

Awareness, acceptability, relevance and congruence of the PNU-Negros Occidental vision, mission, and goals and objectives of the teacher education program

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ABSTRACT

This study aimed to measure the awareness, acceptance relevance, and congruence of the Vision and Mission of Philippine Normal University and Goals and Objectives (VMGOs) of the Teacher Education Program. The descriptive-correlational method of research using a modified questionnaire was employed in this investigation. The participants of this study were the stakeholders of the University which include the faculty, administrative staff, students, alumni, cooperating school official/teacher, industry sector representative, barangay/city officials, and parents. With the use of statistical tools such as the mean, the t-test and the one-way anova, findings revealed that participants' awareness, understanding and acceptance of the VMGOs as well as relevance of the VMGOs to the needs and development of the community indicate a very

great extent. Furthermore, the study showed that the educational practices and activities on the campus are to a great extent congruent to the University's mission, goals and objectives. When grouped according to the variables of gender, age, civil status, occupation and curriculum, significant differences among participants were observed in the way they perceived the relevance of the VMGOs to the needs and development of the community. Significant differences were also noted in terms of the conformity between educational practices and activities on campus and the mission, goals and objectives of the University and the Teacher Education program respectively. Based on the foregoing, it is recommended that the university must continue her present endeavor, as she intensifies effort in disseminating the VMGOs and explaining the same to the stakeholders especially the students and the members of the community. Educational practices and activities in the university must further be strengthened to fully realize the mission, goals and objectives of the teacher education program.

Keywords

Awareness, Acceptability, Relevance, Congruence, VMGOs

Introduction

The importance of education as a tool for empowering people is summed up in this statement reflected in the Human Development Report of 2003: lack of education robs an individual of a full life. It also robs society of a foundation for sustainable development because education is critical to improving health, nutrition and

productivity; more pointedly, the education goal is central to meeting the other goals.

The pivotal role of the educational system therefore in preparing the youth for a quality life and future integration in the professional world could not be undermined. In this regard, the schools serve as the training ground for the young generations in developing a mind that can think critically, in

enhancing skills that are necessary for effective participation in society and a heart imbued with a sense of caring, nationalism, patriotism and civic mindedness. However, in terms of human resources, a gap seems to exist between what educational institutions should produce and what society needs amidst today's impressive developments.

Dr. Victor Ordoñez (in Colinares, 2010) noted that while sectors of today's world as finance, communication, health care, media and transportation have undergone paradigmatic transformation in the way their activities are conducted, the education paradigm has remained impervious to the changing demands of the society or the future it claims to serve. He further contended that when the political, social and socio-cultural paradigms of society shifted, the education paradigm failed to adjust. Ordoñez claimed that to respond to this changing interdependent world, what is needed is clearly a new vision for education, not just for information dissemination or for skill development, or for citizenship, but for empowering individuals and communities to thrive in and contribute by guiding this onslaught towards greater, more equitable interdependence among communities and countries – in political, economic, and socio-economic spheres.

It appears then that the greater challenge faced by institutions of higher learning right now lies in making education responsive to the changing context of our times. Pefianco (in Colinares, 2010) asserted that there is a need for the present-day educators to adequately prepare themselves to become knowledge builders of the third millennium. She further insisted that what the future augurs for education and learning underlines the role of the teacher education institution in shaping the future of education. The TEIs are the key theaters for action in preparing those who will be at the forefront of education and training for the coming century.

Various indicators could be used as gauge in determining whether or not TEIs are heading towards responding to this challenge. One effective way is by looking at their Vision, Mission, Goals and Objectives (VMGO). The

Accrediting Agency for Chartered Colleges and Universities in the Philippines (AACCU Master Survey Instrument, 2006) explains that in the process of accreditation, the area of VMGO is the most fundamental of all the ten (10) areas to be surveyed, in that it serves as bases of the SUC's operation. Everything in the SUC is justified only to the extent that it realizes its mission, goals and objectives.

