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Dynamism of Vision and Mission Statements of Philippine Higher Education Institutions

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Abstract - *The study explored on the vitality of the vision and mission statements of selected Higher Education Institutions (HEIs) from one region in the Philippines. The study also explored the difference on the views of sectarian and non-sectarian schools taken into consideration their affiliation as affected by their educational philosophies and mandates in the implementation of curricular offering and services. The study includes 86 HEIs as the subjects of the study with accessible vision and mission statements using semantic content analysis as the way of examining the data. The results revealed that the vision statements of selected HEIs in the region have focused on instructional competence using learner-centered approach in the fulfilment of their advocacy of social transformation. Most HEIs have the vision of producing globally competitive graduates with international affiliations as institution. Test of difference revealed that there are more sectarian schools with focus on student development while non-sectarian schools on institutional development. The findings of the study contributed in the formulation of key concepts that can be considered by educational leaders as essential components of their vision and mission. This also serves as reference in the revision of future direction and strategies in moving ahead to higher level of achieving academic excellence especially for small and medium size HEIs.*

Keywords: *instructional competence, learner-centered approach, social transformation*

INTRODUCTION

Being true to the essence of institutional vision and mission statements provides a lot of ideas on how educational strategies might be accomplished towards the achievement of quality and excellence in the delivery of instruction, research and extension services to different stakeholders. It contributes in the realization of the Sustainable Development Goals of the United Nations in delivering quality education for all stakeholders. These statements bring the entire organization and its people to attain different milestones for personal and professional growth. However, some institutions are not taking seriously to realize the goals and objectives for the learners, institution, academic community, and society. There are some instances that these statements only serve as the guiding principle but do not translate into reality in meeting actual target from strategies. Vision serves as a source of collective decision making [1]. But sometimes management decisions are not grounded in the mission that resulted to failure of school leaders to bring value to its people, advocacy and educational philosophy. The fulfilment of these goals goes beyond the limit of the institutions but rather through cooperation and collaboration from various sectors of the society.

The vision, mission, goals and objectives of any organization are very vital to its existence and direction [2]. The vision gives proper direction in setting goals to pursue together as a team towards success which also depend upon the unity of people's thoughts and interests, both physically and philosophically. It provides an ideal state of play and general guidelines on key organizational principles [3]. It is a broad statement which represents or reflects the values to be aspired [4] towards a desired future [5]. It drives and energizes people to work with passion, inspiration and commitment in realizing a shared purpose and common goal. In the behavioral theory of Kantabutra [6] defined the following characteristics of a good vision statement: brevity, clarity, challenge, stability, abstractness, future orientation, desirability or ability to inspire that interacts to create positive effects on organizational performance. The perspective of the vision in terms of geographical scope is also being considered in the study whether the institution is trying to set a regional, national or global perspective. The focus of development is also considered important aspect of the vision to observe on how the institution devoted much of their resources. Mission is a concept of

existential reason [5] which has the power of directing the behaviour of people in the organization [7] towards an intended reality. Meanwhile, Lipičnik [8] gave attention to the emergence of a close connection between the basic values of the organization and its vision, because when speaking about goals and visions, it is essential to talk about values as well.

Furthermore, Cascolan and Venture [9] emphasized the need for people to reconcile differing perspectives, find common ground, and create a shared vision and mission. Vision and Mission statements are the strategic management instruments that direct the goals and objectives of an organization. These statements are supposed to provide a guide and direction to where the institution is moving to in the years ahead [10]. It is important for higher education institutions to have a strategic planning with mission and vision statements in order to declare their reason for being and their future goals due to the competitive educational market [5]. These are statements on the long-term view of the institution of itself and of the world within which it operates [11], 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 [12].

In order for the HEI to realize its vision and mission, the schools ensure that these not only use suitable education delivery method but it must also have a curriculum and assessment method that produces the type of graduate as proposed in its vision [13]. Employment rate is one of the measures of success among HEIs in ensuring that the graduates are properly and gainfully employed relevant to their degree programs [14]-[16]. In addition, academic reputation has a very wide scope, one of which is the vision on quality and excellence of the academic community. It is to reflect the goals to be achieved simultaneously. Vision and mission upheld in each college is different, because it is tailored to the values developed in the college concerned [4].

A vision is a statement about what the organization wants to become and therefore resonate with all the members of the institution and help them have the sense of ownership and become part of the entire organization. It provides the impression, character and direction of its operations [17]. It should mean something to everyone within the department and not just the individual driving the process as a common and shared sense of purpose. The vision statement can serve as key piece of communicating to stakeholders, employees, and customers (students,

researchers, etc) what the department is all about and how it can affect each of them positively.

The study also tested the hypothesis on the difference between the sectarian and non-sectarian institutions in the focus of development of their vision and mission statements. The idea of differentiating between the groups in the study came out from the case of the Philippines where majority of the HEIs included in the 2020 QS World University Ranking in Asia largely came from sectarian schools [18].

Many of the studies conducted regarding vision and mission which are pertaining to its attainment against the institutions' performance. Like the study of Oruonye and Ojeh [10] in Nigeria where the findings of their study helped them to appreciate how well the University's vision and mission statements have contributed to the performance of the institution in the past decade. But the present study aims to analyze the content of the vision and mission statements from the focus of development of HEIs in one region in the Philippines to uncover the common themes behind these statements. The structure of the vision statements was also examined to become a basis in the review and revision for educational leaders. Findings were also intended to provide meaningful insights for sustainability of academic institutions that can add to the existing body of knowledge and literature. The implication of the findings goes beyond the limit of institutions to provide curricular activities that benefit students and other stakeholders in providing right strategies for different types of people in the community through the echo and dynamism of their respective vision and mission statements.

METHOD
Research Design
The study utilized mixed method of research which is the integration of both qualitative and quantitative research methodologies in one research study to address one omnibus research question [19]. This research method is appropriate for this study since the result of data gathered from the qualitative analysis were utilized for testing the hypothesis using quantitative technique.

