



RESEARCH PAPER

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Assessing the alignment of a physical and health education program's goals and objectives: The stakeholder's perspectives

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Abstract

In this study, the researcher aimed to determine the alignment of the vision, mission, goals, and objectives of the Bachelor of Physical Education Program of the Cagayan State University in the Philippines among its stakeholders. The alignment is measured by assessing their level of awareness, acceptability, and understanding to the said preambular provisions. Their perceptions of the congruency of the actual educational practices to the provisions were also investigated. The research design was descriptive-analytical and utilized a survey questionnaire to collect data, which was then analyzed using SPSS v.20. The findings revealed that stakeholders were generally aware of the VMGO, and that internal stakeholders, particularly administrators and faculty members, demonstrated a higher level of understanding and acceptance compared to external stakeholders. Additionally, the stakeholders perceived that the educational practices of the Bachelor of Physical Education program are very much congruent to its goals and objectives. It is recommended that a study dealing on actual graduate competencies be conducted vis-à-vis the goals and objectives of the program.

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Introduction

Knowing the congruency of a university's vision and mission with its educational practices is important because it ensures that the institution is working towards achieving its stated goals and objectives. A clear and aligned vision and mission can serve as a guiding principle for the university's decision-making and resource allocation, and can also help to communicate the university's unique identity and purpose to students, staff, and the wider community (Birx, 2019). Additionally, congruency between vision, mission, and educational practices can help to foster a sense of shared purpose and direction among the university's stakeholders and can also promote accountability and transparency in the institution's operations. Ultimately, a university that effectively aligns its vision and mission with its educational practices is better positioned to achieve success in fulfilling its mission and creating a positive impact on students, society, and the world at large (Wright *et al.*, 2022).

One of the main problems that universities face in aligning their vision and mission to the needs of the industry is that the industry and the economy are constantly evolving, and it can be difficult for universities to keep pace with these changes (Bonfield *et al.*, 2020). Additionally, industry needs may vary widely across different sectors and regions, making it challenging for universities to develop a vision and mission that is relevant and applicable to all of their stakeholders (Carayannis *et al.*, 2022). Furthermore, universities may struggle to align their academic programs and research initiatives with the needs of industry, particularly if they are focused on more theoretical or basic research rather than applied research that is directly relevant to industry (Fischer *et al.*, 2021). All these factors make it difficult for universities to align their vision and mission to the needs of the industry and to be responsive to the rapidly changing economic and societal needs.

With respect to the gaps in studies that investigated the alignment of the goals and objectives of educational programs, many have focused on a single group of stakeholders, such as students or faculty, but only few looked at the awareness, understanding, and

acceptability of the vision and mission among a diverse group of stakeholders. Additionally, there is limited attention to comparative analysis and few studies that look at the effect of the university's vision and mission on its educational practices, and the impact on student's outcome and society.

Therefore, conducting a study on assessing the awareness and understanding of stakeholders regarding a university's vision and mission is important for several reasons. Firstly, it can help the university to understand how well the vision and mission are being communicated and understood among different groups of stakeholders, including students, faculty, staff, alumni, and the wider community (Cheng *et al.*, 2022). This can provide valuable insights into where improvements may be needed in terms of communication and engagement (Nozaleda, 2019). Secondly, assessing the awareness and understanding of stakeholders can also help the university to identify any misperceptions or misconceptions that may exist about the institution's goals and objectives. This can help the university to correct these misunderstandings and to better align its actions with its vision and mission (Nozaleda & Calubaquib, 2020). Additionally, assessing the awareness and understanding of stakeholders can also help the university to identify areas of alignment or disconnection between its vision and mission, and the perceptions and expectations of its stakeholders (Mann *et al.*, 2020; Natafqi *et al.*, 2022). This can help the university to identify potential areas for improvement in its educational practices and can also help to promote a greater sense of shared purpose among the university's stakeholders.

The aim of this study is to investigate the awareness, understanding, and acceptance of the vision and mission of Cagayan State University (CSU) and the goals and objectives of the Bachelor of Physical Education Program (CSU-BPED). Specifically, this study sought determines the difference in the awareness, understanding, and acceptance of the stakeholders on the VMGO and ultimately conduct a congruency analysis of the VMGO as inputs for formative evaluation of the program.