Vision statements and mission statements concisely convey the direction of the organization. A clear vision and mission statement can powerfully communicate the organization's intentions and motivate the members of the organization to realize an attractive and inspiring common vision for the future (<http://www.mindtools.com/pages/article/newLDR90.htm>)

The Vision is the state the institution hopes to become in the future (AACCU Master Survey Instrument, 2006). It is the category of intentions that are broad, all-intrusive and forward thinking (Kotelnikov, 2014). Grusenmayer (<http://ansci.cornell.edu/pdfs/pdmission.pdf>) defines vision as a statement of how you would like things to be. In the educational setting, Jimenez (2010) supports this by saying that vision is important because it will provide the school administrators, the teachers, the students, and stakeholders' direction and leadership towards collaborative action.

The Mission reflects the mandate/aim of the whole state university or state college. The SUC shall define its mission in accordance with its legal and educational mandate and the thrusts of the government (AACCU Master Survey Instrument, 2006). The mission typically describes what the organization does to achieve its vision. Because the vision is often expressed as a dream or ideal, the mission helps clarify the practical aspects of what the organization will actually do (Deazeley, 2009).

Comparably, the Goals are the aims at the hierarchical structure, *i. e.*, the academic college, and the objectives are the aims at the level of the program, *i. e.*, what the program hopes to produce (AACCU Master Survey Instrument, 2006). Goals and objectives create the bite size pieces, the road map and

manageable stepping stones to achieve the mission, make the vision a reality and navigate the course the University has set for itself (Grusenmayer, <http://ansci.cornell.edu/pdfs/pdmission.pdf>)

The main objective of this study was to determine the extent of awareness, acceptance, relevance and congruence of the Vision and Mission of PNU and Goals and Objectives of Teacher Education Program of the Philippine Normal University, Negros Occidental Campus among its stakeholders for the Academic Year 2012-2013.

More specifically, this investigation aimed to cast light on the following questions:

1. What is the extent of awareness and acceptance of the Vision and Mission of PNU and Goals and Objectives of the Teacher Education Program of the following participants: faculty, administrative staff, alumni, students, cooperating school official/teacher, industry sector representatives, barangay/city officials, parents and other concerned groups?
2. To what extent do the aforementioned participants find the Vision and Mission of PNU and Goals and Objectives of the Teacher Education Program relevant and responsive to the needs and development of the community?
3. To what extent do the participants find the educational practices and activities of the University congruent with the: mission of PNU, goals and objectives of the Teacher Education Program?
4. Are there significant differences in the mean responses of the participants when they are grouped according to the profile variables of gender, age, civil status, and curriculum (for student participants)?

Method

The descriptive method of research was utilized in this study. The research instrument used was a modified version of the instruments developed by Magalona (2008)

and Aguinaldo, Jr. et al (2005, 2008). The mean was used to measure the extent of the respondents' awareness and acceptance of VMGO, the relevance of the VMGO to the needs and development of the community, and the congruence between educational practices and activities of the University as well as the mission and goals and objectives of the teacher education program. The t-test and the one-way analysis of variance were used to determine significant differences in the participants' responses when they were grouped according to their profile variables. Research data were processed through the use of Statistical Package for the Social Sciences (SPSS).

Participants of the Study

The 601 participants in this study chosen through purposive random sampling represent the various stakeholders of the University – faculty (43), administrative staff (11), alumni (132), students (256), cooperating school officials/teachers (45), industry sector representatives (10), *barangay/city* officials (8), parents (54) and others like university security guards, store keepers and janitors (42).

Moreover, these participants were classified into the profile variables of gender, age and civil status. Student participants were further classified into the curriculum they enrolled in: BSE, BEED and General Education.

Results and Discussion

On the Extent of Awareness and Acceptance of the Participants of the PNU Vision, Mission, Goals and Objectives of the Teacher Education Program

Table 1 shows that the extent of awareness of the participants of the PNU vision, mission, goals and objectives of the Teacher Education Program is to a very great extent with an over-all mean of 4.45 and 4.46 respectively. The findings indicate that the participants have great awareness of the VMGOs of the Campus. This may indicate that the university has greatly disseminated them through various means.

