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## **Multisectoral Awareness and Acceptability of the VMGO and Meaning Making of the Vision and Mission**

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**Abstract**--An institution's programs, activities, initiatives, and other institutionally-related undertakings would be transformed into the most renowned globally-acknowledged worldwide standards in light of the vision-mission. The survey on the awareness and acceptability of the University's Revised Vision-Mission, as well as the College of Teacher Education and Graduate School Program Goals and Program Objectives and Outcomes, demonstrates the awareness and acceptability of the University's Vision, Mission, Goals, and Objectives, as well as the University Core Values. It also includes translations of the new vision and mission from English to Vietnamese, Korean, Filipino, Ilocano, and Ibanag by the stateholders of the new vision and purpose. Significantly, by translating the VGMO, the university is expanding worldwide, emphasizing the importance of academic and community effort as it materializes the programs that will propel the institution forward.

**Keywords**---acceptability, awareness, meaning making, multisectoral, university core values, VGMO.

## Introduction

The Institutional image creates the culture and grandeur of the Institution anchored on its vision-mission. It is in the light of the vision-mission that an institution would bring about its programs, activities, projects, and other institutionally-related endeavors into the most acclaimed globally-acknowledged international standards. As Jonathan Swift said, "Vision is the art of seeing the invisible", while mission according to W. Clement Stone is filling one's enthusiasm and a burning desire to get to work on it" thus, vision and mission set the goal to where the Institution is heading for its future. The institution in this way has image-building frameworks that serve as light to carry out programs set at quality and standards. Through this, the institution has to make a difference. Thus, the challenge in today's education institutions is to stand out and be at the top in matters of excellence, commitment and competence amidst the outbreak of this COVID-19 pandemic.

There were several studies conducted in relation to this present study like the study titled "Awareness, Acceptability, and Relevance of The Vision, Mission, Goals, and Objectives of the Bsemt Program" by [Salom & Florendo \(2013\)](#), where they stated that Vision, Mission, Goals, and Objectives are the "touchstone" for everything that an educational institution undertakes, and that VMGO statements are concrete guides for the future of the institution, including its academic programs. [Salom & Florendo \(2013\)](#), cited the following in their views about the vision, mission, goals, and objectives. They are [Villanca et al. \(2020\)](#), who said that VMGO statements define collective efforts and align the whole organization towards the accomplishment of programs/projects/activities; [Escolano \(2021\)](#), stated that Vision statement is a forward-looking statement that defines the ideal state of an organization in the future; while [Salom & Florendo \(2013\)](#), mentioned that Vision and mission are components of strategic management. Further, a mission statement provides the necessary guidance for developing strategy, defining critical success factors, searching out key opportunities, making resource allocation choices and pleasing stakeholders. The VMGOs serve as anchors/frameworks for the University's strategic and operational planning and actions. They provide the University's constituents and stakeholders the necessary direction and motivation on how they are expected to perform their respective functions and to generate, allocate, and use resources. It is pointed out that results of the study were important to school administrators for policy formulation and implementation. Faculty members can also benefit from the study by using the VMGOs as their guide and framework in retooling themselves with new and more appropriate teaching strategies and methods.

According to [Bowen \(2018\)](#), vision and mission, in his study titled "Mission and Vision", are statements based on the core ethical values of an organization and are essential to its success because they give the direction. Vision statements drive the long-term goals that determine where the organization would eventually like to be in the competitive landscape, while mission statements are more

concrete and specific to an organization's competitive advantage, and are used to prioritize activities. Hence, vision statement specifies where an organization is going and a mission statement gives an organization direction on how to get there. Furthermore, according to [Gordon \(2017\)](#), in his article, "Communication, Vision, and Mission", the proper strategic vision, given the context at any point in time, is the first step to organizational success, which is the overarching goal of leadership. From the vision flows the mission, or purpose. However, an appropriate vision without the ability to communicate in a sense-making way to employees may render the vision useless. In addition, the study conducted by the Faculty members of Bukidnon State University titled "Assessing the Vision, Mission, Goals and Objectives of a State University in Southern Philippines" assessed the clarity of statements of the vision, mission goals and objectives (VMGO) and identified to what degree the VMGO is disseminated and accepted by the stakeholders. It also assessed the perception of the stakeholders through documentary analysis with regard to its congruency to the actual educational practices and activities. Hence, the study revealed that the VMGO is very much clear among the stakeholders and that their level of dissemination and acceptability is to a great extent. It also showed that generally the stakeholders strongly agreed that VMGO is congruent to the educational activities of the University. Result of the careful examination of the syllabi and interview with the stakeholders also revealed that indeed there is congruency.

