

Awareness, Understanding, and Acceptance of Student Nurses of the Vision, Mission, Goals, and Objectives of Benguet State University

Keren Joy T. Compelio*, Lawrence C. Caranto, Juan Jose T. David

College of Nursing, Benguet State University, La Trinidad, Benguet, Philippines

Abstract This article is a report on a study conducted to determine the awareness, understanding, and acceptance of the vision and mission of Benguet State University (BSU) and the goals and objectives of the College of Nursing (CN). Specifically, it sought to: determine the difference in the awareness, understanding, and acceptance of the VMGO according to year level and sex; examine the correlation between the awareness, understanding, and acceptance of the students towards the VMGO; and, identify the means by which the students contribute to the attainment of the VMGO. The results of the study provide an insight to the awareness, understanding, and acceptance of the students of the VMGO of the university. The outcome may be beneficial in generating information for the enhancement of the practices of the College of Nursing as well as other institutions in the dissemination and evaluation of their VMGO. The results revealed that the students of Benguet State University – College of Nursing generally have high awareness and understanding and very high acceptance of the VMGO. The higher the year level of the students, the more aware, understanding, and accepting they are. Sex on the other hand is a contributing factor; notably, males are more aware and accepting of the VMGO. The study further underscored that there is a correlation among the awareness, understanding, and acceptance of the VMGO by the students. Meanwhile, the means by which the students contribute to the attainment of the VMGO distinctly include complying with the rules and policies of the university, striving for academic excellence, participating actively in school activities, becoming a role model, passing the board exams, and conducting research. Anchored on the conclusions of the study, the following recommendations were derived: the University and the College concerned should continuously work for the awareness, understanding, and acceptance of its vision, mission, goals, and objectives; opportunities for VMGO orientation be designed to increase awareness, understanding, and acceptance especially among newly enrolled students regardless of the educational program; educational activities of the university be undertaken for the realization of the goals and objectives; assessment on the awareness, understanding, and acceptance of the VMGO by the students be done periodically; and, finally, future research undertakings be conducted similar to the study involving other institutions.

Keywords Vision, mission, Goals, and objectives (VMGO), Awareness, Understanding, and acceptance, Student nurses

1. Introduction

The vision, mission, goals, and objectives (VMGO) serve as the cornerstone of an educational institution. It is the first and the primary area that is examined in times of accreditation.

Robbins, Coulter, and Stuart-Kotze [1] (2003) account that the VMGO statements are the fundamental guides for the future of the institution and its academic programs. They define collective efforts and align the whole organization towards the accomplishment of programs and activities.

The vision and mission are statements on the long-term

view of the institution of itself and of the world within which it operates, including the fundamental purpose of its existence, its long-term role and stature, and what it does to achieve this purpose and how it would like to play its role. The program educational objectives are broad statements that describe the career and professional accomplishments that the program is preparing graduates to achieve within three to five years of graduation. These objectives are based on the needs of the program's constituencies (CMO No. 37, 2012) [2].

An educational program is recognized by the Accrediting

Agency for Chartered Colleges and Universities in the Philippines (AACUP) 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 VMGOs are attained, not in

* Corresponding author:

keren.t.compelio@gmail.com (Keren Joy T. Compelio)

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comparison to others (AACUP, 2010) [3].

The effectiveness of the VMGO lies in its structure and dissemination. In order to be attained, the constituents of an educational institution have to be aware of its VMGOs and fully comprehend the implications of such.

Numerous studies regarding the VMGO have been conducted in recent years. A study has shown that the students of a university are aware of its vision, mission, goals, and objectives and that these students understand and accept these statements, along with the responsibility of realizing such objectives in their own capacities (Castillo, 2014) [4]. Another study has similarly concluded that the constituents of a university are aware and keen in knowing the importance of the core principles contained in their VMGOs (Salom & Florendo, 2013) [5].

