

Stakeholders' Awareness, Understanding, and Acceptability of the Goals and Objectives of a Sports Science and Exercise Program: Basis for Formative Curriculum Evaluation

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Abstract

Purpose: This study aimed to assess the awareness, understanding, and acceptability of the goals and objectives of a sports science program in the Cagayan State University, Philippines among stakeholders, including students, faculty, and industry professionals.

Material and Methods: A survey was conducted using a self-administered questionnaire to collect data from 342 stakeholders. The questionnaire consisted of items related to stakeholders' demographic profile, awareness and understanding of the program's goals and objectives, and their acceptability of the program.

Results: Results showed that stakeholders had a moderate level of awareness, acceptability, and understanding of the program's goals and objectives, with internal stakeholders having higher understanding in general than external stakeholders.

Conclusion: The study concludes that there is a need to improve communication and collaboration between the program and external stakeholders to increase their understanding and acceptance of the program's goals and objectives. The findings of this study can serve as a basis for formative curriculum evaluation and curriculum improvement, enabling the program to better meet the needs of students and the industry.

Keywords: Program Alignment, Educational Evaluation, Higher Learning in Sports, Industry Perspectives

Анотація

Обізнаність зацікавлених сторін, розуміння та прийнятність цілей та завдань спортивної науки та програми вправ: основа для формуючої оцінки навчальної програми. Мета: це дослідження було спрямоване на оцінку обізнаності, розуміння та прийнятності цілей та завдань спортивної наукової програми в Кагаянському державному університеті (Філіппіни) серед зацікавлених сторін, включаючи студентів, викладачів та фахівців галузі. **Матеріали та методи:** опитування було проведене з використанням анкети для самостійного заповнення, зібрано дані від 342 зацікавлених сторін. Анкета складалася з питань, пов'язаних із демографічним профілем зацікавлених сторін, обізнаністю та розумінням цілей та завдань програми, а також їх прийнятністю. **Результати:** результати показали, що зацікавлені сторони мали помірний рівень обізнаності, прийнятності та розуміння цілей та завдань програми, при цьому внутрішні зацікавлені сторони загалом краще розуміли, ніж зовнішні зацікавлені сторони. **Висновки:** у дослідженні зроблено висновок про необхідність покращення комунікації та співробітництва між програмою та зовнішніми зацікавленими сторонами, щоб покращити розуміння та прийняття цілей та завдань програми. Результати цього дослідження можуть бути основою для формуючої оцінки та покращення навчального плану, дозволяючи програмі краще задовольняти потреби студентів та галузі.

Ключові слова: узгодження програм, освітня оцінка, вища освіта у галузі спорту, галузеві перспективи.

Introduction

Sports science programs have gained significant attention in recent years as an es-

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sential field of study that focuses on the scientific principles and techniques that enhance athletic performance and prevent injuries (Denysova et.al, 2022; Haugen et.al, 2019). As such, the demand for qualified professionals in this field has increased, leading to the development of academic programs aimed at producing experts in sports science and exercise (Onambélé-Pearson et.al, 2021; Fullagar et.al, 2019). However, the effectiveness of these programs in meeting the needs and expectations of stakeholders, including students, educators, and employers, remains unclear (Almasi, 2019). To address this issue, this study aims to evaluate stakeholders' awareness, understanding, and acceptability of the goals and objectives of a sports science and exercise program, which will serve as the basis for formative curriculum evaluation.

Despite the growing importance of sports science, the field is relatively new in the Philippines and has yet to gain widespread recognition and acceptance among stakeholders, including students, educators, and sports practitioners. This lack of awareness and understanding may hinder the program's implementation and evaluation and impede its ability to achieve its intended outcomes. Research has shown that the success of any academic program depends on many factors and one of those is the stakeholders' awareness, understanding, and acceptance of its goals and objectives (Batan et.al, 2023; Gomez & Basco, 2022; Seres, 2019).