Other studies that give light to what the vision, mission goals and objectives are the study conducted by [Alegre et al. \(2018\)](#), on "The real mission of the mission statement: a systematic review of the literature", where they said that a mission statement is a widely used strategic tool that emphasises an organisation's uniqueness and identity. Likewise, the International British School stated that Mission is what we do. It is working together to inspire, support and celebrate student achievement", while "Vision is where we are going". "Building a community of Passionate Lifelong Learners". Their Values-based education is specified as their core values. This values-based Education places human values, such as respect, tolerance, integrity, and compassion at the core of the educational process, infusing an underlying ethical vocabulary into the curriculum leading to 'ethical intelligence'.

In an article on the study of [Boerema \(2006\)](#), along "An analysis of private school mission statements" of private schools in British Columbia, Canada, the concepts that emerged from the analysis declared the school's distinctive beliefs, concepts that presented the school's goals and objectives, and concepts outlining the environment, services offered, and parental involvement. It was found that there is considerable diversity between private school groups in the school distinctives and in the goals and objectives pursued by the schools. The Cagayan State University which is the subject of this study has this vision "CSU is a University with global stature in the arts, culture, agriculture and fisheries, the sciences as well as technological and professional fields" and a mission which is "Cagayan State University shall produce globally competent graduates through excellent instruction, innovative and creative research, responsive public service and productive industry and community engagement", with the core values of Competence where the CSUans are developed to become critical thinkers, creative problem-solvers, and competitive performers. Social Responsibility where the

CSUans are developed to be sensitive to ethical demands, to become stewards of the environment for future generations, and advocates to social justice and economic equity, and Unifying Presence where the CSUans are developed to unite theory and practice, the different strata of the society at the university and community level, and the ASEAN region and the world (University Manuals, 2017, 2018, 2019, & 2020)

In the College of Teacher Education and in the graduate school, the different programs are offered to cater the needs of the community and the global market as well. These programs along with their goals and objectives clearly figure out their end goals for the takers to become exemplary professionals in their fields. The graduate school as per Commission on Higher Education Memorandum Order (CMO) No. 53, s. 2007 on the Policies and Standards for Graduate Program in Education for Teachers and Other education Professionals and CMO No. 15, s. 2019 on Policies, Standards and Guidelines for Graduate Programs states that the Master's level is designed to provide students with advance academic and or professional knowledge, skills and competencies, leading to a second degree higher than the bachelor's degree. The programs in this level contain a substantial research component, and are informed by the state-of-the-art research and or best professional practice. By level of outcome competency, Master's programs are aligned with level 7 of the Philippine Qualifications Framework (PQF). The Masteral programs are Master's in Education Major in specific professional area or major in specific subject area; Doctor of Education and Doctor of Philosophy major in specific field of specialization. For the Doctoral level which is the highest level of academic degree in any field of knowledge or discipline, making it a terminal degree, the programs lead to an advance research qualification and devoted to advanced study and original research. Doctoral programs are aligned with level 8 of the Philippine Qualifications Framework (PQF). The different types of graduate programs with the latest CMO mentioned earlier are Master of Arts in Academic Track, Master of Arts by Research, Master of Science in Academic Track, Master of Science by Research, Master's Degree in Professional Track, Straight Bachelor's-Master Program; Dual Doctor of Medicine-Master's degree Program, Dual Master's degree program; Doctor of Philosophy in Academic Track, Doctor of Philosophy by research, Doctoral degree in Professional Track, Straight Master's Doctoral Program, and Double Doctoral degrees program. The Cagayan State university offers the Master's Program both for thesis and non-thesis for teachers and Doctor of Philosophy in Education.

On the other hand, the College of Teacher Education has the following program offerings. These are the Bachelor of Early Childhood Education (BECED) Program that aims to educate individuals to be competent early childhood practitioners working with children from 0-8 years old in various early childhood settings (home, community, school, and workplace. It is aligned with the National Early Learning Framework (NELP), The National Competency Based Teacher Standards (NCBTS, 2017) and the first key stage which is K to 3 (CMO 76, s. 2017); the Bachelor of Culture and Arts Education Degree (BCAED) Program which aims to develop highly motivated, creative and reflexive teachers in basic education equipped with knowledge, skills and values in culture and arts education (CMO 82, s. 2017); the Bachelor of Elementary Education (BEED) Degree Program that aims to develop highly motivated and competent teachers specializing in the

content and pedagogy for elementary education (CMO 74, s. 2017).; the Bachelor of Secondary Education (BSED) Program that aims to develop highly motivated and competent teachers specializing in the content and pedagogy for elementary education. (CMO 75, s. 2017) ; the Bachelor of Technical-Vocational Teacher Education (BTVTED) Program which aims to develop highly competent and motivated teachers in technical and vocational education in their area of specialization (CMO 79, s.2017); and the Bachelor of Technology and Livelihood Education (BTLEd) which aims to develop highly competent and motivated teachers in Technology and Livelihood Education in grades 4-8. (CMO 78, s.2017).