The aim of this study is to investigate the awareness, understanding, and acceptance of the vision and mission of Benguet State University (BSU) and the goals and objectives of the College of Nursing (CN). Specifically, it sought to: determine the difference in the awareness, understanding, and acceptance of the VMGO according to year level and sex; examine the correlation between the awareness, understanding, and acceptance of the students towards the VMGO; and, identify the means by which the students contribute to the attainment of the VMGO.

The paradigm of the study is presented in the following figure:

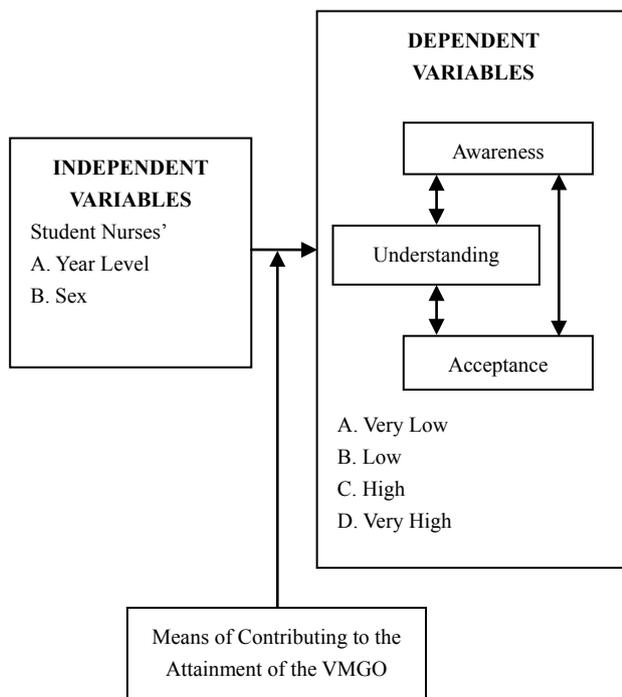


Figure 1. The Relationship of Awareness, Understanding, and Acceptance of Student Nurses

The results of the study provide an insight to the awareness, understanding, and acceptance of the students of the vision, mission, goals, and objective of BSU. The outcome may be beneficial in generating information for the

enhancement of the practices of the College of Nursing as well as other colleges and institutions in the dissemination and evaluation of their VMGO.

2. Methods

2.1. Design

The study employed the mixed method research design which involves the quantitative-descriptive and the qualitative-descriptive designs.

2.2. Sampling

The students of BSU – CN were taken as respondents and participants upon their approval. For the quantitative data, total enumeration was used. Meanwhile, comprehensive purposive sampling was utilized for the qualitative data in which 40 students were interviewed.

2.3. Instrument

Semi-structured interviews and focus group discussions were conducted. The interviews covered the students' level of awareness, understanding, and acceptance of the BSU vision and mission and the CN goals and objectives, and their means of contributing to the attainment of such. To attain a reliable assessment of the variables, a four-point Likert scale was utilized. Distinctly, the data were collected over a week period in November 2014.

2.4. Statistical Treatment

Statistical analyses were undertaken using SPSS software, version 21 (SPSS Inc., Chicago, IL, USA). Appropriate statistical tools were employed in the data analyses. In particular, weighted mean was used to determine the awareness of the students, analyze their understanding, and assess their acceptance of the VMGO. T-test on the other hand was utilized to determine the differences on the responses of students when grouped according to sex. With reference to year level, the Tukey's Honest Significant Difference test was employed especially appealing to multiple comparisons. Pearson Correlation was used to determine the correlation between the awareness, understanding, and acceptance of the students towards the VMGO.

2.5. Data Analysis

The statements of the students with regard to how they contribute were written verbatim and were analyzed using the following methods: reading and rereading the responses, extracting significant statements, formulating meanings and categorizing into clusters of themes, and validating to identify the means common to all students with original text.

The participants for the qualitative data were grouped according to their year level and sex. To facilitate the grouping, they were categorized as follows: A and B; C and D; E and F; and, G and H – the previous symbols standing for

the female and the latter for the male participants while having each pair represent levels IV, III, II, and I, respectively.