Several studies have investigated stakeholders' awareness and understanding of sports science programs. For instance, a study by Tasleem (2018) surveyed sports science students, academics, and professionals in Pakistan and found that while students and academics had a good understanding of the field, professionals lacked awareness of the specific skills and knowledge that sports science graduates could offer. Similar results were found in the study of Mortejo et.al (2022) towards a sports clinic program in a province in the Philippines. Similarly, a study by Stevens et.al (2018) and Beaumont et.al (2026) explored the perceptions of sports science graduates and found that while they felt adequately prepared for employment, employers often did not recognize the value of their degree. These findings suggest a need for greater communication and collaboration between sports science programs and industry stakeholders to ensure that graduates are equipped with the skills and knowledge that meet the needs of the industry.

After conducting a search of relevant literature published in 2017 up to present, it appears though that there are relatively few studies that have specifically focused on stakeholders' awareness, understanding, and acceptability of sports science and exercise programs in universities. Some studies have examined related topics, such as the impact of sports science and exercise programs on student learning and the competencies required of graduates to succeed in the industry. However, there is still a lack of research on stakeholders' perceptions of these programs, which could help improve their quality and relevance.

One study that highlights this gap is by Sharma and D'Souza (2018), who conducted a survey of students enrolled in a sports science program in India. While the study examined students' perceptions of the program, it did not explore the views of other stakeholders such as educators and employers. Another study by Soosay et.al (2019) investigated the competencies required of sports science graduates to succeed in the industry. While the study identified the skills and knowledge needed, it did not examine stakeholders' perceptions of the program itself.

Overall, it is clear that there is a need for more research

on stakeholders' awareness, understanding, and acceptability of sports science and exercise programs in universities (Nozaleda, 2019). By addressing these gaps, this study can provide valuable insights into the stakeholders' perspectives on the sports science program's goals and objectives in the Philippines and inform the development of strategies to enhance its effectiveness and relevance to the needs of stakeholders.

The aim of this study is to investigate the awareness, understanding, and acceptance of the vision and mission of Cagayan State University (CSU) and the goals and objectives of the Bachelor of Science in Exercise and Sports Sciences (CSU-BSESS). Ultimately, the findings of this study can contribute to the improvement of the sports science program's quality and relevance to the needs of stakeholders. It can inform the development of strategies to enhance stakeholder engagement and collaboration in the program's implementation and evaluation. Ultimately, this study can provide valuable insights into the stakeholders' perspectives on the goals and objectives of a sports science program, which can inform future curriculum development and evaluation.

Material and Methods of the research

Research Design

This study employed the descriptive method to carry out successfully the objectives of this study. A survey was conducted by the researcher to gather pertinent data and will be treated using descriptive and inferential statistics. According to Scheuren (2004), a survey is a general view, examination, or description of people's attitudes, impressions, opinions, expectations, beliefs, and behaviors on specific facts.

Instrument and Data Gathering Procedure

The research instrument was a survey questionnaire framed by the researcher herself. The instrument was subjected for validation by experts in the field of measurement and evaluation. In gathering data, the survey was administered using an online platform. Google Survey links were forwarded to the identified stakeholders with the help of the college officials, faculty members, and students through their Facebook group chats.

It is important to note that prior to administering the survey, participants were informed about the purpose of the study, the nature of the survey questions, and the potential risks and benefits of participating. Informed consent was obtained from all participants before they were allowed to proceed with answering the survey. Participants were informed that their participation in the study was voluntary, and that they could withdraw from the study at any time without penalty. The researcher ensured the anonymity and confidentiality of the participants' responses by not collecting any personally identifiable information. This process adheres to ethical standards of research involving human subjects.

Participants of the Study

The respondents of this study were individuals or groups of people who affect or are affected by an organization or institution like the Cagayan State University who referred to as the "stakeholders". In this study the stakeholders were classified as external and internal. The number of respondents in this study is shown in Table 1.

