

Level of Implementation of Vision, Mission, Goals, and Objectives of Bohol Island State University

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ABSTRACT

Vision, Mission, Goals, and Objectives (VMGO) provide direction to lead the countries, societies, organizations, schools, and universities to become successful in the future. Thus, this study aimed to determine the level of implementation of the VMGO of Bohol Island State University to the students, parents, cooperating agencies, and the community. Specifically, this study was designed to evaluate the level of implementation of VMGO in terms of participation in the formulation or revision, dissemination, awareness, and integration. This study utilized the descriptive survey method. Slovin's formula was applied in choosing the respondents, specifically the students, in selecting the cooperating agencies, and the community, purposive sampling was used and in choosing the parents, convenience sampling was applied. Questionnaires were distributed to 231 students and 93 parents from BISU Balilihan, 86 barangay officials in the municipality of Balilihan, and 90 representatives from cooperating agencies. Based on the findings, the level of implementation of VMGO is best implemented as perceived by the students. Otherwise, it is better implemented based on the findings from other groups of respondents. The researchers have concluded that

students of the BISU-Balilihan Campus have a higher level of awareness and acceptability than the parents, community, and cooperating agencies.

KEYWORDS

Awareness, dissemination, goals, implementation, mission, objectives, vision, descriptive research design, Philippines

INTRODUCTION

Vision, Mission, Goals, and Objectives (VMGO) provide direction because it describes what the world needs to be more like and successful in the future. It is significant to lead countries, societies, organizations, and schools to become progressive and productive. It serves as a central point for an individual, group, and agency to identify themselves with the organization. It gives them a sense of direction. It also creates effective strategies to solve the challenges within the country's organization, community and school. A vision is a picture of what they want to achieve, while a mission is a general statement of what needs to be accomplished to implement a strategy.

Vision, mission, and goals offer a distinct perspective, but they are interrelated because they drive the organization to express a purpose. The Vision, Mission, Goals, and Objectives should be acknowledged to the people so that they become motivated by participate in disseminating the thoughts of vision, mission, goals and objectives in group they are in. A vision without a plan is just a dream. A plan without a vision is just a drudgery. However, a vision with a plan can change the world. The primary reason for having a vision for an organization is its motivational effects. The effectiveness of the vision, mission, goals, and objectives lies in its structure and dissemination. In order to attain this, the constituents of an educational institution have to be aware and accept its vision, mission, and goals and fully comprehend the implication of such.

Agency for Chartered Colleges and Universities in the Philippines (AACCUP) as possessing certain standards of quality and excellence based on the institution's educational operations in relation to its VMGO. A university is judged by the degree to which its VMGO are attained, not in comparison to others (AACCUP, 2014).

The effectiveness of the VMGO determines its structure, dissemination, and acceptability. In order to be attained, the stakeholders of an educational

institution have to be aware of its VMGO and fully understand the implication of such.

Hence, the researchers are motivated to study the level of implementation of the students, parents, community, and selected cooperating agencies towards the Vision, Mission, Goals, and Objectives of Bohol Island State University.

The study was anchored in Goal Setting Theory by Locke and Latham (1990). This theory states that goal setting is essentially linked to task performance. It describes that employees were motivated by clear goals and appropriate feedback and that working toward a goal provided a major source of motivation to attain the goal and, in turn, improve performance. Locke's study that the more difficult and specific a goal is, the harder people tend to work to achieve it. It states that specific and challenging goals, along with appropriate feedback, contribute to higher and better task performance. Goals indicate and give direction to an employee about what needs to be done and how much effort is required to be put in (Latham, 2014).

Goal setting theory predicts that people will channel effort toward accomplishing their goals, which will, in turn, affect performance. Locke and Latham found a direct linear relationship between goal difficulty, level of performance, and effort involved. Goals energize to expend more effort based upon the effort that is required to reach a certain goal. It also leads to the persistent pursuit of reaching the goal by providing a purpose for that pursuit.

OBJECTIVES OF THE STUDY

The main purpose of this study is to evaluate the level of implementation of the Vision, Mission, Goals, and Objectives (VMGO) of Bohol Island State University stakeholders such as students, stakeholders, community, and parents of BISU.

