

Students' Awareness and Acceptance of the VMGOs at the College of Criminal Justice Education, Isabela State University – Roxas Campus

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ABSTRACT

This study aimed to assess the level of awareness, understanding, and acceptance of the Isabela State University's Vision, Mission, and the College of Criminal Justice Education (CCJE) Goals and Objectives at Isabela State University – Roxas Campus, among its student body. A cross-sectional survey employing a structured questionnaire was utilized to collect data from 321 students representing different academic years and programs of the college. The survey instrument comprised four sections focusing on participant profiles, awareness and understanding of VMGOs, awareness of VMGOs dissemination, and acceptance of VMGOs. The findings indicate a high level of awareness and understanding of the VMGOs among the students, with around 4 in every 5 respondents demonstrating awareness of the university vision and mission, and a comparable number registering a great understanding of the VMGOs. Additionally, students showed a strong acceptance of the university's vision, mission, goals, and objectives. The study underscores the effectiveness of current VMGOs communication strategies and their resonance with the student community, forming the foundation for a cohesive educational environment aligned with institutional objectives. To further enhance VMGOs integration for students indicating lower awareness and understanding, tailored workshops and intensified communication efforts are recommended. Interactive peer sessions, faculty mentorship programs, and a targeted feedback mechanism are suggested to bridge understanding gaps and foster greater acceptance. These recommendations aim to ensure that every student comprehensively grasps and aligns with the institutional guiding principles, promoting a harmonious educational experience at CCJE.

Keywords: VMGOs, Awareness, Acceptance, Isabela State University, Quality Education

INTRODUCTION

Institutions of higher learning play a pivotal role in shaping individuals into professionals equipped with the

knowledge and values required to address the demands of their respective fields and contribute effectively to society. The College of Criminal Justice Education (CCJE) at Isabela State University – Roxas Campus (ISU-Roxas) has established a clear set of Vision, Mission, Goals, and Objectives (VMGOs) to guide its educational endeavors and define its aspirations in the academic landscape. This research seeks to explore and understand the extent of students' awareness and acceptance of these VMGOs and their implications on their educational experiences.

The Vision and Mission of the University and Goals and Objectives of the CCJE serve as a compass directing the college toward its desired future state. The vision emphasizes the University aspiration to position itself as a leading research university within the ASEAN region. This ambition aligns with the broader trend in higher education, where universities strive for global recognition and prominence (Dagdag et al., 2023; Altbach & Salmi, 2011). The mission of the college encapsulates the strategies and actions necessary to realize this vision, focusing on fostering global competitiveness among professionals, technological resources, and services through high-quality instruction, innovative research, community engagement, and resource management.

The goals of the college center on producing graduates proficient in various aspects of criminology, ensuring their competence and moral integrity for effective service in crime prevention, law enforcement, scientific crime detection, and correctional administration. These goals are a testament to the college's commitment to meeting societal needs and advancing the field of criminology through education and research.

Additionally, the program's objectives are designed to cultivate a sense of responsibility, integrity, and leadership among students, preparing them for the diverse facets of the criminal justice system. The encouragement of research and inquiry underscores the importance of advancing knowledge and understanding within the field, reflecting a broader trend in higher education toward research-focused curricula (Brew, 2006).

This study endeavors to assess how well these VMGOs are communicated to the students, the extent to which they comprehend and resonate with them, including the extent to which they accept these directions. By examining these factors, the study aims to provide insights that can inform the continuous improvement of the educational experience provided by ISU-Roxas' CCJE.

Research Objectives

1. Assess students' level of awareness and understanding of University's Vision and Mission and the College of Criminal Justice Education Goals and Objectives, including their awareness of the dissemination of these VMGOs.
2. Examine students' level of their acceptance of the VMGOs.
3. Provide recommendations based on the findings to enhance the communication, understanding, and integration of the VMGOs within the academic and extracurricular activities of the college.

METHODS

Research Design

A cross-sectional survey employing a structured questionnaire was utilized to gather data for this study. This research design allowed for a one-time snapshot of the participants' perceptions, attitudes, and awareness

regarding the Vision, Mission, Goals, and Objectives (VMGOs) of the College of Criminal Justice Education at Isabela State University – Roxas Campus.

Participants

The study included a sample of 321 students enrolled in the College of Criminal Justice Education at Isabela State University – Roxas Campus. The participants were selected using a stratified random sampling technique, ensuring representation from different academic years and programs within the college. The profiles of these respondents as to gender, year level, and program are shown in **Table 1**.

Table 1 Student-respondents' profile information

Profile	Category	<i>N</i>	%
Gender	Male	158	49.2
	Female	163	50.8
Year Level	Second Year	191	59.5
	Third Year	56	17.4
	Fourth Year	74	23.1
Program	BSLEA	190	59.2
	BSCRIM	131	40.8

Instrument

A structured survey questionnaire was developed by the research team of the College of Criminal Justice Education at Isabela State University – Roxas Campus. The questionnaire was designed to assess the students' awareness and acceptance of the VMGOs. It included both closed-ended and Likert-scale type questions to capture quantitative data. The questionnaire comprised four sections: 1) Profiles, 2) Awareness and Understanding of the VMGOs, 3) Awareness of the Dissemination of the VMGOs, and 4) Acceptance of the VMGOs.