Subjects
There are 86 HEIs included in the study with accessible vision statement and 82 with mission statement in their institutional websites and other social media platforms. Other satellite and branch HEIs in the region were not included in the study

because they are being managed by the main branch outside the region.

Procedure and Data Analysis

Complete vision and mission statements with corresponding names of the institutions were recorded in an excel file for frequency count on the number of words per statement and the most common words used. Content analysis was utilized in the examination of qualitative data from the vision and mission statement. Krippendorff [20] noted that Content Analysis inquire into social phenomena by treating data not as physical events but as communications that are created and disseminated to be seen, read, interpreted, enacted and reflected upon according to the meanings they have for their recipients. Content analysis is a widely used qualitative research technique. Rather than being a single method, current applications of content analysis show three distinct approaches: conventional, directed, or summative [21]. In the examination of vision statement, conventional content analysis was used where coding categories are derived directly from the text data. For the mission statement, a directed approach was used to in the analysis which starts with a theory or relevant research findings as guidance for initial codes in terms of the tri-fold function of higher education institutions: instruction, research and community extension.

The present study adapted the process of data gathering and analysis of Gözükara [5] where collected data were taken from mission and vision statements published on the official websites of the foundation universities. The results of semantic content analysis demonstrated that foundation universities put greater importance on the teaching and training function in their mission and vision messages compared to research and public interest functions.

To establish the trustworthiness of the data analysis, the researcher also conducted peer-checking where the same text was also analyzed by another colleague in the field of education to verify the extent of similarity on the results of the analyzed text especially in the content analysis of vision and mission statements.

The focus of analysis of this study is similar with that of Ozdem [22] who conducted a content analysis of the mission and vision statements of the HEIs in Turkey where data obtained from the respective websites of the schools. Meanwhile, Chi-square test

was used to determine the differences on the focus of development in the vision and mission statements of the HEIs when grouped according to affiliation between sectarian and non-sectarian.

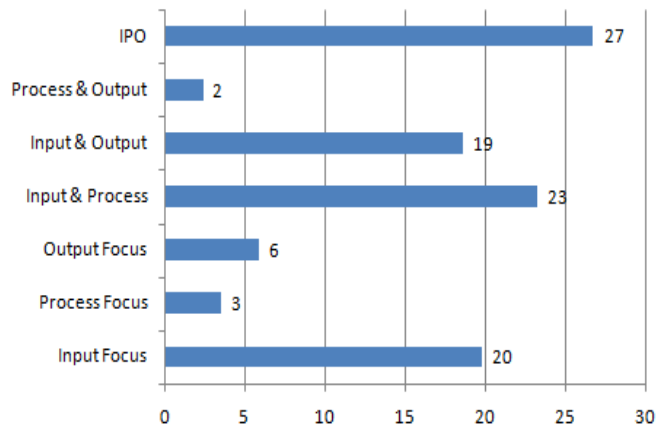**RESULTS AND DISCUSSION**

Figure 1. Percentage of Institutions following IPO Structure in Vision Statement

This study found out that most of the vision statements of the HEIs in the region are following certain structure based on the content analysis. Figure 1 illustrates the percentage of institutions following Input-Process-Output (IPO) Structure in the vision statement. The vision tells how the institution could able to provide quality and excellence to its stakeholders. The structure was identified based on the analysis of the vision statement on how the presence of meaning and context of words were organized in most of the institutional visions. Result showed that there are 27 percent of the institutions following the IPO structure of the institutional vision statement. The vision presented what the institution would like to become in order to deliver the desired outcome from different strategies. Meanwhile, 23 percent showed part of the vision as input with process only while 20 percent of them focused only on the input and 19 percent on the input and output. Likewise, 6 percent focused only on output while 3 percent only on the process. Only 2 percent of the institutions are following the process and output structure of the vision.

Figure 2 illustrates the percentage of schools In terms of the institutional scope of the vision in terms of geographic coverage which is not indicated or not evident in the 38 percent of the HEIs while 20 percent of them identified their scope as international while national and regional have both 8 percent and 4

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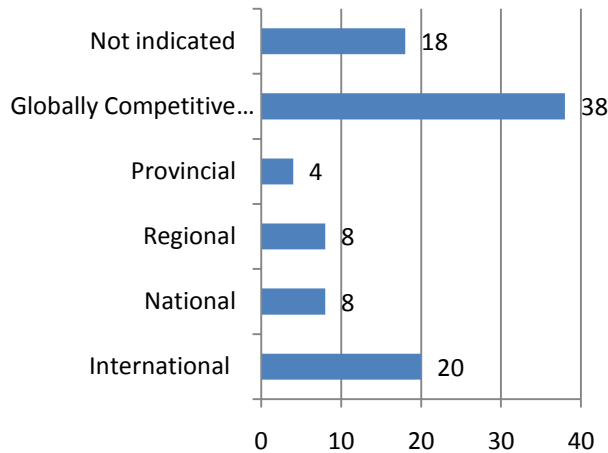percent of the HEIs have limited scope in provincial level.

Figure 2. Percentage of Schools In terms of the Institutional Scope of the Vision

In addition, 18 percent of them indicated in their vision statement to develop globally competitive students. Majority of the institutions did not provide any geographic limitations in terms of scope in the vision. These HEIs have the freedom to enrich their potential to explore all possibilities without setting any boundaries for their vision. But sometimes, vision without geographic limitation would not provide a clear direction for the members of the organization who will implement the strategies in achieving the goals of the institution. It is well understood that employees are involved in the implementation process, and all elements of the strategy is communicated within the scope of the vision [23]. Connolly and Seymour [24] also noted that developing clear and coherent theories of change that are appropriate to the scale of the endeavor, and are as comprehensive as the scope of the vision may demand, will require that project planners realistically appraise the structural and cultural factors that can enhance or limit chances of success. Therefore, defining the scope of the vision would have some realization for the stakeholders on where the school is going to.