The Program Outcomes or Objectives of the College of Teacher education as per CHED Memoranda orders are as follows: For the the BCAED Program, the program outcomes are (a) Disciplinary knowledge: Apply evidence-based practices derived from the social sciences and humanities in teaching and learning. (b) Pedagogical Practice: Apply multidisciplinary knowledge and skills in culture, arts and design in the teaching-learning practice anchored on the meanings and values of human creativity in a changing life-worlds. (c) Competency and Proficiency in the Creative Expressions: Demonstrate competence in the planning and development of market and non-market oriented visual arts, music, drama, and dance productions in local, regional and global settings; (d) Professional Accountability and Responsibility: Practice professional and ethical standards for teachers as well as principles and guidelines governing arts, production, research, and publication; and (e) Research and Extension: Conduct applied research in culture and the arts which will benefit local communities. For BECEd, the Program outcomes (a) Demonstrate high level of content and pedagogical knowledge; (b) Demonstrate appreciation for diversity; (c) Manifest collaborative skill; (d) Demonstrate innovative thinking; (e) Possess critical and problem solving skills Advocate for children's rights, equity, community, nationalism and democratic ideas, and (f) Pursue lifelong learning. The BEED Program (a) Demonstrate in-depth understanding of the diversity of learners in various learning areas, (b) Manifest meaningful and comprehensive pedagogical content knowledge of the different subject areas, (c) Utilize appropriate assessment and evaluation tools to measure learning outcomes (d) Manifest skills in communication, higher order thinking and use of tools and technology to accelerate learning and teaching. ( e) Demonstrate positive attributes of a model teacher both as an individual and as a professional. (f) Manifest a desire to continuously pursue personal and professional development. The BSED Program (a) Demonstrate mastery of the discipline (Field of specialization, (b) Facilitate learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environments. (c) Develop innovative curricula, instructional plans, teaching approaches and resources for diverse learners. (d) Apply skills in the development and utilization of ICT to promote quality, relevant, and sustainable educational practices ( e) Demonstrate a variety of thinking skills in thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes. (f) Practice professional and ethical teaching standards sensitive to the local, national and global realities. (g) Pursue lifelong learning for personal and professional growth through varied experiential and fact-based opportunities. For the BTVTEd Program outcomes (a) Demonstrate the competencies required of the Philippine TVET Trainers-Assessors

Qualifications Framework (PTTQF), (b) Demonstrate broad and coherent, meaningful knowledge and skills in any specific fields in technical and vocational education. (BTVTEd), (c) Apply with minimal supervision specialized knowledge and skills in any of the specific fields in technical and vocational education. (d) Demonstrate higher level literacy, communication, numeracy, critical thinking, learning skills needed for higher learning. ( e) Manifest a deep and principled understanding of the learning processes and the role of the teacher in facilitating these processes in their students. (f) Show a deep and principled understanding of how educational processes relate to larger historical, social. Cultural, and political processes. (g) Apply a wide range of teaching process skills (including curriculum development, lesson planning, materials development, educational assessment, and teaching approaches, and (h) Reflect on the relationships among the teaching process skills, the learning processing in the students, the nature of the content/subject matter, and other factors affecting educational processes in order to constantly improve their teaching knowledge, skills and practices. For the BTLEd, Program outcomes (a) Demonstrate the competencies required of the Philippine TVET Trainers-Assessors Qualifications Framework (PTTQF) (b) Demonstrate broad and coherent, meaningful knowledge and skills in In Technology and Livelihood Education, (c) Apply with minimal supervision specialized knowledge and skills in any of the specific fields in technical and vocational education, (d) Demonstrate higher level literacy, communication, numeracy, critical thinking, learning skills needed for higher learning. (e) Manifest a deep and principled understanding of the learning processes and the role of the teacher in facilitating these processes in their students. (f) Show a deep and principled understanding of how educational processes relate to larger historical, social. Cultural, and political processes. (g) Apply a wide range of teaching process skills (including curriculum development, lesson planning, materials development, educational assessment, and teaching approaches) and (h) Reflect on the relationships among the teaching process skills, the learning processing in the students, the nature of the content/subject matter, and other factors affecting educational processes in order to constantly improve their teaching knowledge, skills and practices (Haeckel, 2004; Clarke & Tyler, 2015).