3. Results and Discussion

3.1. Level of Awareness, Understanding, and Acceptance of the VMGO

Table 1 underscores that students from Level I and II have high awareness of the VMGO of the university, in contrast with those from Level III and IV having very high awareness. In general, the students revealed high awareness of the VMGO.

Table 1. Level of Awareness, Understanding, and Acceptance of the VMGO

Year Level	Awareness	Understanding	Acceptance
1	2.31	2.25	1.88
2	2.34	2.29	2.14
3	1.36	1.70	1.28
4	1.72	1.58	1.46
TOTAL	1.91	1.93	1.67

Legend:

- 3.25 – 4.0 - Very Low
- 2.50 – 3.24 - Low
- 1.75 – 2.49 - High
- 1.0 – 1.74 - Very High

The results further reveal that Level I and II students highly understand the VMGO of BSU. Level III and IV students on the other hand have very high comprehension of these statements. Similarly, the students have high understanding of the VMGO.

Table 3. Multiple Comparison on the Awareness, Understanding, and Acceptance of the Different Year Levels towards the VMGOs

Year	Year	Awareness		Understanding		Acceptance	
		Mean Difference	Sig.	Mean Difference	Sig.	Mean Difference	Sig.
	3	0.955 ^S	0.000	0.552 ^S	0.000	0.597 ^S	0.000
	4	0.590 ^S	0.000	0.675 ^S	0.000	0.420 ^S	0.007
	1	0.026 ^{NS}	0.996	0.032 ^{NS}	0.992	0.262 ^{NS}	0.241
2	3	0.981 ^S	0.000	0.584 ^S	0.000	0.859 ^S	0.000
	4	0.616 ^S	0.000	0.707 ^S	0.000	0.682 ^S	0.000
	1	-0.955 ^S	0.000	-0.552 ^S	0.000	-0.597 ^S	0.000
3	2	-0.981 ^S	0.000	-0.584 ^S	0.000	-0.859 ^S	0.000
	4	-0.365 ^S	0.003	0.123 ^{NS}	0.640	-0.177 ^{NS}	0.521
	1	-0.590 ^S	0.000	-0.675 ^S	0.000	-0.420 ^S	0.007
4	2	-0.616 ^S	0.000	-0.707 ^S	0.000	-0.682 ^S	0.000
	3	0.365 ^S	0.003	-0.123 ^{NS}	0.640	0.177 ^{NS}	0.521

Where:

- NS – Not Significant
- S – Significant

As regards acceptance, the freshmen and sophomore students highly accept the VMGO, while the juniors and the seniors very highly accept such. Generally, the students have very high acceptance of the statements.

3.2. Level of Awareness, Understanding, and Acceptance of the Male and Female Students

Table 2 accounts that the females are highly aware of the VMGO, while the males are very highly aware. Generally, the students have high awareness. Meanwhile, T-test shows that the difference in the awareness of the male and female students is significant.

Table 2. Awareness, Understanding, and Acceptance of the Male and Female Student Nurses

Sex	Awareness		Understanding		Acceptance	
	Mean	Sig.	Mean	Sig.	Mean	Sig.
Female	1.94	.000	1.94	.000	1.68	.000
Male	1.74		1.86		1.57	
TOTAL	1.91	.000	1.93	.000	1.67	.000

The findings indicate that both the male and the female students have high understanding of the VMGO. However, their understanding differs significantly, as seen in the table.

It was also found that both the male and the female students have very high acceptance towards the VMGO. Although the T-test revealed that there is a significant difference between the acceptance anchored on the variable.

3.3. Difference among the Awareness, Understanding, and Acceptance of the Different Year Levels

As gleaned, Table 3 presents no significant difference between Level I and Level II students' awareness, understanding, and acceptance of the VMGO.