Figure 3 shows the focus of development as evident in the vision statement of the HEIs in the region. Based on the content analysis of the vision statements of the HEIs in the region, it was found out that 42 percent of them have focused the development of the students followed by the institution (34%) and

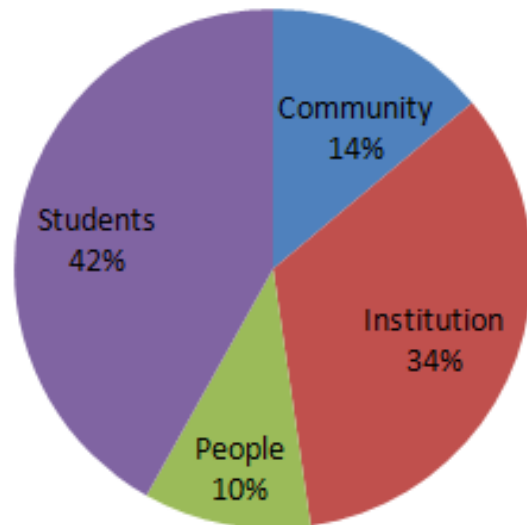community (14%) with the least group of HEIs focusing on people (10%).

Figure 3. Focus of Development as Evident in the Vision Statement

Visions are formulated to provide direction for the institution and its people in achieving a common goal. It is good to note that majority of the schools in the region is envisioning towards student development as the priority among other stakeholders. Students are the number one client being served by both private and public schools. Therefore, setting concrete goals for the success of the students is a good indication to see the commitment of the HEI towards career realization of the future professionals. El Zoghbi [25] noted that integrating educational programs in HEIs that focus on skills development for sustainable development, particularly through promoting young people's skills for social transformation including skills for critical reflection, futures thinking, creativity and innovation, and participatory and problem solving abilities so that they are better able to manage, personally and professionally, the complex real-world challenges such as climate change.

The vision could be more effective if it is translated to the high board performance and employment rating of the graduates. Being true to its vision as part of the guiding principle in maintaining quality and excellence is what the students, parents and the society would like to achieve from HEIs.

More than one-third of the HEIs have certain level of commitment towards the improvement of the institution as part of their measure and evidence of delivering quality to their stakeholders. The approach

Table 1 presents the emergence of Institutional Development concept when the vision statement of HEIs in the region was examined from its focus of development using conventional content analysis. There are three categories derived from the analysis of the vision which include leadership in education, quality measures and innovation in education which are all leading to institutional development as the main focus of development of most HEIs in the region. These categories were obtained from different subcategories.

Leadership in education was derived from the evidence of school reputation and aiming for achievement as two (2) subcategories. Most HEIs are envisioning themselves to become the premier educational institution and leading provider of quality educational services in local, national or international setting. Meanwhile, obtaining several recognitions from different award giving bodies served as measure of having reputation and high integrity in the field of education and transforming the institution to reach the university status in the future. In vision statements, universities mostly emphasized services concerning their research function. "Becoming a well-known, leading, and respected research university both nationally and internationally" was among the most commonly underlined messages [22]. Meanwhile, the results of the study of Gözükara [5] showed that foundation universities put greater importance on the teaching and training function in their mission and vision messages compared to research and public interest functions.

Table 2. Emergence of Student Development Focus in the Vision Statement

Theme: Student Development	
Category 1: Values Formation	***Subcategory 1.1 Foundation of Moral Values*** • to be an institution that fosters the ideals of service, unity, excellence and integrity with a community of learners • the development of globally competitive and morally upright individuals • developing highly competent, innovative and values-driven • commits itself to holistic formation of the 21st century learners. ***Subcategory 1.2 Spiritual-driven Approach*** • empowers learners with a solid academic foundation enriched by physical, spiritual, and cultural advancement. • envisions a life giving and innovating educational ministry committed to transforming community of learners • produces academically exemplary spiritually alive and socially responsive individuals
Category 2: Management of Competencies	***Subcategory 2.1 Goal for higher responsibility*** • To be the home of future global hospitality leaders • equips each new generation of leaders • A premier national university that develops leaders in the global knowledge economy • develops learners equipped with strong values of leadership, competence and commitment ***Subcategory 2.2 Maintaining Positive Attitude at work*** • A center of educational excellence whose graduates are global, imbued with high moral values, socially responsible, and service oriented • preferred producer of competent, responsive, and socially committed Merchant Marine Officer ***Subcategory 2.3 Role Modelling*** • committed to empowering communities of learners into inner-directed Vincentian leaders
Category 3: Career Advancement	***Subcategory 3.1: Future and Job Ready*** • preparing student learners for innovative, creative, and successful careers • committed to producing quality, technology-based and competitive graduates • graduates are renowned professionals locally and internationally ***Subcategory 3.2: Skills Enhancement*** • envision well-integrated individuals who are skillful in problem-solving • to produce globally competitive skilled professionals

The quality measure was derived from the initiative of the institution for voluntary assessment through program accreditations, control for internal processes, and assessment for quality attributes as three (3) subcategories. HEIs also place greater emphasis and certain controls to ensure the delivery of quality outcomes for all their stakeholders. Applying for program and institutional accreditations makes them generate more partnership opportunities with foreign institutions because of their quality attributes and initiative to secure different levels of quality assurance for their internal processes. Having been awarded by the Commission on Higher Education as Center of Development or Excellence in various disciplines provides greater impact to the reputation of the HEIs.

Innovation in Education includes active research involvement of the HEIs in the improvement of academic processes and their active partnership with local and foreign industries and institutions as two (2) subcategories. Research has been considered as an important aspect of innovation whereas any institution cannot introduce effective continuous improvement of the products, services and processes with undergoing scientific way of understanding the problem and offering solutions. The industry partners also provide meaningful insights in the improvement of the curriculum [27], [28] to make the course offerings more relevant to the needs of the community, economy, and different sectors of the society.