In the graduate school of the University, the goals state that the Graduate School is boldly committed to produce graduates who can demonstrate breadth and depth of knowledge in their chosen field of expertise; demonstrate critical thinking and effectively communicate knowledge in their respective discipline; apply their expertise to generate new knowledge or to enhance the discipline through creative research; and exhibit the best practices, values and ethics of the profession. In addition, the general objectives of the graduate school program state that the Graduate School shall: provide advanced disciplinary content that will train students to analyze and appreciate traditional and contemporary theories, concepts, and models of their respective disciplines; adopt appropriate methods and techniques that will develop critical thinking and research skills; encourage the students to write and discuss about critical issues in their discipline and present related scholarly works; conduct extension activities that inculcate a sense of responsibility and commitment to national development. foster a supportive collegial environment where students become deeply engaged in learning; and provide consultancy and professional assistance in inter-agency linkages along education, agriculture and rural development, technology, human

resources management, guidance, psychology, public health and other allied fields (Parker, 2011; Quisumbing et al., 2020). The Doctoral Program includes Doctor of Philosophy in Educational Management, Science education, and English Language Education. The Master's degree includes Educational Management, Social Studies, Filipino, Technology Education Management, Public Health, Science, Mathematics, Physics, Chemistry, Biology, and Business Administration

To have a better way to understand the vision and mission of the University, translation from English version to first language was considered. In the article on Teaching with Translation: A Journey from L2 to L1 in the Classroom by Carvalho (2016), he discussed the use of L1 with teachers who teach multilingual classes to have come to realize that L1 can be a powerful tool to help students to figure out how language works. That being said, translation can be exploited for two main purposes: (1) to encourage learners to “think carefully about meaning,” and to “build critical language awareness” as well as to notice the gap between what they know in L1 and to try to express it in L2 ; and (2) to empower learners to use their translation skills to use in the real world. He also cited Rodgers & Richards (2008), who said that translation is not to be confused with the grammar-translation method whose goal was to learn a language in order to read its literature. Nowadays, approaches to translation should have a communicative purpose and resemble real life activities rather than focus solely on reading and writing texts out of context. Carvalho (2016), likewise cited Figueira (2017), who said that translation is also a skill in its own right as it requires specialized knowledge of how languages work and its use for different purposes. It also requires accurate knowledge of genres, styles, appropriacy, and register, as well as cultural and social conventions that guide both written and spoken communication.

According to Carvalho (2016), translation can be done through (1) Intralingual translation, that is: paraphrasing, rewording, and retelling. Students can retell a story in L2 after listening to it, for example. Intralingual translation also involves explaining the meaning of a word in L2. This is by far the most acceptable form of translation in the classroom; (2) Interlingual translation, that is, ordinary translation. Gap-fill activities can be a fun way to encourage students to use translation to convey their ideas. I pair up my students and give each of them a short paragraph in Portuguese, which they must translate into English to each other orally; and (3) Intersemiotic translation, which is the transposition of one sign system to another. Students can describe a picture using their own words. Another way of doing it is to ask students to listen to a description of a picture and draw it.

In an article by Obdržálková (2016), on Translation as a decision-making process: an application of the model proposed by Jiří Levý to translation into a non-mother tongue,” the process of translation according to this author is a sequence of decisions by which the translator chooses from the available alternatives, guided by definitional instructions that define the paradigm and selective instructions that narrow the number of choices. The criteria applied in the process at each individual stage are semantic, rhythmical, stylistic amongst others. In addition, the meaning making model (Park, 2010), outlines the concepts and processes that are proposed as central to meaning making. Global meaning is the overarching



system of beliefs, goals and subjective sense of meaning or purpose that is formed by early experiences and provides the cognitive framework from which the event is interpreted (Curan et al., 2017). Hence, meaning making is a central purpose for interacting with text, producing text, participating in discussion, giving presentations, and engaging in research. Meaning making includes literal comprehension for the purpose of an information.

The Cagayan State University is one of the known Universities in the region. It envisions to transform lives by educating for the best. It shall endeavour to improve from its previous best showing that it enjoys the leading edge in all that pertains to education. In the light of the University Vision-Mission, significant educational reforms are adopted to keep the curricular programs updated and make the institution raise the bar of excellence, guided by its thrusts, anchored on CHED's thrust (Lee et al., 2013; Kunz-Schughart et al., 2017). The thrusts that challenges Higher Education Institutions to excellently meet set standards. Hence, the University Vision-Mission when properly explained and disseminated shall be understood that it is set to meet the standards. In this way, there is a need to let the stakeholders be aware of the University Vision-Mission so that everybody is set to the same direction and to attain the same goal.