Table 1
Mean responses on awareness of the vision and mission of PNU and the goals and objectives of the Teacher Education Program

Respondents	Vision and Mission		Goals and Objectives	
	Mean (M)	Verbal Interpretation (VI)	Mean (M)	Verbal Interpretation (VI)
Faculty	4.79	VGE	4.86	VGE
Administrative Staff	5.00	VGE	5.00	VGE
Alumni	4.58	VGE	4.59	VGE
Students	4.31	VGE	4.14	GE
Cooperating School Official / Teacher	4.51	VGE	4.6	VGE
Industry Sector Representative	4.00	GE	4.00	GE
Barangay / City Officials	4.50	VGE	4.50	VGE
Parent	4.22	VGE	4.20	GE
Other Concerned Groups	4.16	GE	4.23	VGE
OVERALL MEAN	4.45	VGE	4.46	VGE

A closer look at the table, however, reveals that when it comes to vision and mission of the University, the awareness of the participants coming from the industry sector and other concerned groups is to a great extent only with mean responses of 4.00 and 4.16 respectively. This is quite understandable as these participants may not always have the opportunity to visit PNU or read the flyers/papers which may contain the PNU vision and mission. The administrative staff and the faculty, on the other hand, obtained the highest mean scores (5.00 and 4.79 respectively) to indicate that the administrative staff and the faculty are greatly aware of the vision and mission of the University. This finding conforms to the idea that the vision statements define the organization's purpose and give direction about how employees are expected to behave and inspire them to give their best (http://www.mindtools.com/pages/article/newLDR_90.htm).

Furthermore, analysis of the figures on Table 1 above shows that when it comes to goals and objectives of the Teacher Education Program, participants from the industry sector obtained the lowest mean score (4.00) followed by the students (4.14) and the parents (4.20). This means that the University

should take more effort in disseminating the goals and objectives of the Teacher Education Program to these groups of stakeholders, especially to the students who are the primary stakeholders of the university.

By contrast, the administrative staff and the faculty obtained the highest mean score of 5.00 and 4.86 respectively, showing that the administrative staff and the faculty are fully aware of the goals and objectives of the teacher education program. This finding is quite significant reinforcing what Grusenmayer (2012) held that, goals and objectives create the bite size pieces, the road map and manageable stepping stones to achieve the mission, make the vision a reality and navigate the course one has set for the business or for oneself.

Table 2
Mean responses on understanding and acceptance of the PNU's VMGO of the Teacher Education Program

Respondents	Vision and Mission		Goals and Objectives	
	M	VI	M	VI
Faculty	4.88	VGE	4.91	VGE
Administrative Staff	4.92	VGE	4.63	VGE
Alumni	4.66	VGE	4.70	VGE
Students	4.41	VGE	4.36	VGE
Cooperating School Official/Teacher	4.62	VGE	4.67	VGE
Industry Sector Representative	3.80	GE	3.90	GE
Barangay/City Officials	4.50	VGE	4.50	VGE
Parent	4.56	VGE	4.44	VGE
Other Concerned Groups	4.28	VGE	4.38	VGE
OVERALL MEAN	4.51	VGE	4.50	VGE

Table 2 above shows that the participants understood and accepted to a very great extent the vision and mission of PNU-Negros Occidental Campus and the goals and objectives of the Teacher Education Program, as indicated by the obtained mean scores of 4.51 and 4.50 respectively. The results illustrate that the participants fully understand the VMGOs of the university and find them highly acceptable.

This finding supports the results study conducted by Magalona (2008) who also looked into the level of acceptability of the VMGO of PNU-Negros Occidental Campus. In revealing a high level of acceptability of the University's VMGO, it can be deduced that the campus has never wavered in its effort of disseminating and explaining the VMGO to its clientele.