Table 2 presents the emergence of student development concept when the vision statement of HEIs was analyzed from its focus of development. There are three categories derived from the analysis of the vision under student development which include values formation, management of competencies and career advancement. Values formation was derived from two (2) subcategories namely: foundation of moral values and spiritual-driven approach to education. It is part of the major responsibility of every HEI to develop the moral values among students in order to foster the ideals of service, unity, excellence and integrity. HEIs are committed to the holistic development of integral Filipinos who are globally competitive and morally upright in dealing with other nationalities without discrimination but with high sense of respect and spiritual values towards work.

The management of competency was obtained from three (3) subcategories namely: goal for higher responsibility, maintaining positive attitude at work and role modelling. Students are taught to set higher goals for themselves and try to achieve these dreams by letting them know and hone their potentials to become leaders in the future. Becoming competent, responsive and socially committed individuals is part of the preparation of the students to join the work force through managing their competencies by the HEIs. Role modelling is an important experiential learning approach to manage the competency of the learners in developing necessary skills for 21st century job opportunities and higher aspirations. Role modeling has been highlighted as an important teaching and learning strategy [29]. Three main outcomes of role modeling were identified in the study of Passi and Johnson include the development of professional behaviors, the development of professional identity, and the shaping of career aspirations.

The third category is the career advancement which was derived from two (2) subcategories which include future and job ready and skills enhancement. Ensuring the employability skills [30]-[34] are being possessed by the students before graduation is also part of the major responsibility of the HEIs after developing the technical skills of the students. This is what the role of HEI in developing career advancement [35]-[37] of the students as lifelong learners. Preparing them to become innovative and creative with critical thinking skill, analytical thinking skill, system thinking skill, problem solving skill, interpersonal skill with effective communication skill are some of the most essential soft skills needed by the graduates to contribute effectively in the economic growth of the country.

Table 3 presents the emergence of community development concept when the vision statement of HEIs in the region was analyzed from its focus of development. There are two (2) categories derived from the analysis of the vision under community development which include social progress and youth empowerment.

Meanwhile, social progress was derived from the three (3) sub categories which include service with fairness, God-centered service, and social responsibility. The institutions are committed to provide educational services as part of their social responsibility for community building based on equity, justice and liberty. There are sectarian institutions that advocate God-centered services dedicated in honing the character and values of the learners.

Table 3. Emergence of Community Development Focus in the Vision Statement

Theme: Community Development	
Category 1: Social Progress	*Subcategory 1.1: Service with Fairness* • committed to provide them with the highest quality of education to best serve their community and country • committed to give quality human and Christian education to all, building a society founded on equity and justice *Subcategory 1.2: God-Centered Service* • a trusted Catholic community of quality learning in the service of God in His creation • academic community committed to develop full human persons dedicated to the loving service of God and His society *Subcategory 1.3: Social Responsibility* • a center of sustainable development initiatives transforming lives and communities. • will lead in making the Philippines healthy envision itself to be a dynamic partner educating the youth
Category 2: Youth Empowerment	*Subcategory 2.1: Inclusive Education* • in response to the needs of the Church and the Nation for human and Christian education, particularly the youth at risk • an educational institution established with pride, integrity and commitment to serve the people the country and the world • envisions a productive and responsible citizenry empowered through education *Subcategory 2.1: Moral Conversion* • To be a builder of youth, highly Competitive and Competent to the demands of industrialization • to enable the youth to become effective instruments for social transformation • hopes to contribute to the humane and holistic development of the Filipino youth

Meanwhile, youth empowerment was derived from two (2) subcategories which include inclusive education and moral conversion. Youth is defined in the vision statement as different from students, instead as community of learners not only within the academic institutions but as part of the development of society in a broader context. Inclusive education believes in the power of education for all where no one is left behind most especially the youth at risk. Only proper education will save the lives of these vulnerable people and bringing them to the right path is the ultimate goal of community development. The moral conversion of the youth from disruptive innovation in the midst of fourth industrial revolution provides a bigger role for HEIs in maintaining the moral and ethical standards as habit and practice in the society and community of learners. Haider et al. [38] emphasized that a "clear vision, collective understanding, and establishment of an evident set of ethical doctrine can be supportive in professional judgment and accomplishment of the academic achievements of teachers" (p.122).

Table 4 presents the emergence of human capital development concept when the vision statement of HEIs in the region was analyzed from its focus of development. There are two (2) categories derived from the analysis of the vision under human capital development which include professional growth and personal growth.

Professional growth was derived from three (3) subcategories which include skills development, people management and social responsiveness. Training and development is an essential part of capacitating the members of the organization to deliver quality services to students and other stakeholders. Improving the competencies of the human resources is one of the basic foundations of strong institutions where every member of the organization is equipped with the knowledge and skill that they need to perform their duties.

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Table 4. Emergence of Human Capital Development Focus in the Vision Statement

Theme: Human Capital Development (People)	
Category 1: Professional Growth	*Subcategory 1.1: Skill Development* • provides exceptional practitioner-led training and education services to create competent and dedicated people • produces future-ready global citizens and champions the development of society • The leading University in human resource development *Subcategory 1.2: People Management* • To be an educational institution with competent and highly dedicated officers, faculty and staff *Subcategory 1.3: Social Responsiveness* • for total transformation of individual to become an efficient and effective partner and active agent
Category 2: Personal Growth	*Subcategory 2.1: Living with Virtue* • a Catholic Marian Institution of learning whose members witness to the Filipino culture and Christian values • to become prophetic witnesses by our life of action-contemplation. *Subcategory 2.2: Living with Equality* • God-centered health institution committed to achieving the highest quality of life and equity in health for our people.