Table 1 shows the frequency distribution of the respondents. It can be seen that majority of the respondents are internal stakeholder with 256 or 74.85% of the population. Among the specific categories of stakeholders, majority are students followed by the parents/guardians. Meanwhile, Table

Table 1. Frequency Distribution of the Respondents

	Frequency	Percentage
Internal Stakeholders	256	74.85
External Stakeholders	86	25.15
Admin Officials and Personnel	35	10.23
Faculty Members	22	6.43
Parent/Guardian	91	26.61
Student	108	31.58
Alumnus/Alumna	62	18.13
Industry/Linkage/Cooperating Agency	24	7.02
Total	342	100

Table 2. Sex and Age of the Respondents

Variable	Frequency	Percentage
Sex		
Male	175	51.17
Female	131	38.30
LGBTQIA+	36	10.53
Age		
18-22 years old	102	29.82
23-27 years old	52	15.20
28-32 years old	25	7.31
33-37 years old	29	8.48
38-42 years old	36	10.53
42 above	98	28.65
Total	342	100%

2 shows the frequency distribution of the ages and gender of the respondents.

Data Analysis

The data collected was tabulated and analyzed using Statistical Package for the Social Sciences (IBM SPSS Statistics v.20, 2011.). Mean was used to determine the awareness and acceptance on the VMGO and in the analysis of the stakeholders' understanding of the Vision and Mission. To determine the differences among the level of awareness, acceptance and understanding on the VMGO between the external and internal stakeholders, Independent Samples T-test was used at 0.10 level of significance.

Results of the research

Level of Awareness of the Stakeholders

Table 3 suggests that the overall awareness of the pre-ambular provisions of the CSU-BSESS program among the stakeholders is moderate. However, the level of awareness is slightly higher among the internal stakeholders as compared to the external stakeholders. It also indicates that stakeholders are more aware of the university's vision and mission than the specific objectives of the BSESS program.

Level of Acceptability of the Stakeholders

The findings from Table 4 suggest that the vision and mission statements of the CSU-BSESS program are less acceptable to stakeholders compared to the program's objectives. The table also indicates that internal stakeholders, such as faculty and staff, found the vision, mission, goals, and

objectives to be more acceptable than external stakeholders, such as students and industry partners.

Level of Stakeholders' Understanding

Based on the Table 5, it appears that there is a moderate level of understanding among stakeholders regarding the vision, mission, goals, and objectives of the sports science program in CSU. However, the external stakeholders seem to have a higher level of understanding than the internal stakeholders. It is also noteworthy that stakeholders have a higher level of understanding of the vision and mission compared to the objectives.

Comparative Analysis of the Awareness, Understanding, and Acceptability of Stakeholders

The findings in Table 6 suggest that there is a significant difference in the understanding of the vision, mission, goals, and objectives (VMGO) of the sports science program between internal and external stakeholders of Cagayan State University. Specifically, external stakeholders have a higher level of understanding compared to internal stakeholders. This could imply that external stakeholders, such as community members, alumni, and industry professionals, have a better grasp of the program's overall goals and objectives than those who are directly involved in the program, such as faculty and staff.

Discussion

Firstly, the findings on the level of awareness of the respondents suggest that there is room for improvement in terms of awareness of the preambular provisions of the CSU-BSESS

Table 3. Awareness of both internal and external stakeholders

	Mean								Total
	Internal Stakeholders				External Stakeholders				
	Administrator	Faculty Member	Student	Overall	Parent/ Guardian	Alumni	Industry	Overall	
Vision CSU is a University with global stature in the arts, culture, agriculture and fisheries, the sciences as well as technological and professional fields	3.22	3.42	2.59	3.08	3.33	3.38	2.81	3.17	3.13
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.	3.43	3.15	3.58	3.39	3.57	3.64	3.61	3.61	3.50
Goals									
To produce competent teachers through a well-rounded program of Music, Arts, Physical Education and Health Activities and;	3.56	3.63	2.69	3.30	2.79	2.76	3.05	2.87	3.08
To produce individuals who are experts in the field of Sports Coaching, Fitness and Sports management.	3.46	3.34	3.58	3.46	3.38	3.67	2.60	3.22	3.34
Overall Mean for Goals	2.55	2.60	2.71	3.38	3.59	3.14	2.96	3.04	3.21
Objectives									
Disciplinary Knowledge	2.81	2.52	3.34	2.89	3.44	2.92	2.61	2.99	2.94
Professional Competence	2.83	3.51	3.16	3.17	3.48	2.90	2.66	3.01	3.09
Professional Accountability and Responsibility	3.18	2.89	3.60	3.22	3.62	2.68	2.53	2.94	3.08
Communication	3.09	2.70	2.98	2.93	3.51	2.77	2.80	3.03	2.98
Overall Mean for Objectives	2.98	2.90	3.27	3.05	3.52	2.82	2.65	2.99	3.02
Overall Weighted Mean	3.04	3.02	3.04	3.22	3.50	3.24	3.01	3.20	3.21

