

LEVEL OF AWARENESS, ACCEPTANCE, DISSEMINATION AND CONGRUENCY OF THE LSPU VISION, MISSION, COLLEGE GOAL AND BACHELOR OF SCIENCE IN ENTREPRENEURSHIP PROGRAM OBJECTIVES

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Abstract— The vision, mission, goals and objectives (VMGO) of the programs play an important role in higher education institutions that look forward to providing quality education. Thus, the researcher determined the level of awareness, acceptance, dissemination and congruency of the Laguna State Polytechnic University (LSPU) vision, mission, college goal and Bachelor of Science in Entrepreneurship program objectives. The researcher also utilized descriptive survey. The respondents from graduates and different sectors in government and non-government agencies were chosen in convenience sampling which depends on their availability while the other groups such as faculty, personnel and students were selected thru random cluster sampling. The study revealed that the stakeholders are fully aware of the VMGO and it is highly accepted and well disseminated. The respondents believed that the level of awareness, acceptance, dissemination and congruency have an effect on the LSPU vision, mission, and goals of the college and program objectives of the Bachelor of Science in Entrepreneurship. Further, the researcher recommends that future researchers shall investigate the VMGO stakeholders' understanding and timeliness.

Index Terms— LSPU, VMGO, awareness, acceptance, dissemination, congruency

1 INTRODUCTION

In every organization, both vision and mission play an important role to guide the management for effective decision making. Vision is the picture that focuses in the future while the mission is a simple statement that explains the institution's existence. According to Salom & Florendo, VMGO is the touchstone of every institution while Dungan et. al., mentioned that from the highest officials down to the community, VMGO must be well disseminated, appreciated and observed, because in the reality even how well-crafted the VMGO, if it is not well observed, it will not have its effect [11].

Meanwhile, Bentor et al. mentioned that essentially need an evaluation on the awareness, relevance, and acceptance of the vision, mission, goals and objectives from the constituents [12]. Vision, mission, goals and objectives serves as founding pillars in realizing its thrusts, mandates and aspirations [13].

The results conducted by Labo, revealed that the significant difference between programs could serve as basis in the intensity, comprehensiveness, approach and kind of information dissemination that have to be applied to the students of the different programs and year levels and to the faculty/non-teaching staff, alumni and stakeholders [14]. Meanwhile, many studies were done in the Philippines regarding awareness, relevance, dissemination, congruency, understanding and acceptability of VMGO [15][16].

The Vision and Mission (VM) Statements of the Laguna State Polytechnic University, the goals the College of Business Management and Accountancy, and the Bachelor of

Science in Entrepreneurship program objectives are the foundation to monitor the future of the institution and directions of the academic program. The University VM statements had already been revisited, revised and reworded to make it better and responsive to the necessities at all period of times. The vision and mission, according to the Accrediting Agency for Chartered Colleges and Universities in the Philippines are the bases of all programs accreditation instruments focusing in 10 areas (Standards/Key Result Areas). Henceforth, the vision, mission, goals and objectives in area 1 should serve as the feature of an institution.

In other words, the formulated goals and academic program objectives of the department must be interconnected to its VM. The College of Business Management and Accountancy in Santa Cruz Campus was established and transferred from the College of Arts and Science. The Bachelor of Science in Entrepreneurship is continuously doing an annual seminar entitled "Entrepreneurs Mindset to Innovate".

On the same year, REGIONAL CONFERENCE was managed well and successfully as the faculty members, business students and MSMEs from Region IVA (CALABARZON) and IVB (MIMAROPA) participated all through out the event. Similarly, the first FUN RUN for a cause that Laguna State Polytechnic University have been executed were successful as it earned enough proceeds to grant seven (7) scholarship for deserving students. With these events mentioned, the LSPU-CBMA collaborated with nearby malls to showcase the unique products produced by the college through the efforts of the

students.