The findings of this study were further affirmed by Salom and Florendo (2013) as result of their investigation also indicated that the VMGO statements of the Bachelor of Science in Electromechanical Technology (BSEMT) of the Don Mariano Marcos Memorial State University (DMMMSU) were very much acceptable.

Furthermore, the studies conducted by Aguinaldo, et al in 2005 and 2008 buttressed the findings of the study. Result of the 2005 study showed that the respondents very much understand and accept the goals of the teacher education program while in 2008, results revealed a much understanding of the goals and objectives of the teacher education program.

Understanding and accepting the VMGOs of the organization is significant as Marquardt (in Aguinaldo et al, 2008) emphasized that any organization should communicate its VMGOs since the most sophisticated VMGOs are of no use unless these can be clearly understood by others.

Looking at the table closely, we note that the participants belonging to the industry sector obtained the lowest mean scores of 3.80 (for vision and mission) and 3.90 (for goals and objectives) which mean that their understanding and acceptance of the VMGOs of the University is to a great extent only. Notably, this same group of participants also obtained the lowest mean score of 4.00 (see Table 1) in terms of awareness of the VMGOs. This can be attributed to the very limited involvement of this group of participants with the educational activities of the university.

Contrastingly, with regard to acceptability of the vision and mission of the University, the administrative staff has the highest mean score of 4.92 followed by the

faculty with a mean score of 4.88. The data clearly illustrate that the administrative staff and the faculty know and understand very well the dreams and ideals of the University and what must be done to realize such aspirations. As what Meacham and Gaff (2006) aptly said "the mission statement is an institution's formal, public declaration of its purposes and its vision of excellence. Ideally it contains enough specificity for determining whether alternative educational and institutional practices could advance the mission."

Results further show that when it comes to the acceptability of the goals and objectives of the Teacher Education Program, the faculty obtained the highest mean score of 4.91 with the verbal interpretation of *very great extent*. This means that the faculty fully know and accept the goals and objectives of the teacher education program as they were directly involved in its crafting and formulation.

This finding is very relevant as explained by Grusenmayer (<http://ansci.cornell.edu/pdfs/pdmission.pdf>), it is when employees accept their goals with a true sense of ownership that the level of performance of a company is highest. Stewart and Carpenter-Hubin (2001) sustain the idea posed by Grusenmayer in asserting that academic departments and academic support units must fully understand the macro-level goals so that objectives and measures for their individual units are linked to those of the entire institution.

On the relevance of the PNU's VMGO of the Teacher Education Program to Community Needs and Development

Data revealed in Table 3 below show that the participants find that the VMGOs of the university are to a *very great extent* relevant to the needs and development of the community, as indicated by the over-all mean scores of 4.55 for vision and mission, and 4.54 for goals and objectives. This finding implies that the participants see the VMGOs of the University very helpful to the community in terms of responding to its needs and development. This means that the university

has really played its role in responding to the demands of the community. In the words of Meacham and Gaff (2006): "Indeed, it seems essential that the mission statement of any educational institution include a description of the education that is envisioned for its students. The length of the mission statement—whether a single sentence or several paragraphs—is not critical; what is important is that the mission statement should be as long as necessary to articulate the most basic purposes of the institution."

Table 3
Mean responses on the relevance of PNU's VMGO of Teacher Education Program to community needs and development

Respondents	Vision and Mission		Goals and Objectives	
	M	VI	M	VI
Faculty	4.84	VGE	4.88	VGE
Administrative Staff	4.82	VGE	4.91	VGE
Alumni	4.68	VGE	4.68	VGE
Students	4.54	VGE	4.38	VGE
Cooperating School Official/Teacher	4.78	VGE	4.69	VGE
Industry Sector Representative	4.10	GE	4.10	GE
Barangay/City Officials	4.50	VGE	4.50	VGE
Parent	4.39	VGE	4.39	VGE
Other Concerned Groups	4.28	VGE	4.33	VGE
OVERALL MEAN	4.55	VGE	4.54	VGE

These findings of the study resemble those of Salom and Florendo's (2013) Bachelor of Science in Electrochemical Technology to the effect that the VMGOs of the BSEMT program of DMMMSU are very much relevant to the needs and interest of the community.

