership for faculty immersion programs to industries*. The second cluster theme includes two (2) core ideas which are *intensifying faculty and student exchange programs and maximum involvement of faculty, student and non-teaching personnel*. The fourth emergent theme is *research and instruction* which has two cluster themes; *emphasis on research-based instruction and establishment of Research Clinic*.

Quality of Research outputs

The theme emerged based from the premise that USEP as a premiere research university elucidates a cutting edge in Research and Development (R&D) which has impact in community. From the gathered responses of the informants, they clearly portray insights of innovation-driven paradigms which improve the general quality of life.

Improvement of research quality. The dream of USEP to become a premier research university of the ASEAN can be attained through conducting researches that of great value or contribution in breaking developments in various field of discipline; hence adding valuable ideas to the existing body of

knowledge. As what the participants eagerly shared:

“Researches would not settle only for graduation requirements or for accreditation purposes. Proposals should be industry and community driven. It would go beyond standards and the results should create breakthroughs for the development”.

P1 06/22/21

“USEP should fund researches that have greater impact to communities and address national and even global concerns”.(P4 06/23/21)

It indicates that USEP needs to establish quality assurance on the approval and funding of researches to be conducted by the faculty members, students and non-teaching personnel. This can be done through setting processes and criteria in the conduct of research and development activities. Said results conforms with the idea of Carlsson et al. (2014) which stressed that research quality is a good variable in evaluating research outputs and comparing performance in measuring and analyzing publication and citation data.

Establishment of Research Think Tank. The creation of an office which formulates university's research agenda, conceptualizes research projects and proposes policies as an off shoot of research is essential to USEP. This is highlighted the following narrations:

“There will be an office which facilitates in proposals conceptualization. Also, they are responsible for identifying concerned colleges or faculty who will handle research projects based on the submitted proposal.” (P2 06/22/21)

“The university may establish an office which addresses the research needs of several industries and partner including gov't and private agencies. They will help facilitate in the crafting capsule proposal

and further identify concerned faculty who will work on those projects based on their expertise. In addition, they create policies as results of research". (P4 06/23/21)

This strategy suggested by participants support with what is reflected in the institutional strategies under Goal 3 of USEP Catch-up Plan. The constitution of the "Think Tank" group whose primary task is to access external research funding (University of Southeastern Philippines, 2018).

Soft support for Research

The theme arose from the ideas gathered from the informants which shows that enabling mechanisms are needed to engage the constituents of USEP such as faculty and staff in the Research and Development (R&D) activities. This becomes an engine to intensify valuable research engagements which would catapult strong presence in the community.

Formulation of Research-responsive policies. The existence of policies is a positive ingredient for the realization of the vision of an organization. It governs the management of carrying out research and development activities. Participants expressed their ideas in the following statements:

"Review the present policies if they still address the attainment of the vision. Make policies that would respond to the conduct of research and extension activities. For example: hiring of faculty; it should include criteria on the engagement in research not only giving a test on crafting research since theory and practice are two different things". (P3 06/23/2021)

"Look into all policies that the university is implementing, if they address the concern in achieving the Vision. In particular, is there policy for the non-teaching personnel for them to be encouraged to participate in research activity". (P2 06/22/21)

Rationalization of faculty and non-teaching personnel workload. The distribution of faculty workload intended for teaching, research and administrative functions is one of the significant factors in the attainment of institutional goals. In the context of USEP, research involvement encourages the participation of students and non-teaching personnel. The workloads of both the faculty and non-teaching personnel need to be revisited. This is emphasized by the participants narrations:

"Non-teaching personnel esp.....will engage in research. Since their tasks are somewhat overwhelming, it is suggested that involvement in research activity will have bearing on their total number of hours". (P7 06/24/2021)

"Staff have many tasks. If they will be required to

engage in research, better revisit their workload and the number of hours they need to render in a week. Aside from the honorarium they will be receiving in research engagement, it would become part of the criteria for promotion as motivational factors". (P3 06/23/2021)

"Faculty members as key actor of conducting and even publishing researches should be given attention. The 18 units minimum load with numerous preparations would be considered as hindrance of conducting research and extension activities. There will be a clear-cut policy on decreasing the maximum load depending on the number of load preparations and multiple designations". (P4 06/23/21)

It can be inferred that the rationalization of workload is crucial to both the teaching and non-teaching personnel. Rationalization would include lesser number of teaching load, preparations and designations and lesser clerical work. This concept somewhat conforms with the findings of Jonker & Hicks (2014) that reduction in teaching load in Canada allows faculty to spend more time for research and research productivity which is contributory to international measure of institutional excellence.

Support to Human Resources

The theme emerged based from the principle that proactive human resource management plays a crucial role in the attainment of organizational goals. It includes provision support to personnel in conducting research and development activities. This support would include allowing faculty and students to be sent for exchange programs abroad and involving the non-teaching personnel and students as support personnel for the faculty members

Forging linkages for Human Resources. The establishment of other institutions is one way of providing support to internal stakeholders in all research and development undertakings. It allows the human resource to acquire competencies in upgrading themselves.

