
School of Education Stakeholders' Awareness, Acceptance and Implementation on Vision, Mission, Goals, and Objectives

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Abstract

This study explored the school of education stakeholders' awareness, acceptance and implementation on philosophy, vision, mission, goals, objectives, program outcomes and core values. The study employed a descriptive method of research utilizing a researcher-made questionnaire in gathering the data. The respondents of the study were composed one hundred sixty-three (163) stakeholders. These include fifteen (15) faculty and staff, one hundred (100) students and forty-eight (48) parents. It was conducted during the first semester of the academic year 2022-2023 in the Philippine College Foundation's School of Education. In treating the data, weighted mean and frequency count were employed. Findings revealed that the stakeholder respondents are very much aware of the School of Education's vision, mission, goals, and objectives (VMGO). They also very much accepted the school of education's VMGO. Finally, the respondents very much implemented the school of education's VMGO.

Keywords: Stakeholders, Awareness, Acceptance, Implementation

1. Introduction

All school operations are deeply rooted on its philosophy, vision, mission, goals, and objectives. These aspects serve as guiding principles for the school's future and its academic programs. According to Tan and Borres (2020), every university has its own set of vision, mission, goals and objectives (VMGO), which act as the main guidance for the institution's development, projects, and engagements. Similarly, each college program should establish its own VMGO statements that align with the overarching VMGO of the entire school. The alignment is crucial to ensuring unity towards the school's objective.

Furthermore, Aquino and Rivano, (2022) highlight the importance of ensuring that the objectives of all courses within the university are in line with the school's existing plans. One such institution is the Philippine College Foundation (PCF), located in Valencia City, Bukidnon. Among its schools is the School of Education, offering only a Bachelor of Elementary Education course. Overtime, the School of Education, has consistently produced graduates who are characterized as goal-oriented, innovative, optimistic, and determined. In response to evolving trends and demands, the school is actively pursuing accreditation from

the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) to ensure quality assurance across ten specified areas within the School of Education and PCF as a whole. This accreditation process will also assess the school's alignment with its VMGO and the effective implementation of its practices.

To enhance awareness, acceptance, and implementation of the school's vision, mission, goals and objectives, the School of Education has undertaken various initiatives. These include group orientations, integration of VMGO in syllabi, online dissemination, and distribution of brochures to students, faculty, staff, parents, alumni and other stakeholders.

This study is anchored on the Stakeholder Theory (1984) of Freeman, which emphasizes that organization should consider the interests and expectations of all relevant stakeholders. The theory provides insights into how various groups such as the students, faculty and staff, parents, and other stakeholders influenced by the School of Education's strategic elements.

The study sought to determine the level of awareness, acceptance, and implementation of the School of Education's VMGO among stakeholders. The study's findings will provide insights for the PCF and the School of Education's administrators to shape policies and implementation strategies. Additionally, faculty members can utilize the VMGO as a primary guide to adopt more suitable teaching strategies and approaches.

2. Methodology

This study employed a descriptive design to examine the level of awareness, acceptance, and implementation of the School of Education's Vision, Mission, Goals, and Objectives (VMGO). The participants consisted of faculty and staff, students, and parents, selected through a simple random sampling technique. This method ensures that every individual within the population has an equal opportunity to be included.

To ensure a representative sample, researchers randomly selected participants from each of the group. The study was conducted during the first semester of the academic year 2022-2023. The survey questionnaire using 5-point Likert Scale was meticulously developed by the researchers. It also underwent series of validation from the experts, undergone pilot testing and passed the reliability test. Each respondent received an individual questionnaire. Subsequently, the collected data were analyzed using both frequency counts and weighted means.

3. Results and Discussion

Table 1. Frequency and percentage distribution of respondents

Respondents	Frequency	Percentage
Faculty & Staff	15	9.20
Students	100	61.35
Parents	48	29.45
Total	163	100

Table 1 presents the frequency and percentage distribution of the respondents. There are a total of 163 respondents. The 15 or 9.20% of the respondents are coming from the faculty and staff,

100 or 61.35% are coming from the students. Finally, 48 or 29.45% of the respondents are composed of parents.