Specifically, this study aims to evaluate the following:

1. Level of implementation of VMGO in terms of:
 - A. Participation in the formulation or revision
 - B. Dissemination
 - C. Awareness
 - D. Integration

2. Determine what proposed action plan to make based on the result of the study.

METHODOLOGY

Design

The study utilized the descriptive survey method. In choosing the respondents, specifically the students, slovin formula was applied. In terms of selecting the cooperating agencies and the community, purposive sampling was used, and in choosing the parents, convenience sampling was applied.

Participants

The participants were the head of Offices in the selected cooperating agencies within the first district of Bohol, nine barangays in the locality of Balilihan, composing 90 respondents (barangay officials). However, during the actual conduct of the study, only 86 were retrieved, 4th year students of BISU Balilihan and parents of the graduating students.

Instruments

The researchers adopted a research questionnaire from the study of Gentallan, et al. (2014). It was distributed to the students in BISU Balilihan Campus that stayed for a number of years on the Campus, barangay officials whose barangay had usual contact with BISU Balilihan through partnership and school-related activities, and the head or representative of offices that have full interaction with the OJTs and office personnel who is a product from BISU.

Statistical Treatment

The data were tabulated and interpreted using Weighted Mean. No further statistical treatment was applied to the study since the parameters used in the tool are not the same and cannot be correlated.

The researchers used the 5-point scale to identify and rate the respondents' level of awareness and acceptability toward the vision, mission, and goals.

Level of performance	Rating	Description
5	4.20-5.00	Best Implemented
4	3.40 – 4.19	Better Implemented
3	2.60-3.39	Implemented
2	1.80-2.59	Less Implemented
1	1.00-1.79	Not Implemented

RESULTS AND DISCUSSION

Table 1. Level of Implementation of VMGO as Perceived by the Cooperating Agencies

ITEM	Mean	Qualitative Index
A. Participation in the formulation or revision		
• Cooperating agencies are given opportunity to participate in the formulations of the VMGO.	3.49	Better implemented
• Cooperating agencies participate in the revision and periodic review of the VMGO	3.63	Better implemented
B. Dissemination		
• The dissemination of the BISU-Balilihan VMGO is done through print and broadcast media, billboards, and other printed materials	3.53	Better implemented
• Programs and activities such as community visits and giving out of leaflets and brochures are periodically conducted to disseminate the university VMGO.	3.51	Better implanted
C. Awareness		
• The stakeholders are conscious and responsive of the BISU VMGO.	3.63	Better implemented
• The stakeholders are actively participating in activities and programs geared towards the VMGO realization.	3.69	Better implemented
D. Integration in Educational Practices		
• Lessons and values learned in school are manifested by the graduates in their respective places and fields.	3.86	Better implemented
• Students are job-ready and highly employable.	3.74	Better implemented

ITEM	Mean	Qualitative Index
<ul style="list-style-type: none"> • Graduates are easily absorbed in jobs related to their field of specialization. 	3.69	Better implemented
<ul style="list-style-type: none"> • The university offers priority courses and disciplines that are congruent and responsive to the needs of the community and the partner industries. 	3.81	Better implemented

The table shows that integration in educational practices, particularly the lessons and values learned in school, is manifested by the graduates in their respective places and fields, got the highest mean of 3.86. This implies that the graduates employed by their respective agencies are considered competent and virtue-laden individuals. Participation in the formulation and revision of cooperating agencies got the lowest mean. This entails that cooperating agencies participate in the formulation and revision of the vision mission goals but with limited involvement.

Table 2. Level of Implementation of VMGO as Perceived by Students

ITEM	Mean	Qualitative Index
A. Participation in the formulation or revision		
<ul style="list-style-type: none"> • The students are given opportunity to participate in the formulations of the VMGO. 	4.30	Best Implemented
<ul style="list-style-type: none"> • Students participate in the revision and periodic review of the VMGO 	4.28	Best Implemented
B. Dissemination		
<ul style="list-style-type: none"> • The dissemination of the BISU VMGO is done through print and broadcast media, billboards, and other printed materials. 	4.39	Best Implemented
<ul style="list-style-type: none"> • Program and activities are periodically conducted to disseminate the university VMGO. 	4.33	Best Implemented
C. Awareness		
<ul style="list-style-type: none"> • Students are made aware, able, to accept, understand and are responsive to the university's VMGO 	4.46	Best Implemented
<ul style="list-style-type: none"> • Students actively participate in the realization of the VMGO as manifested in their competencies of performing their job. 	4.39	Best Implemented
D. Integration in Educational Practices		
<ul style="list-style-type: none"> • VMGO is integrated and reflected in course functions, syllabus, log frames, lessons, and in all the academic activities of the university. 	4.37	Best Implemented