Since Cagayan State University is at the limelight of the Higher education Institutions in the region in terms of excellent performance in Board Examinations not only in Medicine, Medical Technology, Certified Public Accountant but also in the Licensure Examinations for Teachers, there is a need to keep up the successful achievements, thus, the stakeholders especially the students, administrators, faculty, administrative staff, and linkages should always be informed about the programs, activities, and projects of the University and most especially as to where the University is heading amidst the challenge of this COVID-19 pandemic (Candemir & Zalluhoğlu, 2013; Athanassiou et al., 2002).

The survey on the awareness and acceptability of the Revised Vision-Mission of the University along with the College of Teacher Education and Graduate School Program Goals and Program Objectives and Outcomes shows the awareness and acceptability of the stakeholders from the multisectoral levels of the University Vision, Mission, Goals and Objectives. along with the University Core Values. It likewise presents the translations done by the stateholders of the new vision and mission from its English version to their first language, namely; Vietnamese, Korean, Filipino, Ilocano and Ibanag.

## **Methodology**

### **Study design**

The researchers used the descriptive research design where both the quantitative and qualitative approaches were employed. It describes the assessment of the respondents on the level of awareness and acceptability of the Vision, Mission, Goals and Objectives, along with the core values, and the translation of the English version of the new vision and mission to Filipino, Ilocano, Ybanag, Vietnamese, and Korean.



## **Respondents**

This research is confined in the Cagayan State university, Andrews campus for the the month of August to September 2021. With random sampling, and of the 729 respondents for the quantitative approach in this study, 68 (9.33%) were administrators, faculty members and administrative personnel, 89 (12.21%) for linkages coming from the alumni, adopted community and those working in government and non-government agencies including parents, while 572 (78.46%) students from the different programs of the College of Teacher Education and the graduate school. For the qualitative approach, there were five translations done for the New Vision and Mission of the University (Kuzu et al., 2013; Altiook, 2011). The Ilocano, Ibanag, Filipino translation were done by the experts in mother tongue in the province of Cagayan, Philippines. The Korean and Vietnamese translations were done with the use of google translations, counterchecked by graduates of the graduate school who are Koreans and Vietnamese themselves. The translators are professionals and they are of national and international figures. These are the faculty members, administrators, journalists, and writers.

## **Instruments**

A survey questionnaire on the vision and mission of the University and the Program goals and objectives of the College of Teacher Education and graduate school was used to gather the respondents' level of awareness and acceptability on the University Vision and Mission, along with the core values, Goals and Objectives. For the translation, the English version of the new vision-mission of the University was forwarded to the translators to translate it to their first language.

## **Collection of data**

The gathering of data was done through the use of a survey questionnaire sent to the respondents in the use of google form created by the researchers. For the translation, the new vision-mission was sent to experts in Ilocano, Ibanag, and Filipino in Cagayan Valley, Philippine. The translation in Korean and Vietnamese from the English version of the new vision-mission was first done through the use of the google translation applicationsent and sent to the experts in the language for confidence in the translation output (Sabilah, 2016; Espinoza et al., 2017). The Dean of the College of Education approved the survey questionnaire through the use of the google form for uploading to multisectoral groups, namely; the administration, faculty and administrative personnel; the students; and the linkages which include the alumni, adopted community, parents and guardians of the CSU students.

## **Analysis of data**

The frequency and percentage were used to treat the data covering personal profile and the strategies in disseminating the vmgo, while the weighted mean was utilized to treat the respondents' level of awareness and acceptability of the Vision, Mission, Core Values, Goals, and Objectives. The translations done was

finalized by the translators themselves along their fields of expertise and their first language (Susanty et al., 2021; Konovalenko et al., 2021).

## Results and Discussion

The tables below show the level of awareness and acceptability of the multisectoral groups about the University Vision-Mission, and the College of Teacher Education program goals and objectives, along with translations.

### Personal profile of the respondents

Table 1 shows the frequency and percentage distribution of respondents. Of the 729 respondents in this study, 68 (9.33%) were administrators, faculty members and administrative personnel, 89 (12.21%) from linkages coming from the alumni, adopted community and those working in government and non-government agencies including parents, while 572 (78.46%) students from the different programs of the College of Teacher Education and the graduate school.