The highest mean scores of 4.84 (vision and mission) and 4.91 (goals and objectives) were obtained by the faculty and administrative staff respectively. Since they were involved in formulating the goals and objectives, they were fully aware that these goals and objectives really respond to the needs of the community

In sharp contrast, the lowest mean rating of 4.10 which corresponds to great extent verbal interpretation was obtained by participants from the industry sector. This means that though they find the VMGOs of the university relevant to the needs and interests of the community, they were not highly

convinced that the VMGOs of the university really answer the needs and interest of the community.

On the Congruence of the Educational Practices and Activities on Campus with the Mission of PNU and Goals and Objectives of the TEP

As shown in Table 4 below, the overall mean score of 4.36 and 4.41 indicate that the educational practices and activities on campus conform to a *very great extent* with the mission of the university and the goals and objectives of the Teacher Education Program respectively. These findings clearly illustrate that the University is in the right track as its educational practices and activities on campus contribute much to the realization of its MGOs.

This finding reechoes in the study of Aguinaldo, Jr., et al (2005, 2008) which revealed that there is much congruence between their campus educational practices and activities and the mission of the university.

Table 4
Mean responses on the conformity of the educational practices and activities in the campus with the PNU's MGO of the Teacher Education Program

Respondents	Mission		Goals		Objectives	
	M	VI	M	VI	M	VI
Faculty	4.72	VGE	4.81	VGE	4.79	VGE
Administrative Staff	4.73	VGE	4.63	VGE	4.64	VGE
Alumni	4.55	VGE	4.63	VGE	4.63	VGE
Students	4.23	VGE	4.24	VGE	4.25	VGE
Cooperating School Official/Teacher	4.51	VGE	4.53	VGE	4.53	VGE
Industry Sector Representative	3.70	GE	3.80	GE	3.70	GE
Barangay/City Officials	4.50	VGE	4.50	VGE	4.63	VGE
Parent	4.14	GE	4.27	VGE	4.24	VGE
Other Concerned Groups	4.19	GE	4.31	VGE	4.31	VGE
OVERALL MEAN	4.36	VGE	4.41	VGE	4.41	VGE

It can be gleaned from Table 4 above that the faculty and the administrative staff obtained the highest mean scores ranging from 4.81 – 4.73. This finding depicts the fact that the mission of the University and the goals and objective of the teachers education program are very well translated into the

educational practices and activities on campus.

The data shown in the previous table further illustrate that participants from the industry sector, parents and other concerned groups with mean scores of 3.70, 4.14, and 4.19 respectively find that the educational practices and activities on campus conform only to a great extent with the mission of the university. When it comes to conformity of the practices and activities on campus with the goals and objective of the Teacher Education Program, participants from the industry sector of 3.80 and 3.70 respectively which correspond to a great extent verbal interpretation. The limited exposure of these groups of respondents to the actual life in the university might explain the reason for such result.

Table 5
Mean responses of the participants grouped according to profile variables in the awareness, acceptability, relevance and congruence of the VMGOs

Variables	Awareness		Acceptance		Relevance		Congruence	
	Mean	VI	Mean	VI	Mean	VI	Mean	VI
Gender								
Male	4.33	VGE	4.50	VGE	4.54	VGE	4.35	VGE
Female	4.42	VGE	4.52	VGE	4.55	VGE	4.40	VGE
Age								
Young	4.34	VGE	4.48	VGE	4.52	VGE	4.33	VGE
Old	4.53	VGE	4.65	VGE	4.64	VGE	4.57	VGE
Civil Status								
Single	4.34	VGE	4.47	VGE	4.52	VGE	4.32	VGE
Married	4.45	VGE	4.57	VGE	4.59	VGE	4.47	VGE
Widow/er	4.54	VGE	4.71	VGE	4.58	VGE	4.58	VGE
Curriculum								
BSE	4.20	VGE	4.44	VGE	4.49	VGE	4.28	VGE
BEED	4.35	VGE	4.45	VGE	4.59	VGE	4.37	VGE
Gen. Ed.	4.12	GE	4.30	VGE	4.32	VGE	4.10	GE