Table 2. Level of awareness of the School of Education's vision, mission, goals and objectives

Respondents	Vision		Mission		Goals		Objectives	
	WM	D	WM	D	WM	D	WM	D
Faculty & Staff	4.60	VMA	4.61	VMA	4.73	VMA	4.72	VMA
Students	4.42	VMA	4.58	VMA	4.31	MA	4.44	MA
Parents	4.72	VMA	4.79	VMA	4.60	VMA	4.62	VMA
Category Mean	4.58	VMA	4.66	VMA	4.55	VMA	4.60	VMA

Legend

5-4.50	Very Much Aware (VMA)
4.49-3.50	Much Aware (MA)
3.49-2.50	Aware (A)
2.49-1.50	Less Aware (LA)
1.49-000	Not Aware (NA)

Table 2 presents the following mean scores: vision got 4.58, mission 4.66, goals 4.55, and objectives 4.60. The scores all fall under *Very Much Aware*. This indicates that the surveyed respondents possess a significantly high level of awareness regarding the School of Education's vision, mission, goals, and objectives.

This heightened awareness can be attributed to the comprehensive efforts undertaken by the school. These efforts encompass orientation sessions as well as the integration of the VMGO into course syllabi, where they are discussed as the initial lesson in each subject.

This outcome is consistent with the findings of Bentor, et al. (2017) in their study. They observed that graduate school students, who constituted their respondent group, exhibited a similar high level of awareness regarding the VMGO. These foundational principles act as the primary guiding framework for the University's operations and endeavors.

Table 3. Level of acceptance of the School of Education's vision, mission, and objectives

Participants	Vision		Mission		Goals		Objectives	
	WM	D	WM	D	WM	D	WM	D
Faculty & Staff	4.0	WA	4.28	WA	4.60	VMA	4.44	VMA
Students	4.68	VMA	4.71	VMA	4.62	VMA	4.52	VMA
Parents	4.75	VMA	4.72	VMA	4.66	VMA	4.64	VMA
Category Mean	4.47	VMA	4.57	VMA	4.63	VMA	4.53	VMA

Legend

5-4.50	Very Much Accepted (VMA)
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4.49-3.50	Well Accepted (WA)
3.49-2.50	Accepted (A)
2.49-1.50	Less Accepted (LA)
1.49-000	Not Accepted (NA)

The table 3 shows that respondents *Very Much Accepted* the School of Education's VMGO with the weighted mean of 4.47, 4.57, 4.63, and 4.53, respectively. This means that the respondents have the highest level of acceptance of the VMGO. Consequently, their acceptance as to where the school leads in the field of academic pursuits most especially in producing competent education professional with skills, values, and character acceptable to the local and global community is very known to them.

This finding aligns with the study conducted by Cascolan and Venture (2019) where both school employees and the students displayed a notably strong acceptance of their institution's VMGO. Similarly, Laurente (2019) supported this trend, demonstrating that the respondents exhibited a high degree of acceptance towards their school's VMGO. This alignment between the respondents' perceptions and the institution's envisioned future, purpose, and values underscores the clarity and resonance of the VMGO.

Table 4. Level of implementation of the School of Education's vision, mission, goals and objectives

Participants	Vision		Mission		Goals		Objectives	
	WM	D	WM	D	WM	D	WM	D
Faculty & Staff	4.53	WI	4.34	WI	4.52	VMI	4.57	VMI
Students	4.70	VMI	4.70	VMI	4.50	VMI	4.51	VMI
Parents	4.72	VMI	4.79	VMI	4.62	VMI	4.60	VMI
Category Mean	4.65	WI	4.61	VMI	4.55	VMI	4.56	VMI

Legend

5-4.50	Very Much Implemented (VMI)
4.49-3.50	Well Implemented (WI)
3.49-2.50	Implemented (I)
2.49-1.50	Less Implemented (LI)
1.49-000	Not Implemented (NI)

Table 4 presents that the respondents *Very Much Implemented* the School of Education's VMGO as they gathered weighted mean of 4.65, 4.61, 4.55, and 4.56 respectively. The result implies that the respondents have effectively translated the school's VMGO into actionable steps, making them an integral part of their daily activities as stakeholders. This finding supports the conclusion drawn by Ada (2019), in his study, which also highlighted stakeholders' positive perspective on the implementation of the organizational VMGO.

4. Conclusion and Recommendations

The overall result showed that the stakeholder respondents are very much aware of the School of Education's VMGO. They also very much accepted the school of education's VMGO. Finally, the respondents very much implemented the school of education's VMGO.

Based on the result of the study, the researchers recommend that the School of Education will continue its proactive endeavors to promote and maintain awareness, foster acceptance, and encourage the ongoing implementation of its VMGO.

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