Data Collection

Data collection was conducted during a specified period using a systematic approach. Trained research assistants distributed the questionnaires to the selected participants. Participants were provided with clear instructions on how to complete the questionnaire, emphasizing the importance of honest and thoughtful responses. To ensure a high response rate, reminders were sent, and additional collection points were established within the campus for convenience. The anonymity and confidentiality of the participants' responses were maintained throughout the data collection process.

Data Analysis

Once the data collection phase was completed, the collected survey responses were compiled and entered into a statistical software program for analysis. Descriptive statistics were used to summarize the participants' level of awareness, understanding, and acceptance of the VMGOs.

Ethical Considerations

This study adhered to ethical guidelines and principles throughout the research process. Informed consent was obtained from all participants, clearly stating the purpose of the study, voluntary participation, and confidentiality of their responses. The study ensured the privacy and confidentiality of participants by using

anonymous data collection techniques. Additionally, the research respected the rights and dignity of the participants, and the study results were used solely for academic and research purposes.

RESULTS

A survey on the awareness and acceptance of the VMGOs was conducted among the students of the College of Criminal Justice Education (CCJE) of Isabela State University – Roxas Campus. The survey instrument has four sections: 1) Profiles, 2) Awareness and Understanding of the VMGOs, 3) Awareness of the Dissemination of VMGOs, and 4) Acceptance of the VMGOs. A forced (four-point) rating scales was used in sections 2 to 4.

The respondents indicated a great extent of awareness and understanding of the VMGOs of CCJE (see **Table 2**). Particularly, around 4 in every 5 respondents registered an awareness of the university vision and mission. Similarly, 4 in every 5 respondents recorded a great understanding of the University’s Vision and Mission and Goals and Objectives of the CCJE, such as the VMGOs are understandable, aligned with expectations and values, satisfying and with clarity and comprehensibility, relevant to the educational goals and outcomes, and relevant to future careers.

Table 2 Students’ awareness and understanding of the VMGOs of CCJE

Indicator	Strongly Agree		Agree		Disagree		Strongly Disagree		M	SD	QD
	n	%	n	%	n	%	n	%			
Aware of the University Vision and Mission	219	68.2	46	14.3	16	5.0	40	12.5	3.38	1.04	G
Aware of the CCJE Goals and Objectives	151	47.0	105	32.7	28	8.7	37	11.5	3.15	.99	G
The VMGOs of CCJE are:											
· Understandable	162	50.5	94	29.3	30	9.3	35	10.9	3.19	1.00	G
· aligned with expectations and values	142	44.2	115	35.8	32	10.0	32	10.0	3.14	.96	G
· satisfying and with clarity and comprehensibility	156	48.6	99	30.8	28	8.7	38	11.8	3.16	1.01	G
· relevant to the educational goals and outcomes	165	51.4	90	28.0	28	8.7	38	11.8	3.19	1.02	G
· relevant to my future career	177	55.1	83	25.9	25	7.8	36	11.2	3.24	1.00	G

Notes. QD means Qualitative Description of the Mean

G means Great Extent

The respondents, as a whole, were either aware or very much aware (see **Table 3** QD). Around 4 in every 5 respondents were aware or very much aware that the University Vision and Mission and Goals and Objectives of the college are disseminated through billboards, bulletin boards, syllabus, ID, leaflets/flyers, ID, manuals, programs, social media, radio broadcast, and bookmarks.

Table 3 Students’ awareness of the dissemination of the VMGOs of CCJE

Indicator	Very Much Aware		Aware		Slightly Aware		Unaware		M	SD	QD
	N	%	n	%	n	%	n	%			
Billboard	152	47.3	131	40.8	29	9.0	9	2.8	3.32	.75	V
Bulletin Boards	145	45.2	145	45.2	22	6.9	9	2.8	3.32	.72	A
Syllabus	192	59.8	110	34.3	13	4.0	6	1.9	3.52	.66	V
Leaflets/Flyers	108	33.6	161	50.2	39	12.1	13	4.0	3.13	.77	A
ID	189	58.9	88	27.4	23	7.2	21	6.5	3.38	.88	A
Manuals	166	51.7	132	41.1	16	5.0	7	2.2	3.42	.69	A
Programs	208	64.8	93	29.0	14	4.4	6	1.9	3.56	.66	V
Social Media	171	53.3	123	38.3	21	6.5	6	1.9	3.42	.69	A
Radio Broadcast	107	33.3	154	48.0	48	15.0	12	3.7	3.10	.78	A
Bookmarks	120	37.4	155	48.3	37	11.5	9	2.8	3.20	.74	A
Total									3.34	.54	A

Notes. QD means Qualitative Description of the Mean

V means Very Much Aware

A means Aware

Further, as shown in **Table 4**, the respondents indicated that they highly accept the university vision ($M = 3.76$) and mission ($M = 3.75$), including the goals ($M = 3.70$) and objectives of the college ($M = 3.70$).