Table 4. Correlation among the Awareness, Understanding, and Acceptance of Student Nurses

		Awareness	Understanding	Acceptance
Aware-ness	Pearson Correlation	1	0.548**	0.532**
	Sig.		0.000	0.000
	N	266	266	266
Under-standing	Pearson Correlation	0.548**	1	0.590**
	Sig.	0.000		0.000
	N	266	266	266
Accep-tance	Pearson Correlation	0.532**	0.590*	1
	Sig.	0.000	0.000	
	N	266	266	266

**Correlation is significant at the 0.01 level (2-tailed)

**Figure 2.** Means of Student Nurses in Contributing to the Attainment of the VMGO

Compared to Level III and Level IV, the awareness, understanding, and acceptance of Level I and II significantly differ.

Notably, there is a significant difference between the awareness of Level III and Level IV; yet recorded no difference with regard to understanding and acceptance.

3.4. Correlation among the Awareness, Understanding, and Acceptance of the VMGO

Table 4 underscores that the awareness of the students is significantly correlated to their understanding and acceptance of the VMGO. In the same way, there is a correlation between the students' understanding and their acceptance. Conversely, the acceptance of the students is significantly related to their awareness and understanding of the statements.

3.5. Means of Student Nurses in Contributing to the Attainment of the VMGO

The themes that emerged from the data are presented in

the conceptual map on the succeeding page. The conceptual map shows six domains.

3.5.1. Compliance with the Rules and Policies of the University

The participants believe that one of their responsibilities as students is to abide by the rules and regulations imposed by the university. This includes being good students, doing their responsibilities, and wearing their uniforms with pride and dignity. Moreover, the participants have said that refraining from violating any of the rules and regulations is their best contribution for the university. They believe that abiding by the policies of the university would aid it in its pursuit of attaining its vision, mission, goals, and objectives.

3.5.2. Striving for Academic Excellence

Most of the participants believe that their greatest contribution for the attainment of the university's vision and mission and the goals and objectives of the college is to improve their academic standing.

Table 5. Compliance with the Rules and Policies of the University

QUOTE #	PARTICIPANT	NARRATIVE
1	A	<i>I can best contribute to the attainment of BSU and CN VMGOs by following the rules and policies of the school and the college.</i>
2	A	<i>I can best contribute to the attainment of the BSU mission and vision and the College of Nursing goals and objectives by being a good student – obeying the rules and regulations.</i>
3	B	<i>I will contribute to the attainment of the BSU vision and mission by abiding by the rules and regulations of the university.</i>
4	A	<i>Abide by the rules and organizations of the college and university.</i>
5	C	<i>I can help achieve the VMGO by following all the rules and regulations of the school.</i>
6	C	<i>As a student, it is important to do my responsibility and follow the rules and regulations in the university.</i>
7	D	<i>Abide with all the rules and regulations of the college and university. Wear our uniforms with pride, dignity, and respect.</i>
8	E	<i>By following the rules and regulation of our school.</i>
9	E	<i>Obey and follow the guidelines of the university.</i>
10	E	<i>Follow all the rules and regulations of the college.</i>
11	E	<i>I will follow the rules and regulations of the university and my college.</i>
12	G	<i>I can help attain the BSU VMGO by following the different code of conducts.</i>
13	G	<i>Not violating any school rule or even the rules of the college.</i>
14	G	<i>I will abide by the policies of this university. I will not disobey any rules.</i>
15	G	<i>I can best contribute to the attainment of the BSU vision and mission and the CN goals and objectives through following their rules and applying these rules to make me a better person.</i>
16	G	<i>I can contribute to the attainment of the VMGO by not violating the goals and objectives.</i>
17	G	<i>My best contribution is to follow the rules and regulations of the school.</i>
18	G	<i>I will follow the code of conduct of the university.</i>