Membership to international academic consortium. Consortium agreement among academic institutions is a good venue for faculty members, experts and student exchange, collaborative research undertakings and enhancement of curriculum. Participant 4 suggested by saying:

"The University may forge membership to a consortium with schools that are leading in specific discipline. Through this, program offering specifically the curriculum be improved that would qualify our graduates to be globally acclaimed". P4 06/23/21

This suggestion was affirmed by Participants 5

saying “If it’s possible to have a partnership in the form of consortium with other schools abroad so that the curriculum be globally responsive. Aside from that, there is a chance of working on researches collaboratively with experts and faculty from other members schools”.

It implies that USeP should consider membership to consortium. It is one way of USeP in upgrading the quality of its academic program offerings through collaborative research undertakings and faculty and students exchange arrangements. This is in conformance with the policies and guidelines of Commission on Higher Education (CHED) that encourages higher education institutions (HEIs) like USeP on implementation of international linkages.

Forging partnership for Faculty Immersion Programs to industries. Academic-Industry linkages plays a crucial role in knowledge transfer. It enables the university to improve teaching and learning practices as well as research competencies of both faculty and students. This is highlighted by the responses of the participants:

“USeP or CTET in particular would establish partnership with industry (DepEd, private HEIs and other industries) which our faculty members be immersed at least a month. The competencies including the best practices acquired from the industries be now shared back the faculty to his/her students”.(P3 06/23/21)

“The college will link with DepEd and private schools so that they will immerse in the industry partners so that they will acquire new trends in terms of pedagogy considering that there are faculty members who are products of old curriculum”.(P5 06/23/21)

“Faculty immersion activities be done by CTET faculty member or even staff with partner foreign universities to learn new trends of teaching-learning practices and recent trends”. (P4 06/23/21)

This indicates that USeP linkage with industry plays a crucial role in the knowledge transfer. It allows both faculty and students acquired competencies during immersion and apply such to teaching-learning actualities. Thus, producing innovation and developments is achieved. This idea is parallel with what was Schofield, (2009) emphasizing that the partnership enhances knowledge creation, innovation and developments.

Intensive research capability building.

Continuous rigorous research trainings, seminar-write shops for the administrators, faculty, staff and even graduate school students should be conducted

to build the culture of research among academic institutions constituents. Participants expressed their sentiments when they suggested that:

“Continuous mentoring activities for faculty and staff in conducting research from conceptualization to publication of research is very ideal”. (P1 06/22/21)

“Non-teaching personnel should not be a passive audience during research capability building training. They must take part in the process of conceptualization”. (P5 06/23/2021)

“Even non-teaching personnel will not focus on clerical task. They will be mentored in the conducting research. One shot seminar is not sufficient. It can be done regularly”. (P706/24/21)

Investing resources to personnel to acquire research competencies is a vital for development the research culture of the University. This strategy supports the findings of Pardo et al., (2018) that implementation of research capability and performance is significantly influenced by personnel consciousness and awareness through attending research related training attended.

Intensify Faculty and Student Exchange Program. USeP had initiated faculty and undergraduate student exchange programs to few universities abroad for less than a semester. This explains that this exchange program needs to be strengthened as what the participants are emphasizing:

“For the USeP graduates to be world class, he/she needs to be immersed to other foreign schools. In addition, it will be made available for masteral students since research opportunities is feasible considering funding and expertise is available. (P2 06/22/21)”. (P2 06/22/21)

“Graduate faculty and students in USeP be deployed to other universities outside Asian countries considering that we aim for world class graduates”. (P5 06/23/21)

“The faculty need to be exposed to Ivy league schools beyond Asian considering our mission of producing world-class graduates. How could USeP produce world-class graduates, if the faculty members’ exposure is only local or even in national universities” (P3 06/23/21).

Based on the above narratives, they indicate that there is a need for strengthening the existing faculty and student exchange programs and expanding these to graduate school level. This supports to the article by Atalar as cited by AI-Youbi et al., (2020) which pointed out that attending a student exchange program in a graduate level in a good caliber research university is a tremendous advantage for students for increase research collaboration between two

universities.

Maximum Involvement of Faculty, student and non-teaching personnel. This strategy is in parallel with the intensive capability building activities suggested by the participants. The maximum involvement among the university's academic community is suggested by the participants as they are emphasizing that:

"All faculty members as well as staff will engage in research as well as extension activities. It will also include students so that CTET will produce teachers who conducted research-based outreach activities....". (P4 06/23/21)

The students will be involved how to conduct research-based activities... This would help them understand their roles in the community as well in the university in attaining the VMG". (P2 06/22/21)

"Explore and expand other possibilities and research opportunities to encourage creativity and innovations...." (P10 06/25/21)

"Tripartite engagement in doing research and extension activities is possible. It involves practitioner, professional and students... this would allow different lens to improve practice and processes". (P8, 06/25/21)

This result indicates that embracing the culture of research in the university level, it involves all internal stakeholders' participation in various research-related activities including, among others, conceptualization of research ideas and projects, conduct of research, writing of research reports, and dissemination of research findings. It conforms with the specific actions stated in the USEP Catch-up Plan (University of Southeastern Philippines, 2018).