Materials and methods

This study employed the descriptive method to carry out successfully the objectives of this study. A survey was conducted by the researcher to gather pertinent data and will be treated using descriptive and inferential statistics. According to Scheuren (2004), a survey is a general view, examination, or description of people's attitudes, impressions, opinions, expectations, beliefs, and behaviors on specific facts.

The research instrument was a survey questionnaire framed by the researcher herself. The instrument was subjected for validation by experts in the field of measurement and evaluation. In gathering data, the survey was administered using an online platform. Google Survey links were forwarded to the identified stakeholders with the help of the college officials, faculty members, and students through their Facebook group chats.

The respondents of this study were individuals or groups of people who affect or are affected by an organization or institution like the Cagayan State University who referred to as the "stakeholders". In this study the stakeholders were classified as external and internal. The number of respondents in this study is shown in Table 1.

Table 1. Frequency Distribution of the Respondents.

	Frequency Percentage	
Internal Stakeholders	345	55.65
External Stakeholders	275	44.35
Administrator	56	9.03
Faculty Member	23	3.71
Parent/Guardian	182	29.35
Student	266	42.90
Alumnus/Alumna	45	7.26
Industry/Linkage/ Cooperating Agency	48	7.74
Total	620	100

Table 1 shows the frequency distribution of the respondents. It can be seen that majority of the respondents are internal stakeholder with 345 or 55.65% of the population. Among the specific categories of stakeholders, majority are students followed by the parents/guardians. The lowest number, on the other hand, are the faculty members. The data collected was tabulated and analyzed using

Statistical Package for the Social Sciences (IBM SPSS Statistics v.20, 2011.). Mean was used to determine the awareness and acceptance on the VMGO and in the analysis of the stakeholders' understanding of the Vision and Mission. To determine the differences among the level of awareness, acceptance and understanding on the VMGO by the different stakeholders, One-way Analysis of Variance (ANOVA) was utilized. T-test was used to determine differences when stakeholders are grouped as external and internal.

Results and discussion

Level of Awareness of the Stakeholders

The findings of Table 2 indicate that internal stakeholders, including alumni, have a higher level of awareness of the vision, mission, goals, and objectives (VMGO) of CSU-BPED compared to external stakeholders. Specifically, the internal stakeholders have a mean level of awareness of 3.53, while external stakeholders have a mean level of 3.15. According to the study, internal stakeholders have a high level of awareness, while parents and guardians and the industry have a lower, but still noticeable level of awareness. Overall, when considering all stakeholders as a group, the study found that they have a high level of awareness of CSU's vision and mission and BPED's goals and objectives. The same table further reveals that the faculty members have the highest mean on their level of awareness of the vision and mission, seconded by the administrators and thirdly, by the students. The lowest mean is from the parents/guardians and from the industry and other cooperating agencies. Similar observation can be deemed for the goals and objectives of the college.

The preceding observation that the internal stakeholders are more aware than the external stakeholders can be explained by the fact that the internal stakeholders are inside the school premises. Additionally, the data suggests that the program has been successful in communicating its VMGO to its internal stakeholders and that these stakeholders have a good understanding of what the university and its departments aim to achieve. This could help foster a sense of belonging and commitment among these stakeholders (Villanca *et al.*, 2020).

Secondly, the lower level of awareness among external stakeholders could suggest a need for the university to increase its efforts in disseminating information about its VMGO to these stakeholders.

This could include developing better communication strategies to reach these stakeholders and involve them more in university activities (Tan & Borres, 2020).

Table 2. Awareness on the VMGO of both internal and external stakeholders.