• The curricular content of the diverse course offering responds to the needs of the global community and in line with the recent development and the technical and professional disciplines	4.35	Best Implemented
• The conduct of periodic review assessment and updating of curriculum is participated by students.	4.37	Best Implemented
• Majority of graduates gain employment in jobs related to their field of specialization.	4.31	Best Implemented
• The institution implements rules and policies on the attendance and performance of the students in their respective classes.	4.38	Best Implemented
• Curricular programs, objectives in each college of the university are designed or formulated in accordance with the university VMGO.	4.40	Best Implemented
• There is an assessment system of curricular program of the university which evaluates how the program carries out, the revision and mission of the institution.	4.41	Best Implemented
• Team research is encouraged among students as in their participation in national and international colloquium and consortium.	4.37	Best Implemented

Table 2 shows that students are made aware, able to accept, understand and are responsive to the university’s Vision, Mission, Goals and Objectives got the highest mean of 4.46. This infers that students are well informed about the vision mission goals of the school since school activities, classroom integration, research and extension activities are designed to create awareness and integration of the vision, mission, and goals. Students participated in the revision, and periodic review of the VMGO got the lowest mean since in the revision of the VMGO, usual practiced in an institutions was only the administration and other faculty and staff are involved in the said revision.

Table 3. Level of Implementation of VMGO as Perceived by the Community

ITEM	Mean	Qualitative Index
A. Participation in the formulation or revision		
• The community are given opportunity to participate in the formulations of the VMGO.	4.02	Better implemented
• Community participate in the revision and periodic review of the VMGO	3.81	Better implemented
B. Dissemination		
• The dissemination of the BISU-Balilihan VMGO is done through print and broadcast media, billboards, and other printed materials	4.08	Better implemented
• Programs and activities such as community visits and giving out of leaflets and brochures are periodically conducted to disseminate the university VMGO.	4.03	Better implemented
C. Awareness		
• The community is conscious and responsive of the BISU VMGO.	4.01	Better implemented
• The community is actively participating in activities and programs geared towards the VMGO realization.	4.0	Better implemented

Community awareness in the vision, mission and goals of the school in a community is an important step toward creating successful programs (Veda, 2015). The table shows that the dissemination through print and broadcast media, billboards and other printed materials got the highest mean of 4.08. This manifests that people in the community see that this kind of dissemination is better implemented by the campus to make the people in the community aware of the VMGO. On the other hand, community participation in the revision and periodic review of the curriculum got the lowest mean of 3.81. It is interesting to note that during revision and periodic review, only few people from the community participated in this activity considering the limited slots for attendees every time there is a periodic review.

Table 4. Level of implementation of VMGO as Perceived by the Parents

ITEM	Mean	Qualitative Index
A. Participation in the formulation or revision		
• The parents are given opportunity to participate in the formulations of the VMGO.	3.91	Better implemented
• Parents participate in the revision and periodic review of the curriculum	3.68	Better implemented
B. Dissemination		
• The dissemination of the BISU-Balilihan VMGO is done through print and broadcast media, billboards, and other printed materials	3.77	Better implemented
• Programs and activities such as community visits and giving out of leaflets and brochures are periodically conducted to disseminate the university VMGO.	3.80	Better implemented
C. Awareness		
• The community is conscious and responsive of the BISU VMGO.	3.84	Better implemented
• The community is actively participating in activities and programs geared towards the VMGO realization.	3.81	Better implemented

One of the significant groups that should be aware of the VMGO of BISU are the parents. Parents observed that the school gives opportunity to the community/alumni/stakeholders to participate in the formulations, review and revisions of the VMGO which received the highest mean of 3.91. Evidently, it is the annual practice of the campus to hold and implement a Stakeholders’ Meeting inviting the representatives from community, alumni and stakeholders to participate in the said activity. However, parents’ participation in the revision and periodic review received the lowest mean of “3.68 but still has a qualitative index as “Better Implemented.”