Proper management of people provides higher level of commitment and loyalty among employees to stay longer in the organization. People management brings quality training and monitors the performance of people regarding the effectiveness of the development plans [39]. There are several HEIs that focus their vision statements in maintaining the capacity of their people towards social responsiveness as effective partner and agent of organizational development.

Meanwhile, personal growth was obtained from two (2) subcategories which include living with virtue and living with equality. It brings a natural way of fulfilling the vision of HEIs with emphasis on Filipino culture and Christian values. Chakravorty [40]

believed that having 'Good Life' is living with equality and justice. The growth of every member of the organization based on the teaching of the church with God-centered services uplifts the quality of life of the people while exercising equality.

Table 5 shows the brevity of the vision statement of HEIs in terms of word count. The number of words is considered important part in the formulation of vision so that it will be easier for the employees, students and other stakeholders to remember the institutional vision as the future direction of the HEI. Based on the literature [6], [41], the average vision statement is about 35 words or two (2) to three (3) sentences.

Table 5. Brevity of Vision Statement of HEIs in terms of Word Count

Vision: Word Count	Region 31.1 words		Top Universities 32.4 words	Characteristics of HEIS with more than 35 words in Vision Statement
	F	**%**	**f**	
More than 100	3	3.5	-	Small & Medium Size 20 years in existence Regulated Private Schools
51-100	8	9.3	2	
31-50	19	22.1	1	
21-30	23	26.7	3	
11-20	29	33.7	2	
10 & below	4	4.7	1	
Total	86	100.0	9	

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The average number of words of the HEIs in the region is 31.1 words while 32.4 words for Top Universities in the country. It shows that the vision statement of most HEIs in the region is within the criteria in terms of brevity according to Kantabutra [6]. Based on the data, there are 21 or 24.4 percent of HEIs in the region with more than 35 words in the vision statement while three (3) out of nine (9) or 33.33 percent from Top universities. Majority of these HEIs with more than 35 words in vision statement came from small and medium size HEIs with more than 20 years in existence and all of them are private schools. Moreover, there are four (4) autonomous schools included in the list with more than 35 words in the vision statement while the rests are regulated.

This signifies that large schools with longer years of existence have made series of reviews and revisions of their vision statements and have learned from the experiences of experts and educational leaders compared to those HEIs which are just started to fulfil their visions. Autonomous universities as well as public schools have certain level of great confidence to state their visions in most limited number of words to show simplicity in the boldness of their commitment to deliver excellence.
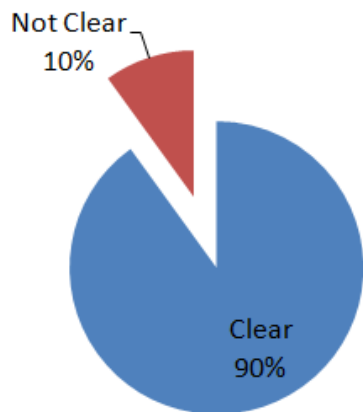

Figure 4. Percentage of HEIs in terms of Clarity of the Vision

Figure 4 shows that 90 percent of the HEIs in the region have clarity of their vision statements which avoid using jargon and buzz words and use simple terminologies which can be understood by all stakeholders. Having communicated a clear vision is the goal of educational leaders in making comprehensible direction for all members of the organization, students, parents, partners, community and other interested parties and stakeholders. Cawthra

and Spriggs [42] noted that having clear vision is vital to effective leadership because the road to success and team cohesion is rarely smooth. The vision is an important statement the defined what the institution would to achieve and who would like them to become in the future. The unity of thoughts and understanding of the vision among the employees and students makes the implementation of strategies more meaningful and easy to manage learning experiences, habits, culture and practices. But identifying whether the vision of these institutions in the region inspired their stakeholders is not anymore part of the study. However, there are 10 percent of the HEIs where the vision statements can still be improved because of some noted observations.

High level issue was noted on vision statements which were too specific that can be considered already as mission statement because of the detailed strategies were also indicated. The common characteristics of these HEIs are private-non-sectarian with 21-50 years of operation. In moderate level, there are three HEIs with lack of coherence in the vision statements. There is no continuity of thought and relevance of words to the ideas which are wanted to convey. The message of the vision is not also clear. There is no clear organization of thoughts that makes the vision confusing on its purpose. These institutions are Private Sectarian with small to medium population size and across different years of operation. Meanwhile, in low level with only one Private Non-Sectarian small population size wit 20 years and below of existence has an observation on sentence construction which utilized compound complex sentence that loses its meaning at the end.

As educational leaders, it is important to revisit the vision statement and assess on how this was being understood by people because it reflects the image of the institution if the vision is loosely written without coherence and expected clarity. Kinnair [43] believed that leadership starts with a clear vision. Therefore, educational leaders are required to bring information and communicate the vision with utmost clarity and comprehension. It is part of successful dissemination of strategies to all teachers and staff as well as students and partners the plans of the institution based on the vision statement.

Figure 5 illustrates the percentage of HEIs with indication of future orientation in the Vision. Result showed that 80 percent of the HEIs have indication of future outlook against 20 percent of HEIs without clear focus of the long term goal in the vision. Roblek and Meško [3] noted that the characteristic of the

vision is not only that it is oriented towards the future; it also contains important information about the present.
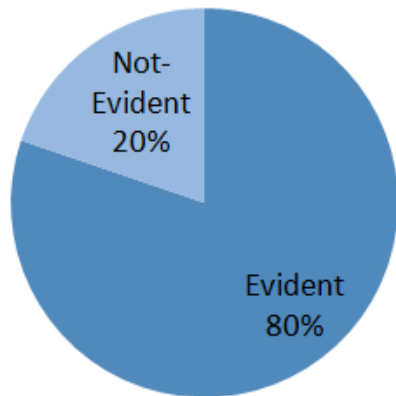

Figure 5. Percentage of HEIs with Indication of Future-Orientation in the Vision (n=86)

Organisation visions provide a framework for understanding, the meaning of the organisation. Based on the reviewed study of Mahmood and Ur Rehman [44] showed that future orientation of the vision and employee satisfaction is interlinked. Although this present study has no test for correlation in the any human participants, the findings on future orientation is important to show some evidence of conformity of the vision statements of the HEIs in the region to the defined criteria from Kantabutra [6].