The participants' mean responses pertaining to awareness, acceptability, relevance and congruence of the VMGO when grouped according to their profile variable are shown in table 5 above. It can be gleaned from the table that their mean responses pertaining to awareness, acceptance, relevance and congruence of the VMGOs are verbally interpreted as very great extent with the exception of participants in the industry sector whose mean responses ranging from 3.73 to 4.10 are verbally interpreted as to a

great extent. The limited contact of the participants from the industry sector to the affairs of the university might be the reason for this result.

Furthermore, when student participants were grouped according to the curriculum they enrolled in, BSE students posted a great extent awareness of VMGOs while General Education Students obtained mean responses of 4.12 and 4.10 for awareness of VMGOs and congruence of the educational practices and activities to the MGOs respectively which correspond to a great extent verbal interpretation. The General Education Students are still in their first year in the University, thus their involvement and participation in the various activities of the University are still limited.

On the Differences in the Mean Responses of the Participants when they are grouped according to the Profile Variables

Mean differences according to Gender

Findings of the study yielded that when participants were grouped according to gender, there was no significant difference in the extent of their awareness and acceptance of the University's VMGOs, relevance of the VMGOs to the needs and development of the community, and congruence of the educational practices and activities to the MGOs. Table 6 below shows that the probability values range from 0.15 to 0.75 which are all higher than the 0.05 level of significance. Moreover, the mean responses of both male and female participants are the same and that gender does not influence the way they respond to the items in the questionnaire.

This finding is supported by the study of Aguinaldo, et al (2005, 2008), insisting that when respondents were grouped according to sex, no significant difference was also observed in their mean responses.

Table 6
Differences in the participants' awareness, acceptance, relevance and congruence of the VMGO when grouped according to gender

VMGO	Gender	M	SD	df	t	p
Awareness	Male	4.32	0.75	599	-1.45	0.15
	Female	4.41	0.65			
Acceptance	Male	4.5	0.67	599	-.44	0.66
	Female	4.52	0.58			
Relevance	Male	4.53	0.61	599	-.32	0.75
	Female	4.55	0.58			
Congruence	Male	4.35	0.73	599	-.81	0.42
	Female	4.40	0.64			

Mean differences according to Age

Participants of this study were further categorized in terms of age. Younger participants belonged to 17-31 age brackets while the older ones 32-68 years old. As illustrated in Table 7 below, significant differences in the extent of the participants' awareness and acceptance of the University's VMGOs, relevance of the VMGOs to the needs and development of the community, and congruence of the educational practices and activities to the MGOs exist. This is indicated by probability values ranging from 0.00 to 0.007 which are all lower than the 0.05 level of significance. Analyzing the table below, it can be noted that the mean responses of older participants are higher than their younger counterpart and that there is a significant difference in these mean responses. Age, therefore, plays a role in how participants would view the awareness, acceptability, relevance and congruence of the VMGOs.

Table 7
Differences in the participants' awareness, acceptance, relevance and congruence of the VMGO when grouped according to age

VMGO	Age	M	SD	Df	t	p
Awareness	Young	4.34	0.68	599	-2.86	0.004*
	Old	4.53	0.69			
Acceptance	Young	4.48	0.61	599	-2.71	0.007*
	Old	4.64	0.58			
Relevance	Young	4.52	0.58	599	-2.06	0.04*
	Old	4.64	0.62			
Congruence	Young	4.33	0.66	599	-3.61	0.00*
	Old	4.57	0.65			

*p < .05

These findings contrast with those of Aguinaldo, et al (2005, 2008) as in a similar study they conducted, in reporting that there is no significant difference in the mean responses of the young and old participants of their study.