Moreover, in 2016, DOST, DTI, ALAFOP and LSPU joined forces to launch the CALABARZON Food Solution Hubs (CFOSH) where the BS Entrepreneurship students fortunately became one of its beneficiaries. While in 2017, one graduating student was recognized as "YOUNG ENTREPRENEUR" in Region IVA sponsored by the Department of Trade and Industry (DTI). Furthermore, a student was also sent as one of the student-delegates in PROPAK Asia conducted in Thailand. As a lookback journey in ISO 9001 in the year 2019, a group of students was interviewed about product selling as part of their curriculum and also during this year, the first get together attended and participated by several alumni and graduates.

From the aforementioned developments and activities of the students, now is the time to ask the stakeholders if the vision and mission of the Laguna State Polytechnic University, the goals of the college and the program objectives of the Bachelors of Science in Entrepreneurship are still significant.

The purpose of this research to determine the level of awareness, acceptance, dissemination and congruency of the vision and mission of the Laguna State Polytechnic University, the goals of the college and the program objectives of the Bachelors of Science in Entrepreneurship.

2 OBJECTIVES

The study's general objective was to assess the level of awareness, acceptance, dissemination and congruency of the LSPU vision, mission, college goal and bachelor of science in entrepreneurship program objectives.

3 METHODOLOGY

The researcher utilized the descriptive survey method to determine the level of awareness, acceptance, dissemination and congruency of the vision and mission of the Laguna State Polytechnic University, the goals of the college and the program objectives of the Bachelors of Science in Entrepreneurship. The respondents from the graduates and different sectors in government and non-government agencies were chosen in convenience sampling depending on their availability while the other groups such as faculty, personnel and students were selected thru random cluster sampling.

The questionnaires were personally distributed through face to face and online via Google form - Instrument was slightly based from the new instruments of Accrediting Agency for Chartered Colleges and Universities in the Philippines. The data was analyzed according to the objective of the study and tabulated in a series of tables.

4 LITERATURE REVIEW

Entrepreneurship is regarded as the pillar of any national's economy. It is a catalyst for the provision of jobs to the

unemployed individuals and thus, serving as poverty reduction in the society. It is a known fact that entrepreneurs can be care for, encourage, and support while they are growing to become successful businessmen of the economy in future through taking several initiatives by the governments various countries worldwide. It is gaining tremendous societal importance worldwide. It is acknowledged that developing entrepreneurial skills among students in Nigeria would lead to creation of entrepreneurial activities that would result to the economic growth [1].

Many studies show that entrepreneurs shape economic destiny of nations by creating wealth and employment, offering products and services and generating taxes for Gov. because of which entrepreneurship has closely linked to economic growth of a country [2].

Students are aware about the term 'Entrepreneurship' and there is no significant difference between gender and Entrepreneurial awareness. That is, the men and women are aware about the term entrepreneurship at almost in the same level [3]. The detailed analysis identified that there is also a significant difference between stream of education and Entrepreneurial Awareness. The awareness level is different between the different streams of students namely the arts, science and commerce. The study reveals that commerce students are more aware about the term entrepreneurship. The arts students are least aware about entrepreneurship compared to science and commerce students. The study also finds that the students having Entrepreneurial awareness are unaware about the legal proceedings for an entrepreneurship. Students also responded that they are unaware about Govt. schemes to promote entrepreneurship.

On the other hand, [4] described entrepreneurial intentions as the exploration and assessment of information which is beneficial to achieve the objective of business creation. The focus of entrepreneurship is to have entrepreneurial intentions before starting the actual business because it determines the starting point of a new business creation.

The entrepreneurial education increases the entrepreneurship intentions and raises the knowledge and skills of individuals as well. Entrepreneurship intention can be influenced to address various subjective norms and resources which are barriers to create new ventures [5][6]. It has been shown that positive relationship occurs between economics and business education and business creation. As a result, it can be seen by the intensive growth of business education in USA which has enhanced the levels of start-ups and new ventures [7]. The entrepreneurial education has showed higher perceived entrepreneurial motivation than the students without enterprise courses [9]. Subsequent studies also show that entrepreneurship education can possibly support graduates to become good entrepreneurs [8] as it increases the entrepreneurial awareness among students which can encourage them

to adopt entrepreneurship as a career and start new business ventures [9].