Table 6. Evidence of Future-Oriented Vision (n=69)

Categories	Descriptions	f	%
Supremacy	Leading Institution	16	23.2
	Premier Institution	13	18.8
	Best Institution	2	2.9
Quality Assurance	World-class Institution	2	2.9
	Globally Competitive Professionals	4	5.8
	Center of Development and Excellence	12	17.4
	Internationally Recognized and Accredited Institution	4	5.8
Institutional Advocacy	Outcome-driven	8	11.6
	Process-driven	4	5.8
	Values-driven	4	5.8

The future oriented vision of the HEIs in the region presented in Table 6 was categorized based on the words and meanings derived from the vision statement. There are 69 or 80.2 percent of the HEIs have presence of future-orientation in the vision while 17 or 19.8 percent without its indication. The institutions were described under the following categories: supremacy, quality assurance and institutional advocacy. These had been considered evident in most vision statements of HEIs. In the supremacy, HEIs were described as leading (23.2%), premier (18.8%) and best institutions (2.9%). The supremacy and power to become leading educational institutions in the country and even in global perspective have been noted on how the vision statements of HEIs were crafted. They have an end view of putting their respective institutions to become the best and premier learning institutions.

Meanwhile for quality assurance revealed the institutions with vision to become world class (2.9%), globally competitive (5.8%) with Center of development and excellence (5.8%) as well as internationally recognized and accredited (5.8%). To become globally competitive has been mentioned for quite some time in many vision and mission statements of academic institutions that describe how they wanted their graduates to think and act on global perspectives [45]-[49]and develop their skills which are universally accepted among countries. Some of them have made mention of the common terms which can best describe their vision that would be easier for the people to understand like to become center of development and excellence which is one of the measures and seals of quality from the Commission on Higher Education for any specific specialization or discipline where the colleges and universities have exemplified remarkable performance in the delivery of the curriculum and program outcomes.

It has been also noted from the vision statements of HEIs in the region the characteristics of having institutional advocacy to deliver quality education in different approaches of becoming outcome-driven (11.6%), process-driven (5.8%) and values-driven (5.8%) on their journey towards the attainment of the vision. The institutional advocacy provides transformation, direction and holistic strategies for the organization in maintaining their focus to achieve their ultimate goal of success [50]-[52]. The advocacy of the HEIs drives them to have a certain level of commitment and dedication to achieve the vision with utmost diligence for the desired outcome. The processes ensure the delivery of major strategies in order to fulfil the vision while considering the important core values that made the atmosphere more enjoyable and animated while accomplishing responsibilities. The outcome-based education

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implementation has been considered an important part of the curriculum in generating appropriate student outcomes that translate the development of the learner from being passive to active learners who largely contribute in the completion of learning activities inside and outside the classroom [53]-[58].

It is also good to know the characteristics of the HEIs without signs of future orientation in the vision in Table 8. There are 9 or 26.5 percent of HEIs in the region without indication of future orientation in the vision statement followed by 21-50 years (6 or 20.7%) and 20 and below (2 or 7.7%). This signifies that having no indication of future orientation in the vision is evident across different years of existence in education and yet most of these schools are those from the group of schools with more 50 years. Even in the school size, no indication of future orientation can be seen across different number of student population but mostly from small size HEIs. In terms of affiliation, most HEIs without indication of future orientation belong to Sectarian schools with 11 or 39.3 percent against 6 or 9.8 percent of non-sectarians.
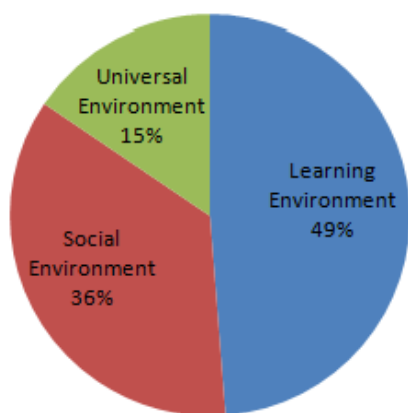

Figure 6. Commonly Used Words in the Vision Statement Based on Environmental Perspective

The most commonly used words in the vision statement were also examined using summative content analysis where the emerging concept of environmental perspective was derived. There are several common keywords in the vision statements which were categorized based on its meaning on how they were used in the text.

Three main categories were derived from the analysis based on the idea of the environment and these are explained in the succeeding figures: learning environment, social environment and universal environment. Learning environment is most evident in the vision statement of the HEIs in the region. It

describes how the institutions wanted to continuously improve the quality of education through learning facilities, having centers of development and excellence. The HEIs are also dedicated and committed in developing the skills and knowledge of the students from effective learning environment.

The concept of shared environment has been considered part of the vision of most HEIs in the region from the advocacy of educational leaders in sharing its resources through serving the community to uplift the lives of the people and the youth.

Meanwhile, the concept of universal environment was taken from the common perspective of all HEIs in sustaining national identity as academic institution of higher learning in the country through research and innovation in science and technology. The global perspective of education has been considered as universal in most cases where majority of HEIs are aiming to become world class.