Mean differences according to Civil Status

Table 8 below illustrates that when participants were grouped according to civil status, no significant differences exists ($\rho = 0.10, 0.08, 0.39$) when extent of their awareness and acceptance of the University's VMGOs and relevance of the VMGOs to the needs and development of the community are taken into consideration. However, a significant difference exists ($\rho = 0.02$) in the participants responses as to the congruence of the educational practices and activities in the campus to the MGOs. Using Scheffé test, the significant mean difference lies between single and married participants.

Table 8
Differences in the participants' awareness, acceptance, relevance and congruence of the VMGO when grouped according to civil status

VMGO	Sources of Variation	Sum of Squares	Df	Mean square	F	p
Awareness	Between Groups	2.14	2	1.07	2.30	0.10
	Within Groups	278.34	598	0.47		
	Total	280.48	600			
Acceptance	Between Groups	1.92	2	0.96	2.60	0.08
	Within Groups	220.19	598	0.37		
	Total	222.10	600			
Relevance	Between Groups	.66	2	0.33	.95	0.39
	Within Groups	206.13	598	0.35		
	Total	206.79	600			
Congruence	Between Groups	3.60	2	1.80	4.07	0.02*
	Within Groups	264.84	598	0.44		
	Total	268.44	600			

*p < .05

Findings in terms of awareness and acceptance of VMGOs are supported by the study of Aguinaldo, et al (2005, 2008), stressing that there is no significant difference in the mean responses of the participants when they are grouped according to civil status.

Mean differences according to Curriculum

Findings of this study revealed that when student participants were grouped according to curriculum, significant differences in their mean responses exist. Table 9 below indicates that there are

significant differences in the awareness, relevance and congruence of the VMGO as shown by the probability value ranging from 0.00 to 0.04. However no significant difference exists in the mean responses of the participants in terms of acceptability of the VMGO ($\rho = 0.21$). Scheffé Ptest showed that the difference in the mean responses was between BSE and BSED students. This means that the curriculum the students enrolled in influence their perception in terms of awareness, relevance and congruence of the VMGO.

Table 9
Differences in the participants' awareness, acceptance, relevance and congruence of the VMGO when grouped according to curriculum

VMGO	Sources of Variation	Sum of Squares	Df	Mean square	F	ρ
Awareness	Between Groups	2.60	2	1.30	3.14	0.04*
	Within Groups	104.74	253	0.41		
	Total	107.34	255			
Acceptance	Between Groups	1.19	2	0.59	1.58	0.21
	Within Groups	95.12	253	0.38		
	Total	96.30	255			
Relevance	Between Groups	3.59	2	1.79	6.42	0.00*
	Within Groups	70.60	253	0.28		
	Total	74.18	255			
Congruence	Between Groups	3.73	2	1.87	4.58	0.01*
	Within Groups	103.05	253	0.41		
	Total	106.78	255			

* $\rho < .05$

Castillo's (2014) study does not support these findings as he found out that there is no significant difference in the mean responses of the participants regarding awareness of VMGO when categorized according to the program they belong to. However, as regards the understanding and acceptance of the VMGO, a significant difference in the mean responses of this same set of participants was established.

Conclusions and Recommendations

This study on the extent of dissemination, acceptability and relevance of the PNU Vision and Mission and Goals and Objectives of the Teacher Education Program provides valuable feedback to the university

which could be a baseline data for future planning and innovation measures. The participants of this study are very much aware of the VMGO of the Teacher Education Program. They understand very well the VMGOs of the University and find the same very much relevant to the needs and development of the community. The result of this study further shows that the University is on the right track since the participants find the educational practices and activities on campus very much congruent to the mission of the university and the goals and objectives of the teacher education program.

The university must therefore continue with its present endeavor of regularly disseminating the VMGOs to its stakeholders. However, more efforts must be exerted in disseminating and explaining the VMGOs to the industry sector and the community. One possible measure is to have the VMGOs of the University displayed in strategic location, especially outside of the University and make it more visible to the community. The University must further maintain its existing educational practices and activities and make them more relevant and responsive to the community especially the industry sector.

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