Universities should focus their attention on attracting students towards entrepreneurial education as students who attended entrepreneurial courses/trainings showed significantly higher entrepreneurial intentions. Therefore, universities are recommended to expand the number of entrepreneurship courses/trainings as well as provide the opportunity to take entrepreneurial course/training to the students from all the faculties/departments of this university.

Kallany and Suresh state that studying the entrepreneur (or team) in isolation is inherently wrong, as it is not solely from the entrepreneur that entrepreneurship occurs [2]. Entrepreneurship is as much about the change and learning that the individual entrepreneur experiences by interacting with the environment as the change and value creation the entrepreneur causes through his/her actions. Learning and value creation are thus seen as two main aspects of entrepreneurship. This view aligns better with the learning focused aims of educational institutions than many other definitions of entrepreneurship. It forms the basis of a resulting definition of entrepreneurial education leaning on value creation as a main goal for students.

Moreover, letting students try to create value to outside stakeholders will then result in development of entrepreneurial competencies, regardless of whether successful value creation is being achieved or not. Alluding to famous educational philosopher John Dewey's notion of "Learning-by-doing" the author of this report has proposed to label this a "Learning-by-creating-value" approach grounded in the field of entrepreneurship [10]. According to this definition of entrepreneurial education, if a pedagogical intervention lets students learn to create value for other people (own group and teachers excluded), it is indeed entrepreneurial education. It could be done by actual value creation for other people as formal part of the curriculum (a preferred teaching "through" approach), or by learning about how to create value to other people (a less effective teaching "about" approach).

5 DISCUSSION

Table 1 shows the level of awareness in the LSPU vision, and mission, college goal and program objectives of the Bachelor of Science in Entrepreneurship among the five groups of respondents.

Table 1. Level of Awareness of the VMGO

	Faculty, Students, Personnel, Graduates and Stakeholders		VI
	OVERALL		
	Mean	SD	
Vision	4.36	0.70	FA

Mission	4.27	0.73	FA
Goals	4.23	0.75	FA
Obj. 1	4.44	0.70	FA
Obj. 2	4.49	0.66	FA
Obj. 3	4.45	0.68	FA
Obj. 4	4.52	0.64	FA
Obj. 5	4.47	0.64	FA
Obj. 6	4.43	0.68	FA
Obj. 7	4.32	0.71	FA
Grand Mean = 4.40 Standard Deviation = 0.695 Verbal Interpretation = Very High Awareness			

Legend:

Scale	Range	Remarks	Verbal Interpretation
5	4.20-5.00	Fully Aware (FA)	Very High
4	3.40-4.19	Aware (A)	High
3	2.60-3.39	Slightly Aware (SA)	Moderately High
2	1.80-2.59	Partially Aware (PA)	Low
1	1.00-1.79	Not Aware (NA)	Very Low

The table shows that the level of awareness on the LSPU Bachelor of Science in Entrepreneurship program objectives was generally very high. They generate and assess ideas to be partnered with a legitimate opportunity at home, school, or in the community (M=4.52, SD=0.64) and develop entrepreneurial skills that may contribute to the success of the students' practical learning experience (M=4.49, SD=0.66). To explore the career choices available to the entrepreneur/entrepreneur (M=4.32, SD=0.71); this item got the lowest rating.

In general, the objectives got the highest (WM=4.45, SD=0.68) followed by the vision with (WM=4.36, SD=0.70), while the goals received the lowest (WM=4.23, SD=0.75). The level of awareness of the LSPU vision, mission, college goal and Bachelor of Science in Entrepreneurship program objectives got a remark of fully aware with verbal interpretation of very high awareness, as disclosed by the grand mean of 4.40 and supported with standard deviation of 0.695.

Table 2 presents the level of acceptability of the LSPU vision, and mission, college goal and program objectives of the Bachelor of Science in Entrepreneurship among the five groups of respondents.