Figure 7 illustrates the common words used in the vision statement which describe the Learning Environment. The word *educational* (23.3%) and *institution* (40.7%) had been commonly used several times to introduce the characteristics of the HEI together with *education* (29.1%) and *college* (29.1%). The context of learning environment has been observed in the keywords that describe the quality (17.4%) of educational setting, development (17.4%) of students, center (17.4%) of excellence (17.4%), student-centered, and Christ-centered atmosphere. The learning environment is a fundamental platform for student learning, with mentors key to identifying what is conducive to learning [59].Learning environment is understood as the circumstance, wherein the educational process runs under the impact of objective factors that influence the trainee and determine his intellectual and physical capabilities of new experience perception, as well as health and attitude [60].

These are some of the common words which had been categorized into social environment based on how these words had been used in the context of vision statement as shown in Figure 8. The word *community* (25.6%) had been used several times to describe the commitment of the HEIs in the region to uplift the quality of living of the *people* (7%) within their adopted local villages through *service* (16.3%) and social (12.8%) responsibility. Özdem [22] noted that the most frequently used sub-theme in the vision statements of the universities was "Services Concerning the Research Function".

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Figure 7. Common Words Used in the Vision Statement in terms of Learning Environment

Figure 8. Common Words Used in the Vision Statement in terms of Social Environment

Meanwhile, the shared environment of the HEIs from the development of *human* (18.6%) resources, *formation* (10.5%) of human *values* (14%) are enjoyed by *leaders* (16.3%), *youth* (5.8%), *professionals* (14%) and *graduates* (8.1%) who contribute in the transformation of *society* (15.1%) and demonstrating *moral* (9.3%) and *ethical* (5.8%)

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standards of *responsive* (9.3%) and *empowered* (5.8%) nation.

Moral development has long been considered one of the important outcomes of a liberal education. Many educators who are concerned with the reconceptualization of what is means to be literally educated also advocate an important place for moral development as an outcome of higher education [61]. Social development is about improving the well-being of every individual in society so they can reach their full potential.
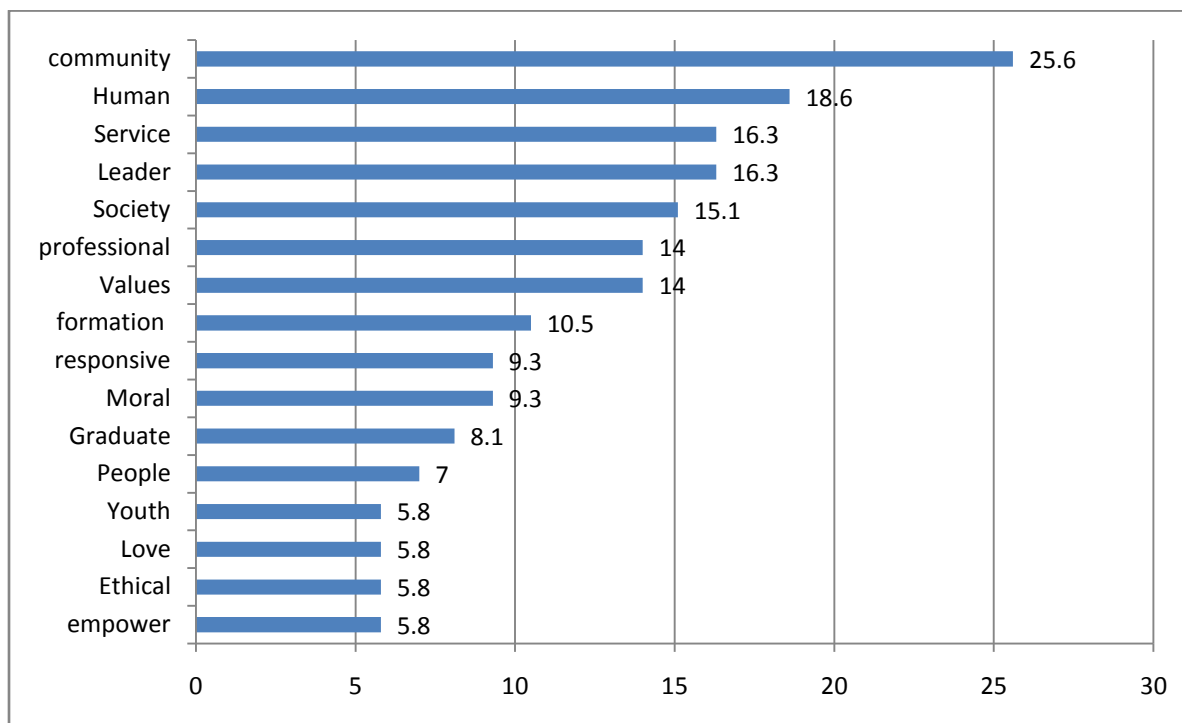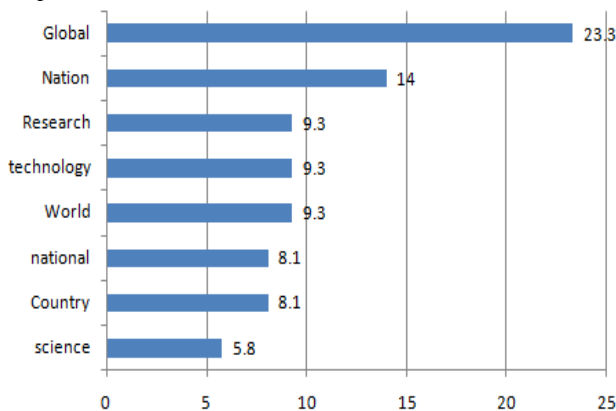

Figure 9. Common Words Used in the Vision Statement in terms of Universal Environment

The universal environment in Figure 9 includes the idea of globally accepted knowledge in science and soft skills of the graduates together with the utilization of technology in conducting research. The educational aspiration of most HEIs is to have world class course offerings through partnerships with other countries and reach its impact to national and international community of scholars. Research has been considered with universal value because from its conceptualization according to Aremu [62] that could have some specific purposes. Cobben [63] also noted that because scientific research is universal, it need not follow certain traditions. It is also believed that research can bring educators and scholars most especially their ideas from the findings of their research projects through publication in international journals. Scientific communities are utilizing the research findings to uplift the quality of life of the community through applying some tested measures and interventions. The worldview on scientific research is very dynamic where universal approach of conducting research for national development is very essential. Global impact of research can be measured through citation counts in Scopus and Google Scholar.