Table 6. Striving for Academic Excellence

QUOTE #	PARTICIPANT	NARRATIVE
19	A	<i>I can best contribute to the attainment of the BSU vision and mission and the College of Nursing goals and objective by doing my best in my studies.</i>
20	B	<i>I could contribute to the attainment of the BSU vision and mission and the College of Nursing goals and objectives by doing my best as a student nurse to excel in my studies.</i>
21	B	<i>I would contribute by trying my best to pass all of my subjects.</i>
22	A	<i>As a student, one should not only aim for a passing grade but to aim for a high grade.</i>
23	D	<i>As a student of the CN, it is already expected among us to achieve and develop our knowledge and efficiency as a contributing part of the society. The VMGO of the college are achieved through simply being responsible and intuitive to pursue our academics and skills proficiency to represent this school and to serve purpose to the whole society.</i>
24	C	<i>By doing my very best in my studies and passing all my requirements in our subjects.</i>
25	C	<i>We can achieve the VMGO of the university by doing our best in our studies, making sure that our grades are passing.</i>
26	C	<i>I can achieve the VMGO by doing the right thing and obeying all the rules and regulations of the College and by making the College more deserving of respect.</i>
27	D	<i>First thing is to strive for academic excellence and perform well in the academe and in clinical areas.</i>
28	E	<i>I'll study hard and be a good product of this university.</i>
29	E	<i>I can contribute to the attainment of the VMGO by simply studying well.</i>
30	E	<i>I can contribute by doing my best in academics.</i>
31	G	<i>I will make my grades better and strive more for my studies.</i>
32	G	<i>I will study hard to attain the certain goals of the vision.</i>
33	G	<i>I will focus in my studies and be the best student I can be.</i>

Table 7. Active Participation in School Activities

QUOTE #	PARTICIPANT	NARRATIVE
34	A	<i>I can contribute by participating in various activities involving academics, community immersion, and the like.</i>
35	A	<i>Through active participation on the different organizations of the college and university.</i>
36	C	<i>I can contribute to achieve the outcome of the VMGO by cooperating with the responsibilities and obligations of the College of Nursing.</i>
37	C	<i>Actively participate in community programs such as "Operation Hypertension."</i>
38	C	<i>I can attend many activities that involve our school. Through this, we can achieve the VMGO of the school.</i>
39	D	<i>Involve one's self in college and university programs actively.</i>
40	E	<i>I can show this by cooperating and participating in the activities that will fulfill the VMGO of this college.</i>
41	E	<i>I can do my best in collaborating with the activities and programs imposed by the college and the university.</i>
42	G	<i>To contribute to the attainment of the VMGO, I will participate in all the activities inside and outside of the school.</i>
43	G	<i>By actively participating in any activities that will enhance my skills and abilities and that will make my college or school proud.</i>
44	G	<i>I will participate and attend activities of the university in achieving its VMGO.</i>

Table 8. Role Modeling

QUOTE #	PARTICIPANT	NARRATIVE
45	A	<i>As a 4th year student of the BSU-CN, we are expected to perform the highest standards of skills and knowledge possible. Serving as a role model to the lower year levels and the acceptance of responsibilities given to a 4th year student can contribute to the attainment of the BSU-VMGO.</i>
46	A	<i>By being a role model to both my classmates and schoolmates and upholding the university's pride.</i>
47	C	<i>I can continue teaching everyone else such as my lower classmen on the responsibilities they must take to uphold the university's VMGO.</i>
48	C	<i>Having the initiative to influence others to be inclined in promoting health and being environment-friendly in order to improve the quality of life.</i>
49	C	<i>As a student, I can achieve these by being a responsible, role model and a humble one.</i>
50	E	<i>I will be a good model most especially to the lower years so that they will also do what I will do to be able to make our VMGO useful.</i>
51	E	<i>I can contribute by showing the community how competent, caring, and compassionate BSU-BSN products can be.</i>
52	G	<i>I will contribute in a way that I will be a role model student in each and everyone in this campus.</i>

As students representing the university, they believe that it is expected of them to be responsible in their academics and display competence in their field.