Table 2. Level of acceptability of the VMGO

	Faculty, Students, Personnel, Graduates and Stakeholders		VI
	OVERALL		
	Mean	SD	
Vision	4.37	0.70	HA
Mission	4.29	0.72	HA
Goals	4.27	0.73	HA
Obj. 1	4.44	0.69	HA

Obj. 2	4.42	0.72	HA	<table border="1"> <tr> <th colspan="3">Stakeholders</th> </tr> <tr> <th colspan="3">OVERALL</th> </tr> <tr> <th></th> <th>Mean</th> <th>SD</th> </tr> <tr> <td>Vision</td> <td>4.38</td> <td>0.69</td> <td>WD</td> </tr> <tr> <td>Mission</td> <td>4.30</td> <td>0.72</td> <td>WD</td> </tr> <tr> <td>Goals</td> <td>4.20</td> <td>0.79</td> <td>WD</td> </tr> <tr> <td>Obj. 1</td> <td>4.34</td> <td>0.81</td> <td>WD</td> </tr> <tr> <td>Obj. 2</td> <td>4.35</td> <td>0.80</td> <td>WD</td> </tr> <tr> <td>Obj. 3</td> <td>4.27</td> <td>0.88</td> <td>WD</td> </tr> <tr> <td>Obj. 4</td> <td>4.32</td> <td>0.87</td> <td>WD</td> </tr> <tr> <td>Obj. 5</td> <td>4.39</td> <td>0.75</td> <td>WD</td> </tr> <tr> <td>Obj. 6</td> <td>4.30</td> <td>0.84</td> <td>WD</td> </tr> <tr> <td>Obj. 7</td> <td>4.32</td> <td>0.71</td> <td>WD</td> </tr> <tr> <td colspan="3">Grand Mean = 4.32</td> </tr> <tr> <td colspan="3">Standard Deviation = 0.750</td> </tr> <tr> <td colspan="3">Verbal Interpretation = Very High Dissemination</td> </tr> </table>	Stakeholders			OVERALL				Mean	SD	Vision	4.38	0.69	WD	Mission	4.30	0.72	WD	Goals	4.20	0.79	WD	Obj. 1	4.34	0.81	WD	Obj. 2	4.35	0.80	WD	Obj. 3	4.27	0.88	WD	Obj. 4	4.32	0.87	WD	Obj. 5	4.39	0.75	WD	Obj. 6	4.30	0.84	WD	Obj. 7	4.32	0.71	WD	Grand Mean = 4.32			Standard Deviation = 0.750			Verbal Interpretation = Very High Dissemination		
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Based on the respondents' perceptions, the level of acceptance of the LSPU Bachelor of Science in Entrepreneurship program objectives was generally very high. They understand entrepreneurship and its role and contribution to personal, school, and community life (M=4.44, SD=0.69) and develop entrepreneurial skills that may contribute to the success of the students' practical learning experience (M=4.42, SD=0.72). To explore the career choices available to the entrepreneur/entrepreneur (M=4.29, SD=0.75); this item got the lowest rating.

In general, the objectives got the highest (WM=4.39, SD=0.72) followed by the vision with (WM=4.37, SD=0.70), while the goals received the lowest (WM=4.27, SD=0.73). The level of acceptance of the LSPU vision, mission, college goal and Bachelor of Science in Entrepreneurship program objectives got a remark of highly acceptable with verbal interpretation of very high acceptance, as disclosed by the grand mean of 4.36 and supported with standard deviation of 0.720.

Overall, the stakeholders have a very good understanding of the VGMO. Similarly, the faculty has a very good understanding of all the statements. Likewise, the employees and students have a very good overall understanding of the VGMO, yet they only have a good understanding of the College goal and program objectives. Other stakeholders have good overall understanding of the VGMO, with a very good understanding of the vision. In average, the stakeholders have a very good understanding of the vision, mission and college goals with a good understanding of the program objectives.

Table 3 presents the level of dissemination of the LSPU vision, and mission, college goal and program objectives of the Bachelor of Science in Entrepreneurship among the five groups of respondents.