Table 1  
Frequency and percentage distribution of respondents

Respondents	Frequency	Percentage
Administrators, Faculty and Administrative Personnel	68	9.33
Students (College of Teacher Education and Graduate School)	572	78.46
Linkages (Parents, Alumni, Adopted Community)	89	12.21
Total	729	100.00

### Level of awareness and acceptability of the university vision, mission, core values, goals, and objectives

Table 2  
Level of awareness and acceptability of the university vision-mission

Respondents	Level of Awareness				Level of Acceptability			
	Vision		Mission		Vision		Mission	
	WM	DI	WM	DI	WM	DI	WM	DI
Students	2.55	VMA	2.54	VMA	2.62	HA	2.60	HA
Linkages (Alumni, Adopted Community, Parents)	2.33	VMA	2.32	VMA	2.41	HA	2.34	MA
Administration, Faculty & Administrative Personnel	2.81	VMA	2.84	VMA	2.85	HA	2.79	HA
Category Mean	2.56	VMA	2.57	VMA	2.63	HA	2.58	HA

Legend: (Awareness) 2.35-3.00 Very Much Aware (VMA); 1.68-2.34 Aware (A); 1.00-1.67 Not Aware (NA)

Legend: (Acceptability) 2.35-3.00 Highly Accepted (HA);1.68-2. 34 Moderately Accepted (A; ) 1.00-1.67 Not Accepted (NA)

As clearly shown on table 2, the three groups of respondents are very much aware of the vision and mission of the University with a category means of 2.56 and 2.57, while they highly accepted the vision and mission with category means of 2.63 and 2.58, respectively. This implies that the University is making sure that the stakeholders are well informed of the University Vision-Mission in order for them to keep track of where the University is heading or the University’s leading direction in the realization of its being a higher education institution of learning that hones the graduates to become professional leaders with strategic vision and mission. This is also expressed by Gordon (2017), in his article, “Communication, Vision, and Mission”, when he said that the proper strategic vision, given the context at any point in time, is the first step to organizational success. This is indeed considered very important as specified too in the study of Salom & Florendo (2013), on “Awareness, Acceptability, and Relevance of The Vision, Mission, Goals, and Objectives of the Bsemt Program” when they said that Vision, Mission, Goals, and Objectives are the “touchstone” for everything that an educational institution undertakes. So, as the vision and mission serve as the limelight for all of the University’s projects, programs and activities, the stakeholders become more knowledgeable and aware of the Vision-Mission, and the clearer are their directions in their personal life and career path with competitive edge.

Table 3  
Level of awareness and acceptability of the core values

Respondents	Level of Awareness						Level of Acceptability					
	Competence		Social Responsibility		Unifying Presence		Competence		Social Responsibility		Unifying Presence	
	WM	DI	WM	DI	WM	DI	WM	DI	WM	DI	WM	DI
Students	2.53	VMA	2.47	VMA	2.42	VMA	2.52	HA	2.37	HA	2.43	HA
Linkages (Alumni, Adopted Community, Parents)	2.32	A	2.34	A	2.31	A	2.33	MA	2.35	HA	2.33	A
Administration, Faculty & Administrative Personnel	2.55	VMA	2.49	VMA	2.53	VMA	2.58	HA	2.47	HA	2.58	HA
Category Mean	2.47	VMA	2.43	VMA	2.42	VMA	2.48	HA	2.40	HA	2.45	HA

Legend: (Awareness) 2.35-3.00 Very Much Aware (VMA); 1.68-2. 34 Aware (A); 1.00-1.67 Not Aware (NA)

Legend: (Acceptability) 2.35-3.00 Highly Accepted (HA);1.68-2. 34 Moderately Accepted (A; ) 1.00-1.67 Not Accepted (NA)

Table 3 presents the level of awareness and acceptability of the vision and mission. As shown on table, the three groups of respondents are very much aware of the core values as specified by the weighted means of 2.47, 2.42, and 2.41; while they highly accepted the core values with weighted means of 2.48, 2.40, and 2.43, respectively. This infers that the University guided by ethical norms exemplified by the core values with an acronym of CSU stands firm in its direction

to inspire the graduates to make a difference by carrying along with them the mark of a CSUan in whatever local, national or international workplaces they may be in. According to Bowen (2018), vision and mission, in his study titled “Mission and Vision”, are statements based on the core ethical values of an organization and are essential to its success because they give the direction. Hence, the core values likewise serve as guidepost for the graduates to uphold in their journey towards the realization of their goal to have a degree and to its application in their professional lives.

Table 4  
Level of awareness and acceptability of the college of teacher education goals and objectives

Respondents	Level of Awareness				Level of Acceptability			
	Goals		Objectives		Goals		Objectives	
	WM	DI	WM	DI	WM	DI	WM	DI
Students	2.58	VMA	2.64	VMA	2.68	HA	2.65	HA
Linkages (Alumni, Adopted Community, Parents)	2.37	VMA	2.30	A	2.34	MA	2.50	HA
Administration, Faculty & Administrative Personnel	2.92	VMA	2.94	VMA	2.96	HA	2.94	HA
Category Mean	2.62	VMA	2.63	VMA	2.65	HA	2.70	HA

Legend: (Awareness) 2.35-3.00 Very Much Aware (VMA); 1.68-2.34 Aware (A); 1.00-1.67 Not Aware (NA)