Table 5. Level of Implementation of Vision, Mission, Goals

ITEM	Students	Description	Parents	Description	Community	Description	Cooperating Agencies	Description
Participation in the formulation or revision	4.29	Best Implemented	3.84	Better Implemented	3.92	Better Implemented	3.56	Better Implemented
Dissemination	4.36	Best Implemented	3.74	Better Implemented	4.06	Better Implemented	3.52	Better Implemented
Awareness	4.43	Best Implemented	3.83	Better Implemented	4.01	Better Implemented	3.66	Better Implemented
Integration in Educational Practices	4.37	Best Implemented	—		—		3.78	Better Implemented

Among the four groups of respondents, students observed that participation in the formulation or revision is “Best Implemented” by the campus while cooperating agencies has a less observation as to implementation compared to the group of students. In terms of “Dissemination”, still the group of students observed it as “Best Implemented” among other groups of respondents. However, in the area of “Awareness,” it is noticeable that students observed the awareness activities made by the campus is “Best Implemented” same observation with the “Integration in Educational Practices.” The parents and community were excluded in the assessment in the area of “Integration in Educational Practices” since they do not have direct access to educational practices in BISU. Whereas, the students are directly involved in Educational Practices just as the Cooperating Agencies are the recipients of the outcomes of educational practices through the BISU products .

SUMMARY AND FINDINGS, CONCLUSION AND RECOMMENDATIONS

Summary of findings

Level of implementation of VMGO

a. Participation in the formulation or revision

The participation in the formulation or revision of VMGO is best implemented as perceived by BISU Balilihan Campus. Otherwise, it is better implemented based on the awareness and acceptability from parents, community and cooperating agencies.

b. Dissemination

The dissemination of the VMGO is best implemented in the institution based on the findings from the students. Otherwise, it is better implemented as perceived by the other group of respondents.

c. Awareness

The awareness of VMGO is best implemented as perceived by the students. The level of awareness towards the VMGO as perceived by parents, community and cooperating agencies is better implemented.

d. Integration

The integration in educational practices in accordance with the VMGO is best implemented as perceived by the students of BISU Balilihan Campus. Otherwise, it is better implemented based on the findings from other group of respondents.

CONCLUSION

Based on the findings of the study, the researchers have come to the conclusion that Vision, Mission, Goals and Objectives is highly implemented to the students of Bohol Island University than to other stakeholders.

RECOMMENDATIONS

Based on the findings and conclusions, the researchers formulated the following recommendations:

1. The administration should continuously work for the awareness of the Vision, mission, goals and objectives especially to the community and to other stakeholders.
2. The concerned officials of the university should strengthen the widest dissemination of the VMGO in various forms and strategic ways.
3. Monitoring/Evaluation on the awareness and acceptance of the VMGO by the stakeholders should be done periodically.

PROPOSED INTERVENTION PLAN

Rationale

It is recommended that the school has to continue the wide and more intensified dissemination of the VMGO not just to the students, but also to the stakeholders, parents and the community. Efforts must also be done so as to make the activities of the college more focused to make the stakeholders, parents and the community feel that the activities of the school is geared towards the realization of the objectives and goal of the college and the mission and vision of the institute, in that order. The concerned University officials and personnel should still work for the widest dissemination of the VMGO through various forms of communication media. The social networking sites might also be properly used for the dissemination of the VMGO. It is also recommended to conduct a study on the reasons why the stakeholders, parents and the community have lower awareness, understanding and acceptance of the VMGO.

Objectives

1. To strengthen the dissemination strategy of VMGO in various forms to the parents, stakeholders, community and cooperating agencies;
2. To help the stakeholders to have a deeper understanding on the VMGO of the institution.

Mechanics of Implementations

The researchers shall present the findings of the study to the BISU administration including the recommendations stating how to reinforce the dissemination and understanding of the VMGO.

Evaluative Measures

Activities related to VMGO disseminations will be part of the plans of the administration and be given budget for its implementation.

Schedule of Implementation

The proposed plan will be implemented next school year 2020-2021.

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