Table 3. Level of dissemination of the VGMO

	Faculty, Students, Personnel, Graduates and VI
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Based on the respondents' perceptions, the level of dissemination of the LSPU Bachelor of Science in Entrepreneurship program objectives was generally very high. They investigate the types of resources and sources that may be used to evaluate and plan an entrepreneurial venture (M=4.39, SD=0.75) and develop entrepreneurial skills that may contribute to the success of the students' practical learning experience (M=4.35, SD=0.80). To assess opportunities at home, school and in the community and to develop those opportunities by applying personal experience, knowledge and expertise (M=4.27, SD=0.88); this item got the lowest rating.

In general, the vision got the highest (WM=4.38, SD=0.69) followed by the objectives with (WM=4.33, SD=0.76), while the goals received the lowest (WM=4.20, SD=0.79). The level of dissemination of the LSPU vision, mission, college goal and Bachelor of Science in Entrepreneurship program objectives got a remark of well disseminated with verbal interpretation of very high dissemination, as disclosed by the grand mean of 4.32 and supported with standard deviation of 0.750.

As a whole, the stakeholders highly accept the VGMO. Also, the faculty, students and employees highly accept them while other stakeholders just accept them. The faculty highly accept all the statements, the employees and students the vision, mission and goals, while just accept the other statement. The stakeholders on the other hand, just accept all the statements.

Table 4 presents the level of congruency of the LSPU vision, and mission, college goal and program objectives of the Bachelor of Science in Entrepreneurship among the five groups of respondents.

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LSPU vision, mission, college goal and Bachelor of Science in Entrepreneurship program objectives.

Table 4. Level of congruency of the VMGO

	Faculty, Students, Personnel, Graduates and Stakeholders		VI
	OVERALL		
	Mean	SD	
Vision	4.36	0.70	VC
Mission	4.29	0.72	VC
Goals	4.24	0.74	VC
Obj. 1	4.44	0.70	VC
Obj. 2	4.46	0.68	VC
Obj. 3	4.45	0.68	VC
Obj. 4	4.42	0.75	VC
Obj. 5	4.41	0.75	VC
Obj. 6	4.38	0.78	VC
Obj. 7	4.29	0.79	VC
Grand Mean = 4.37 Standard Deviation = 0.735 Verbal Interpretation = Very High Congruency			

Legend: Scale	Range	Remarks	Verbal Interpretation
5	4.20-5.00	Fully Aware (FA)	Very High
4	3.40-4.19	Aware (A)	High
3	2.60-3.39	Slightly Aware (SA)	Moderately High
2	1.80-2.59	Partially Aware (PA)	Low
1	1.00-1.79	Not Aware (NA)	Very Low

Based on the respondents' perceptions, the level of congruency of the LSPU Bachelor of Science in entrepreneurship program objectives was generally very high. They develop entrepreneurial skills that may contribute to the success of the students' practical learning experience (M=4.46, SD=0.68) and assess opportunities at home, school and in the community and to develop those opportunities by applying personal experience, knowledge and expertise (M=4.45, SD=0.68). To explore the career choices available to the entrepreneur/entrepreneur (M=4.29, SD=0.79); this item got the lowest rating.

In general, the objectives got the highest (WM=4.41, SD=0.74) followed by the vision with (WM=4.36, SD=0.70), while the goals received the lowest (WM=4.24, SD=0.74). The level of congruency of the LSPU vision, mission, college goal and Bachelor of Science in Entrepreneurship program objectives got a remark of fully aware with verbal interpretation of very high, as disclosed by the grand mean of 4.40 and supported with standard deviation of 0.695.