Legend: (Acceptability) 2.35-3.00 Highly Accepted (HA); 1.68-2.34 Moderately Accepted (A; ) 1.00-1.67 Not Accepted (NA)

The three groups of respondents as shown in table 3 are very much aware and they highly accepted the College of Teacher Education goals and objectives as revealed by the weighted means of 2.62, 2.83, 2.65, and 2.70, respectively. This implies that the College of Education students as well as their parents, the alumni, and adopted communities, together with the faculty, administration, and administrative personnel are taking sense of belongingness to what the University envisions the stakeholders to have through their participative efforts in the realization of the goals and objectives of whatever programs or any academic endeavors they need to actively involve themselves with for the realization of the outcomes of the college programs as recommended by the Commission on Higher Education Memorandum orders particularly the Bachelor of Early Childhood Education (CMO 76, s. 2017); Bachelor of Culture and Arts Education (CMO 82, s. 2017); Bachelor of Elementary Education (CMO 74, s. 2017).; Bachelor of Secondary Education (CMO 75, s. 2017); Bachelor of Technical-Vocational Teacher Education (CMO 79, s.2017); and Bachelor of Technology and Livelihood Education (CMO 78, s.2017).

Table 5  
Level of awareness and acceptability of the graduate school goals and objectives

Respondents	Level of Awareness				Level of Acceptability			
	Goals		Objectives		Goals		Objectives	
	WM	DI	WM	DI	WM	DI	WM	DI

Students	2.68	VMA	2.70	VMA	2.71	HA	2.89	HA
Linkages (Alumni, Adopted Community, Parents)	2.92	VMA	2.87	VMA	2.89	HA	2.87	HA
Administration, Faculty & Administrative Personnel	2.93	VMA	2.97	VMA	2.94	HA	2.96	HA
Category Mean	2.84	VMA	2.85	VMA	2.85	HA	2.91	HA

Legend: (Awareness) 2.35-3.00 Very Much Aware (VMA); 1.68-2.34 Aware (A); 1.00-1.67 Not Aware (NA)

Legend: (Acceptability) 2.35-3.00 Highly Accepted (HA); 1.68-2.34 Moderately Accepted (A; ) 1.00-1.67 Not Accepted (NA)

The three groups of respondents as shown in table 4 are very much aware and they highly accepted the graduate school goals and objectives as revealed by the weighted means of 2.84 and 2.85 for the goals, and 2.85 and 2.91 for the objectives, respectively. This implies that the graduate school students as well as their parents, the alumni, and adopted communities, together with the faculty, administration, and administrative personnel are properly informed of the goals and objectives of the different programs of the graduate school as there are different means used by the University in the dissemination process including the CSU website, brochures, manuals, radio program, facebook page, and the Commission on Higher Education Memorandum Orders (CMOs) particularly CMO No. 15, s. 2019.

### **Translation of the new vision-mission**

The translators who are known as anonymous in this research as they wished it to be revealed that they had difficulty in translating the vision-mission even if they use their first language in translating. According to them, translation is not to have it word by word but with its meaning. As [Figueira \(2017\)](#) said, cited by [Carvalho \(2016\)](#), translation is a skill in its own right as it requires specialized knowledge of how languages work and its use for different purposes. It also requires accurate knowledge of genres, styles, appropriacy, and register, as well as cultural and social conventions that guide both written and spoken communication. These were also mentioned by the translators when the researchers converse with them personally and through phone calls, and other social media modes of reaching them. [Park \(2010\)](#), likewise stated that making meaning is a central purpose for interacting with text, producing text, participating in discussion, giving presentations, and engaging in research. Meaning making includes literal comprehension for the purpose of an information. Here is the English version of the Vision-Mission and their corresponding translations that had been agreed upon by those who collaboratively enjoined themselves to come up with the final translations from English version to Ilocano, Ibanag, Filipino, Vietnamese, and Korean versions.

### **English version of CSU vision-mission**

#### **Vision**

“CSU is a University with global stature in the arts, culture, agriculture and fisheries, the sciences as well as technological and professional fields”

**Mission**

“Cagayan State University shall produce globally competent graduates through excellent instruction, innovative and creative research, responsive public service and productive industry and community engagement”

**Ilocano version****SIRMATA (Vision)**

Ti Cagayan State University ket naparaburan iti sangalubongan a kabaelan a mangtubay ti arte, kultura, agrikultura, panagkalap, ken iti tay-ak ti siensia, teknolohikal ken propesional a banag.