Integrating Research and Instruction

Linking research and instruction is not a novel practice in higher education. The theme emerged is based on the belief that to teach students is to streamline research activities with the instructions. The theme comprises of two core ideas such as research – driven instruction which improves the competence and skills of students and faculty members in doing research that raises the quality of research outputs of the University; and establishment of research clinic that serves as support to faculty and students operating under the framework of effective mentoring.

Research – Driven Instruction. Integrating research in instruction was viewed by the participants as effective way to teach students how to conduct research. When research is integrated in the instruction, faculty members and students

will be working together for a specific research endeavor. In the process, research concepts are introduced to students and opportunity to apply and experience these concepts first hand. These are also given to them, giving them the maximum learning experiences. These learning experience will translate to actual research outputs. Hence, linking research and instruction increases the research productivity of the University thereby helping its feat in realizing its vision of being a research university. Two participants accounted as follows:

"If possible, all subjects should incorporate simple research undertaking. Part of student's way of life is research". (P8, 06/25/21)

"Make a research a way of life for faculty members, both in graduate and undergraduate levels. Involve the students in the research undertakings of the faculty for better understanding of what research is all about. It is not mere theory but application so that full grasp will be attained". (P6 06/24/21)

In the study of Obwegeser & Papadopoulos (2016) aligning research – integration to the content and instructions are both beneficial for students and teachers when the type of integration and content and current situations of the instructors are considered. Interestingly, in a study among undergraduate engineering students, research – based learning helps undergraduate students improve their research skills and competencies which are very necessary for their advanced studies in the future (Noguez & Neri, 2019).

Establishment of Research Clinic. In order to improve the research productivity of faculty members and students, the University shall provide supportive environment to research undertakings. As such, establishing research clinic was also seen by the participants as an effective way to achieve the University's vision. Research clinic is like a center equipped with materials necessary for research endeavor of students like access to data system, internet, etc. This can be an avenue to foster collaboration between teachers and undergraduate and graduate students as mentors and mentees working together for a certain project.

Research clinic can also be a venue for research ideation and other related activities. In this way, the research clinic improves the conduct of research activities and raises the quality of research outputs of the University. Participants' account includes the following:

"There will be an office which the CTET students can ask mentoring support for conducting research activities". (P4 06/23/21)

"Certain office that could facilitate in assisting/

mentoring students. This is a sort of one-stop shop that would mentor from conceptualizing, collecting, analyzing, reporting and even publishing; for instance, analyzing the collected data, on the aspect of technical writing. Since the adviser is very busy that she handles many advisees, aside from many workloads and administrative functions he/she is assigned with". (P2 06/22/21)

Research clinic fosters mentoring of students in their research undertakings. As such, mentoring scheme should be in placed that would serve as fundamental background which the operations of clinic should anchored to. Mentoring includes sharing knowledge and skills, monitoring the students' works and providing technical, moral and network assistance to students. Mentoring program helps develop skills of the future generation of researchers Vasylyeva et al., (2019) and helps improving students' success Masehela & Mabika (2017). Hence, research clinic can be design to provide safe environment for both mentors and mentees and to foster the desired collaborative context.

SUMMARY, CONCLUSION, RECOMMENDATION

This study aims to determine the extent of stakeholders' degree of awareness, understanding and acceptability of the vision, mission, goals, CTET Programs objectives, its relevance and difference on the responses between the external and internal stakeholders employing a descriptive quantitative and qualitative type of research.

There were 536 stakeholders involved in the study with 10 participants who participated in the interview sessions using a researcher-made questionnaire and key informant interview (KII) instruments. Results in quantitative analyses showed the following results: (1) CTET stakeholders are fully aware, understood and accepted the university's core values, purposes, strategies, direction towards attainment of its goals; (2) there is significant difference in the understanding and acceptance between internal and external on USEP VMG and CTET Program objectives; and (3) there is greatest extent of relevance of USEP VMG and CTET Program objectives and these are very relevant to the key functions of the University. Furthermore, qualitative analysis generated four (4) emergent themes. These are the suggested strategies in the attainment of USEP VMG and CTET Program objectives.

Anchored on the findings of the study, the College of Teacher Education and Technology should sustain all its effort in information dissemination of USEP VMG including its programs objectives to help attain the mandates of USEP in its five key functions,

namely; governance, instruction, research, extension, and production. Moreover, findings of the study may be used as inputs for the new strategic plans of USEP.

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