Therefore, understanding the universal environment of education from the lens of online technology is essential for educational leaders to adopt the new normal in delivering quality.

Table 7. Commonly Used Words in the Mission Statement

Theme	Categories	f	%
Social Transformation	Community Involvement	27	32.9
	Extension Service	25	30.5
	Humane Society	17	20.7
	Nationalism & National development	10	12.2
Instructional Competence	Relevant Educational Program	21	25.6
	Innovative Instruction	20	24.4
	Academic Excellence	17	20.7
	Research-Driven Environment	15	18.3
	Technology-Based Learning	10	12.2
Learner-Centered Approach	Quality of Life and Education	33	40.2
	Global Competitiveness	23	28.9
	Lifelong Learning	17	20.7
	Technical Skills & Knowledge	17	20.7
	Values Formation	13	15.9

Directed approach of content analysis was utilized in the examination of commonly used words in the mission statement as presented in Table 7 with prior ideas for coding and categories based on the trifold function of HEIs: Instruction, Research and Community Extension. Later on the analysis, the idea of research was already merged with the instruction because of insufficient evidence or data from the mission statements that focuses on research and development activities of the institutions. The concept of learner-centered approach was derived as emerging concept from the keywords. Therefore, the themes derived from the mission statements include social transformation for community extension, instructional competence for the quality of the teaching and learning process and lastly, the learner-centered approach from the idea of outcome-based education. Ozdem [22] noted that "Having universal, sufficient, and competent knowledge" was among the most frequently used phrases on the mission statements of the universities. The same author also emphasized the statements on providing services for the education of a qualified work force are the most common on the

mission statements of the universities. Social transformation has been part of the mission statements of HEI in the Philippines in addressing the challenges and issues involving various communities in larger societies and economies for national development. Hutchinson and Lauckner [64] emphasized the importance of collaboration between practitioners and service providers in order to execute meaningful programs for the extension services. HEIs are considered essential component in shaping the values and character of the youth and modernizing on how people think and behave for certain circumstances that would lead to better opportunities in employment, career growth, personal success and motivation of individuals.

Instructional competence in different forms, approaches and manners of execution remains the identity of the HEI on how they deliver quality, innovation, excellence and technology-based learning in a research-driven environment. This is considered the core and life-blood of all academic institutions that bring to a certain degree of reputation for the advancement, promotion and transfer of knowledge to the learners for utilization of desired communities. de Leon-Abao [65] noted that Instructional competence i**s** highly instrumental in the development of students' comprehension and critical thinking ability while Yasin and Mustafa [66] believed that it is essential to be developed by the academic heads to get better school performance.

The mission statement is a critical and an integral part of the organization as an entity and the operating plan, which has become a unique vehicle through which the organization in the business world, articulates it strategic intent to exist, survive, grow and how it relates with stakeholders around it and including the wider society [67]. The learner-centered approach is by its very nature outcomes-based, so it is a good fit with a field which values professional certification based on knowledge and skill attainment [68].

Table 8 reveals the difference on the Vision and Mission between sectarian and non-sectarian schools. There is a significant difference on the focus of development of the HEIs in their vision statements, $x^2(1, 86)=14.04$, $p<.001$. Result showed that there are more sectarian schools whose development focuses on students while non-sectarian schools on institutions. Educational leaders from sectarian schools are responsible for shaping the academic culture that reflects Catholic identity [69]. Furthermore, Dowling

et al. [70] emphasized in the report that parents chose to enrol their children in sectarian schools predominantly pragmatic rather than religious reasons. Parents are influenced by the quality of education rather than the desire for religious commitment.

Table 8. Difference on the Vision and Mission between Sectarian and Non-Sectarian Schools

Vision	Sectarian %	Non-Sectarian %	x^2	p-value
Students	56	36	14.04*	<.001
Institution	19	41		
Community/People	26	24		
Mission				
Social Transformation	37	39	1.70	.43
Instructional Competence	30	36		
Learner-Centered Approach	33	25		

*Noted: *Significant at p<0.01*

Meanwhile, both groups have no differing numerical values when it comes to community and people development in the vision statement. Furthermore, no significant difference exists, $x^2(1, 82)=1.70$, $p<.43$, on the common words used in the mission statements of the HEIs based on the thematic analysis. This signifies that sectarian and non-sectarian schools have certain level of diversity in addressing the vision through their mission statement in terms of social transformation, instructional competence and learner-centered approach on the delivery of quality education.

CONCLUSION AND RECOMMENDATION

The institutional vision statements are following the structure of input-process-output (IPO) without geographical scope focusing on institutional and student development and with higher degree of clarity, brevity and future orientation. Identified keywords used in the vision statements of HEIs in the region have also relevance to environmental perspective in terms of learning, social and universal environment. The emerging themes for the mission statements include social transformation, instructional competence and learner-centered approach. Sectarian schools more likely have higher development focus on students than non-sectarian schools with more focus on the development of institution.

It is recommended that the emerging themes from the vision and mission statements may consider for collaborative action of the educational leaders in the region to maintain the quality of education through considering the environmental perspective in nurturing the learners as the main focus of development.

The study is limited only for HEIs in one region in the country, therefore, obtaining more data from other regions may be considered for future investigation to see the larger view on how visions and missions are crafted in setting directions for the Philippines HEIs. The study does not also include the assessment on how do these vision and mission statements provide them an impact in institutional operation and performance. Future studies may also focus on the similarities and differences of strategic management and institutional performance between sectarian and non-sectarian schools because most of the Philippine HEIs included in the QS World University Ranking in Asia came from sectarian schools.

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