**PANGGEP A TUN-OYEN (Mission)**

Ti Cagayan State University ket mangtubay kadagiti adalanna iti kabaelan a maiyarig iti sangalubongan a kalidad babaen iti nasiken a wagas iti panagisuro, nasariwawek a panagsukisok ken naipamaysa a panagserbi iti publiko ken nabunga nga industria ken panagkaykaysa iti sibubukel a komunidad

**Ibanag****(Vision)**

I CSU ay Unibersidad nga napeggan ta nemundowan nga pangiyafursi ta kurso nga mangiyadda ta kultura, pakkupetsa suna pagimmanango, nadduruma nga panga na siyensiya ira, kunne na gapa ta teknolohiya anna profesyonal ira nga aspeto.

**(Mission)**

I Cagayan State University ay mepanggo tu mamalawan tu maappia nga maggradua nga awayya ns nga makipareha ta graduadu ta interu mundo gukaban na kuruga mapia nga panuddu, research anna mekunnay nga serbisyo publiko anna egga I kebalinan na nga patrabafuan anna pangiyawa tu pakiparte na tottolay ta komunidad.

**Filipino version****BISYON NG UNIBERSIDAD**

Ang CSU ay isang Unibersidad na may pandaigdigang pamantayan sa sining, kultura, agrikultura, pangisdaan, at mga agham pati na rin sa mga teknolohikal at pampropesional na larang.

**MISYON NG UNIBERSIDAD**

Ang Cagayan State University ay lilikha ng mga mahuhusay at karapat-dapat na magtatapos para sa buong mundo sa pamamagitan ng mahusay na pagtuturo, makabago at malikhaing pagsasaliksik, tumutugon sa serbisyon publiko at produktibong industriya at pakikipag-ugnayan sa pamayanan.

### **Korean version**

(Vision)

CSU는 예술, 문화, 농업, 어업, 과학, 기술 및 전문 분야에서 세계적인 명성을 가진 대학입니다.

bijyonimnida ssiesseuyu neun yesul munhwa nongop oop gwahak gisul mit jonmun bunyaeso segyejogin myongsongeul gajin daehagimnida

(Mission)

Cagayan State University는 우수한 교육, 혁신적이고 창의적인 연구, 대응력 있는 공공 서비스, 생산적인 산업 및 지역사회 참여를 통해 세계적으로 유능한 졸업생을 배출해야 합니다

Misionimnida kagayan seuteiteu yunibositi neun usuhan gyoyuk hyokssinjogigo changjogin yongu daeungnyok inneun gonggong sobiseu saengsanjogin sanop mit jiyok sahwe chamyoreul tonghae segyejogeuro yuneunghan joropssaengeul baechulhaeya hamnida

### **Vietnamese version**

(Vision)

CSU là trường Đại học có tầm cỡ toàn cầu về nghệ thuật, văn hóa, nông nghiệp và thủy sản, khoa học cũng như các lĩnh vực công nghệ và chuyên môn.

(Mission)

Đại học Bang Cagayan sẽ đào tạo ra những sinh viên tốt nghiệp có năng lực toàn cầu thông qua hướng dẫn xuất sắc, nghiên cứu đổi mới và sáng tạo, dịch vụ công đáp ứng và ngành công nghiệp hiệu quả và sự tham gia của cộng đồng.

These translations were done with the use of google translate for Korean and Vietnamese versions which are counterchecked by Koreans and Vietnamese graduates of the graduate school. The translators of Filipino, Ilokano, and Ibanag likewise collaboratively work upon and discuss among themselves for the finalization of the translation. These translators reveal that it was indeed difficult to translate, for translation is done not word by word but by its meaning. Indeed, the pursuit of the University for quality and excellence in the light of global standards is guided by its vision-mission anchored on the CHED Thrust and the corresponding CHED Memorandum Orders (CMOs). The stakeholders particularly those identified as multisectoral levels in this study are very much aware and they highly accepted the VMGO. The translations to first language was also done to let the stakeholders (not only those in the region or in the Philippines but also of those in the international market) keep themselves abreast with what the University is heading (Ryan, 2020; Suryasa et al., 2019).

### **Conclusion**

The level of awareness and acceptability of the multisectoral groups namely; the administrators, faculty, and administrative personnel; the students; and the



linkages that include the alumni, adopted community, and parents are “very much aware” and they “highly accepted” the VMGO. Along with translation, the English version of the new vision-mission was translated by those language experts and whose first language is either Ilokano, Ibanag, Filipino, Korean, and Vietnamese. The google translate for Korean and Vietnamese versions was counterchecked by the Koreans and Vietnamese who were graduates of the graduate school programs of the Philippines.

### Recommendations

- Intensify more the information dissemination mechanisms of the University through social media using foreign languages.
- Similar study may be conducted on vision-mission along with the extent of congruency of the academic programs to the VMGO.

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