3.5.3. Active Participation

One of the means that the participants perceive as a way to contribute to the attainment of the VMGO is to take part in the activities of the university and/or the College, such as the extension activities and other programs within the institution.

3.5.4. Role Modeling

The respondents believe that by embodying the principles

of the university's VMGO and serving as role models to other students, the vision, mission, goals, and objectives of BSU may be realized.

As students of the university, the participants believe that it is expected of them to demonstrate proficiency in their field and serve as role models to the students in the lower year levels and the institution in general.

3.5.5. Passing the Board Exam

One of the methods that the participants have identified is passing the Nursing Licensure Examinations (NLE). They believe that such achievement will benefit the university and aid it in attaining its VMGO.

Table 9. Passing the Board Exam

QUOTE #	PARTICIPANT	NARRATIVE
53	A	<i>Passing and topping the board exam would be of great help in attaining our VMGOs.</i>
54	B	<i>I would contribute by passing the Board Exam.</i>
55	A	<i>By being able to pass the NLE and carry out all the nursing procedures correctly.</i>

3.5.6. Conducting Research

The students have also remarked that participating in research undertakings can help the university to achieve its vision, mission, goals, and objectives. The participants believe that, through research, they can better the condition of their society and live up to the standards of their institution, thus contributing to the attainment of the VMGO.

Table 10. Conducting Research

QUOTE #	PARTICIPANT	NARRATIVE
56	A	<i>I will do my best to level the standards this institution has through the fulfillment of research and other academic requirements.</i>
57	C	<i>I can contribute in achieving these goals through research and continuing education.</i>
58	C	<i>Participating in doing research for the improvement of the society.</i>

4. Findings

The findings of the study are as follows:

In terms of the degree of awareness, understanding, and acceptance of the VMGO, the students from Levels I and II were rated 'high', in contrast with Levels III and IV students with 'very high'.

There is no significant difference between Level I and Level II students' awareness, understanding, and acceptance of the VMGO; yet contrastingly recording a significant difference with that of Levels III and IV. Notably, there is a significant difference between the awareness of Levels III and IV but revealed no significant difference anchored on understanding and acceptance.

With reference to sex, the male and female students have high awareness and understanding and very high acceptance of the VMGO. Distinctly, the awareness, understanding, and acceptance of the males differ significantly from that of the females.

The awareness of the students is significantly correlated to their understanding and acceptance of the VMGO. In the same way, there is a correlation between the students'

understanding and their acceptance. Conversely, the acceptance of the students is also significantly related to their awareness and understanding of the statements.

The methods of the students in contributing to the attainment of the VMGO include: complying with the rules and policies of the university, striving for academic excellence, participating actively in school activities, role modeling, passing the board exams, and conducting research.

5. Conclusions and Recommendations

Based on the findings of the study, the following conclusions were drawn:

The student nurses of BSU – CN generally have high awareness and understanding and very high acceptance of the VMGO. The higher the year level of the students, the more aware, understanding, and accepting they are.

Sex on the other hand is a contributing factor; notably, men were found to be more aware and accepting of the VMGO.

Further, there is a correlation among the awareness, understanding, and acceptance of the students towards the VMGO.

Meanwhile, the methods of the students in contributing to the attainment of the VMGO cover: complying with the rules and policies of the university, striving for academic excellence, participating actively in school activities, role modeling, passing the board exams, and conducting research.

Anchored on the conclusions of the study, the following recommendations were derived:

The University and the College concerned should continuously work for the awareness, understanding, and acceptance of its vision, mission, goals, and objectives.

Opportunities for VMGO orientation be designed to increase awareness, understanding, and acceptance especially among newly enrolled students regardless of the educational program.

Educational activities of the university be undertaken for the realization of the goals and objectives.

Assessment on the awareness, understanding, and acceptance of the VMGO by the students be done periodically.

Finally, future research undertakings be conducted similar to the study involving other institutions.

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