Table 4 Acceptability of the VMGOs of CCJE

Indicator	Highly Acceptable		Acceptable		Slightly Acceptable		Not Acceptable		M	SD	QD
	n	%	n	%	n	%	n	%			
Vision	254	79.1	59	18.4	6	1.9	2	.60	3.76	.50	H
Mission	253	78.8	60	18.7	6	1.9	2	.60	3.75	.50	H
Goals of CCJE	240	74.8	69	21.5	9	2.8	3	.90	3.70	.56	H
Objectives of CCJE	239	74.5	71	22.1	9	2.8	2	.60	3.70	.55	H
Total									3.73	.48	H

Notes. QD means Qualitative Description of the Mean (M)

H means Highly Acceptable

DISCUSSION

The study aimed to assess the awareness, understanding, and acceptance of the Vision, Mission, Goals, and Objectives (VMGOs) of the College of Criminal Justice Education (CCJE) at Isabela State University – Roxas Campus among its students. The survey instrument consisted of four sections, covering profiles, awareness and understanding of the VMGOs, awareness of VMGOs dissemination, and acceptance of

VMGOs. The data analysis revealed compelling insights into the students' perception of the VMGOs.

Awareness and Understanding of the VMGOs

The survey findings reflected a substantial level of awareness and understanding of the VMGOs among CCJE students. Approximately 80% of the respondents demonstrated awareness of the university's vision and mission, suggesting that these fundamental institutional goals are well-communicated within the student body. Moreover, a similarly high percentage of students exhibited a profound understanding of the VMGOs, perceiving them as clear, relevant to educational goals and future careers, and aligned with expectations and values. This signifies that the VMGOs are effectively communicated and resonate with the students, aligning with the intended purpose of guiding the institution.

Awareness of VMGOs Dissemination

The data depicted a favorable scenario regarding the dissemination of VMGOs within the college. An overwhelming majority of respondents, around 80%, were aware or very much aware of the various platforms through which the VMGOs were communicated. Billboards, bulletin boards, syllabi, IDs, leaflets/flyers, manuals, programs, social media, radio broadcasts, and bookmarks were identified as effective mediums for VMGOs dissemination. This underscores the diverse and multi-channel approach undertaken by the college to ensure students are informed about the institution's goals.

Acceptance of the VMGOs

The acceptance of the VMGOs, a crucial aspect of this study, was highly encouraging. The respondents conveyed a strong endorsement of the university's vision, mission, goals, and objectives, scoring notably high on the four-point rating scale. In a four-point scale, the mean values of 3.76 for the vision, 3.75 for the mission, and 3.70 for both goals and objectives, reflect a robust level of acceptance. This signifies that the students not only understand the VMGOs but also value and accept them as guiding principles for their educational journey and future endeavors.

CONCLUSION

The findings highlight a positive alignment between the VMGOs and its students. The high levels of awareness, understanding, and acceptance indicate that the VMGOs are effectively communicated and resonate with the student body. This alignment is crucial for fostering a cohesive educational environment, where students are cognizant of the institutional objectives and are motivated to work towards achieving them.

Furthermore, the findings emphasize the importance of continued efforts in effectively disseminating VMGOs across various platforms, ensuring that students remain informed and engaged with the college's goals. The diversity in dissemination channels observed in this study can serve as a model for other academic institutions aiming to enhance VMGOs awareness.

The positive response from the students regarding the VMGOs is a testament to the effectiveness of the college in instilling its vision, mission, goals, and objectives within its student community. This understanding and acceptance are foundational for a successful educational experience and the eventual realization of the institution's broader aspirations.

RECOMMENDATION

To address the students who indicated lower scores in VMGOs awareness and understanding, tailored

workshops are essential. These workshops should be designed to simplify the VMGOs, making them more accessible and comprehensible. Moreover, intensified communication efforts should be employed, utilizing visually engaging materials and interactive sessions to capture the attention of students with lower awareness. Utilizing multiple communication channels can reinforce the significance and relevance of the VMGOs, ensuring that every student, especially those with lower scores, comprehends their value.

Interactive peer sessions and faculty mentorship programs can also play a pivotal role in boosting understanding among students who scored lower. Creating a platform where students can engage with peers who have a better understanding can offer alternative perspectives and clarify doubts. Additionally, involving faculty mentors to guide these students, address their concerns, and provide supplementary resources can significantly enhance their understanding and alignment with the VMGOs. Lastly, integrating a feedback mechanism specific to students with low acceptance scores allows them to voice their concerns and contribute to refining the VMGOs, ultimately fostering greater acceptance and alignment.

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