	Mean								Total
	Internal Stakeholders				External Stakeholders				
	Administrator	Faculty Member	Student	Overall	Parent/Guardian	Alumni	Industry	Overall	
Vision	3.59	3.7	3.54	3.61	2.96	3.58	2.96	3.16	3.39
Mission	3.5	3.65	3.45	3.53	2.90	3.49	2.90	3.09	3.31
Goals									
Goal 1	3.46	3.30	3.57	3.45	2.99	3.58	3.15	3.24	3.34
Goal 2	3.57	3.48	3.52	3.52	2.96	3.38	3.02	3.12	3.32
Overall Mean for Goals	3.52	3.39	3.54	3.48	2.98	3.48	3.08	3.18	3.33
Objectives									
Objective 1	3.52	3.48	3.55	3.51	3.02	3.53	3.10	3.18	3.37
Objective 2	3.38	3.65	3.48	3.50	2.99	3.44	2.94	3.18	3.31
Objective 3	3.52	3.48	3.49	3.50	3.05	3.58	2.96	3.18	3.35
Objective 4	3.50	3.43	3.43	3.46	3.07	3.40	3.06	3.18	3.32
Objective 5	3.55	3.65	3.47	3.56	2.96	3.53	2.79	3.18	3.33
Overall Mean for Objectives	3.50	3.55	3.49	3.51	3.02	3.50	2.98	3.18	3.34
Overall Weighted Mean	3.53	3.57	3.51	3.53	2.96	3.51	2.98	3.15	3.34

Level of Acceptability of the Stakeholders

Table 3 indicates that the internal stakeholders have a higher level of acceptance of the VMGO compared to external stakeholders. The students have the highest level of acceptance, followed by faculty members and administrators. However, stakeholders from the industry have the lowest level of acceptance, suggesting that the university must strengthen its relationship with these stakeholders by involving them in the development of the VMGO, as their perception may have been influenced by unmet needs

and demands. For the program objectives, the most acceptable to internal stakeholders is providing scholarships, which may be due to most respondents being students who want to avail of scholarships. From the external stakeholders' perspective, the most acceptable objective is providing technical expertise to agencies for promoting Physical Education, Music, Arts, and Health. This may be due to the university's commitment to serving the community through extension activities. This objective is generally perceived as the most acceptable by the respondents.

Table 3. Level of Acceptability of the Stakeholders of the VMGO of CSU-CHK.

	Mean								Total
	Internal Stakeholders				External Stakeholders				
	Administrator	Faculty Member	Student	Overall	Parent/Guardian	Alumni	Industry	Overall	
Vision	3.50	3.48	3.57	3.52	3.02	3.51	2.98	3.17	3.34
Mission	3.52	3.57	3.55	3.55	3.04	3.40	3.04	3.16	3.35
Overall Mean for Goals	3.43	3.59	3.51	3.51	3.04	3.57	3.04	3.22	3.36
Overall Mean for Objectives	3.47	3.50	3.51	3.49	3.04	3.49	2.96	3.17	3.33
Overall Weighted Mean	3.48	3.53	3.54	3.52	3.03	3.49	3.01	3.18	3.35

Level of Stakeholders' Understanding

Another important aspect to examine is the stakeholders' level of understanding of the VMGO. This will help the program ensure that the VMGO is well-understood and easily comprehended by the stakeholders. Table 4 presents the stakeholders' level of understanding of the VMGO. Overall, the internal stakeholders have a better understanding of the VMGO compared to external stakeholders. The administrators have the highest level of understanding, followed by students, which could be attributed to their role in the creation of the VMGO and the recommendations they receive from faculty members. It is also noteworthy that students have a better understanding than faculty members, which might be due to the ongoing explanation and

information dissemination during orientation and in-class discussions.

With respect to the external stakeholders, the alumni registered a higher understanding of the VMGO better than their students and faculty members counterpart. This is a manifestation that the alumni and alumnae of the university continues to fully realize the VMGO of CSU-BPED thru them as they pursue to achieve greater heights in their career and personal life. Similar observations from the prior findings can be seen with the parents/guardians and industry/linkage/cooperating agency. This finding urgently calls for more involvement from these sectors to school activities and programs.

Table 4. Stakeholders' Level of Understanding of the VMGO of CSU-CHK.