Table 5 presents the analysis of variance on the respondent's awareness, acceptability, dissemination and congruency of the

Table 5. Analysis of variance on the respondent's Awareness, Acceptability, Dissemination and Congruency of VMGO

Respondents	LSPU	F-value	Analysis	F-value	Analysis
Faculty	Vision	0.497592	NS	0.111 934	NS
Student		-10.8998	S		
Personnel		0.177049	NS		
Graduates		0.069392	NS		
Stakeholder		0.35781	NS		
Faculty	Mission	0	NS	0.054 28	NS
Student		-10.7755	NS		
Personnel		0.103078	NS		
Graduates		0.054864	NS		
Stakeholder		0.029525	NS		
Faculty	College Goals	1.770419	NS	4.825 79	S
Student		-10.5212	S		
Personnel		0.237866	NS		
Graduates		0.02376	NS		
Stakeholder		0.569196	NS		
Faculty	Objective 1	0.227964	NS	65.38 361	S
Student		-9.21892	NS		
Personnel		0.01033	NS		
Graduates		0.027548	NS		
Stakeholder		7.711913	S		
Faculty	Objective 2	1.558089	NS	11.41 747	S
Student		-10.873	S		
Personnel		8.32104	S		
Graduates		0.633591	NS		
Stakeholder		1.346675	S		
Faculty	Objective 3	1.293148	NS	44.93 794	S
Student		-12.8769	S		
Personnel		7.502538	S		
Graduates		0.01223	NS		
Stakeholder		5.300373	S		
Faculty	Objective 4	0.850654	NS	52.64 071	S
Student		-10.5436	S		
Personnel		4.299271	S		
Graduates		0.272442	NS		
Stakeholder		6.208905	S		
Faculty	Objective 5	0.021578	NS	23.01 376	S
Student		-13.7338	S		
Personnel		0.136494	NS		
Graduates		1.605535	NS		
Stakeholder		2.714444	S		
Faculty	Objective 6	0	NS	26.78 267	S
Student		-10.9223	S		
Personnel		4.94703	S		
Graduates		0.493298	NS		
Stakeholder		3.158982	S		
Faculty		0.028741	NS		S
Student		-11.2627	S		

Personnel	Ob- jec- tive 7	0.072042	NS	24.88
Graduates		0.480011	NS	276
Stakeholder		2.93489	S	

Analysis:

NS – Not significant

S - Significant

The respondent's awareness, acceptability, dissemination and congruency have an effect on the LSPU vision, mission, college goal and Bachelor of Science in entrepreneurship program objectives. The F-values for college goals (F=4.82579), Objective 1 (F=365.38361), Objective 2 (F=11.41747), Objective 3 (F=44.93794), Objective 4 (F=52.64071), Objective 5 (F=23.01376), Objective 6 (F=26.78267) and Objective 7 (F=24.88276), are significant at 0.000 probability level.

Based on the data, it shows that there is "a significant effect of respondent's awareness, acceptability, dissemination and congruency on the LSPU vision, mission, college goal and Bachelor of Science in Entrepreneurship program objectives" at 0.05 level of significance. Meanwhile, it shows that the null hypothesis stating that "There is no significant effect of respondent's awareness, acceptability, dissemination and congruency on the LSPU vision, mission, college goal and Bachelor of Science in Entrepreneurship program objectives" is rejected, it can be inferred that there is "significant" effect between them.

6 CONCLUSION

As a result, the researcher provides concrete insights on the LSPU vision, and mission, college goal and program objectives of the Bachelor of Science in Entrepreneurship.

1. The institution has fully disseminated the vision and it is accepted by its stakeholders; likewise, the vision was formulated clearly, thus the respondents perceived it very high.

2. As expressed by the study, the respondents are fully aware of the mission and vision of LSPU, goals of the programs and programs objectives and they are also highly accepted.

3. Lastly, the respondents' awareness, acceptability, dissemination and congruency have a significant effect on the LSPU vision and mission, college goals and Bachelor of Science in entrepreneurship program objectives.

7 RECOMMENDATION

Based on the findings and conclusions of the study, the recommendations are:

1. LSPU and the department continuously maintain the process and procedures regarding the dissemination of VMGO.

2. LSPU administration, if possible, may yearly look over the VMGO of LSPU and department in order to meet the trends of the challenging world of academe.
3. Further, the researcher recommends that future researchers shall investigate the VMGO stakeholders understanding and timeliness.

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