	Mean								Total
	Internal Stakeholders				External Stakeholders				
	Administrator	Faculty Member	Student	Overall	Parent/ Guardian	Alumni	Industry	Overall	
Vision	3.57	3.39	3.48	3.48	3.02	3.62	2.81	3.15	3.32
Mission	3.50	3.35	3.48	3.44	2.95	3.62	2.83	3.14	3.29
Overall Mean for Goals	3.52	3.57	3.48	3.52	3.00	3.54	3.07	3.20	3.36
Overall Mean for Objectives	3.48	3.43	3.51	3.47	3.00	3.49	3.11	3.20	3.34
Overall Weighted Mean	3.52	3.43	3.49	3.48	2.99	3.57	2.96	3.17	3.33

Comparison on the level of awareness, acceptance and understanding of the VMGO of CSU-BPED as perceived by the different Stakeholders

A t-test for independent samples was used to compare the level of awareness, acceptability, and understanding of the VMGO between the internal and external stakeholders. Results in Table 5 showed that the internal stakeholders had a higher level of awareness, acceptability, and understanding of the VMGO compared to external stakeholders. An analysis of variance was also conducted to determine if there were significant differences in the level of awareness, acceptability, and understanding of the VMGO among all stakeholders. Results indicated that

there were significant differences in all tested variables, meaning that all stakeholders had varying levels of awareness, acceptability, and understanding of the VMGO.

This difference can be attributed to the varying nature of involvement of the stakeholders in the university's operations (Fronzizi *et al.*, 2019).

However, despite these differences, the results indicate that the university's efforts in disseminating the VMGO and helping stakeholders understand it have been successful, as all stakeholders were generally aware of the VMGO, accepted it, and understood it.

Table 5. Comparison on the level of awareness, acceptance and understanding of the stakeholders of the VMGO of CSU-BPED when grouped as external and internal stakeholders.

	Mean Difference	Sig. (2-tailed)
Level of Awareness (VM)	0.49	0.00**
Level of Acceptability (VM)	0.46	0.00**
Level of Understanding (VM)	0.42	0.00**
Level of Awareness (G)	0.45	0.00**
Level of Acceptability(G)	0.37	0.00**
Level of Understanding (G)	0.39	0.00**
Level of Awareness (O)	0.40	0.00**
Level of Acceptability(O)	0.40	0.00**
Level of Understanding (O)	0.39	0.00**

** - significant 0.01 level of significance

Legend: VM- Vision and Mission, G- Goals, O- Objectives

Ultimately, Table 6 suggest that, in general, the stakeholders view the educational practices of the BPED program as aligned with the vision, mission, goals, and objectives of the university. Additionally, they also believe that the university's vision and mission align well with the college's goals and program objectives.

This indicates that the stakeholders view the BPED program as being in line with the overall direction and priorities of the university. This level of congruence is positive and may contribute to the stakeholders' support and buy-in of the BPED program. Therefore, the findings suggests that there is a positive stakeholder perception. The stakeholders view the BPED program favorably and believe that it is in line with the overall direction and priorities of the university. Similarly, the results highlight the importance of engaging stakeholders and considering their perspectives in the planning and implementation of programs. The findings can be used by the university as a basis for evidence-based decision-making and to develop programs that meet the needs and expectations of the stakeholders.

Table 6. Stakeholders' Assessment of the Congruency of the BPED VMGO.

Congruency	Mean	Description
Vision and Mission - Goals and Objectives	4.59	Very Congruent
VMGO - Educational Practices	4.64	Very Congruent

Conclusions and recommendations

The study concludes that, overall, the stakeholders are well-informed about the vision and mission of CSU and the goals and objectives of the BPED program. However, the internal stakeholders appear to have a higher level of acceptability of the VMGO compared to external stakeholders. The stakeholders have a clear understanding of the VMGO of CSU-BPED, with internal stakeholders having a clearer understanding than external stakeholders. Additionally, administrators have the highest level of understanding of the VMGO, followed by students. On the other hand, lower levels of awareness, acceptability, and understanding can be observed among parents/guardians and industry/linkage/cooperating agencies, calling for more involvement from these groups in school activities and programs. It is recommended that further studies should examine the alignment of actual graduate competencies with the university's vision and mission and the program's goals and objectives.

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