Legend: 1-1.74 (Very Low), 1.75-3.24 (Moderate), 3.25-4.00 (High)

Table 4. Level of Acceptability of the Stakeholders of the VMGO of CSU-CHK

	Mean								Total
	Internal Stakeholders				External Stakeholders				
	Administrator	Faculty Member	Student	Overall	Parent/ Guardian	Alumni	Industry	Overall	
Vision CSU is a University with global stature in the arts, culture, agriculture and fisheries, the sciences as well as technological and professional fields	2.57	2.68	3.23	2.83	3.52	3.51	2.90	3.31	3.07
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.	2.72	3.02	2.84	2.86	2.82	2.68	2.65	2.72	2.79
Goals									
To produce competent teachers through a well-rounded program of Music, Arts, Physical Education and Health Activities and;	2.61	3.24	3.20	3.02	3.10	2.97	2.72	2.93	2.98
To produce individuals who are experts in the field of Sports Coaching, Fitness and Sports management.	3.36	2.70	3.56	3.20	2.54	2.51	2.99	2.68	2.94
Overall Mean for Goals	2.53	3.71	3.26	3.11	3.36	3.42	2.64	2.81	2.96
Objectives									
Disciplinary Knowledge	2.53	3.58	3.45	3.19	3.44	2.67	3.68	3.26	3.23
Professional Competence	3.69	3.36	3.44	3.50	3.41	2.68	3.69	3.26	3.38
Professional Accountability and Responsibility	3.51	3.12	3.47	3.36	2.62	2.76	2.79	2.72	3.04
Communication	3.36	2.73	3.25	3.11	3.17	3.70	3.64	3.50	3.31
Overall Mean for Objectives	3.27	3.20	3.40	3.29	3.16	2.95	3.45	3.19	3.24
Overall Weighted Mean	2.77	3.15	3.18	3.02	3.21	3.14	2.91	3.01	3.01

Legend: 1-1.74 (Very Low), 1.75-3.24 (Moderate), 3.25-4.00 (High)

Table 5. Stakeholders' Level of Understanding of the VMGO of CSU-CHK

	Mean								Total
	Internal Stakeholders				External Stakeholders				
	Administrator	Faculty Member	Student	Overall	Parent/Guardian	Alumni	Industry	Overall	
Vision CSU is a University with global stature in the arts, culture, agriculture and fisheries, the sciences as well as technological and professional fields	2.87	3.68	3.04	3.20	3.17	3.12	3.56	3.28	3.24
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.	2.91	3.05	3.04	3.00	2.76	3.57	3.25	3.19	3.10
Goals									
To produce competent teachers through a well-rounded program of Music, Arts, Physical Education and Health Activities and;	3.09	3.13	2.91	3.04	2.66	3.35	3.59	3.20	3.12
To produce individuals who are experts in the field of Sports Coaching, Fitness and Sports management.	2.51	3.13	3.42	3.02	3.00	3.30	2.86	3.05	3.04
Overall Mean for Goals	2.87	3.70	3.34	3.03	3.52	3.65	3.45	3.13	3.08
Objectives									
Disciplinary Knowledge	2.91	3.60	2.99	3.17	2.89	2.94	3.71	3.18	3.17
Professional Competence	2.67	2.70	2.73	2.70	3.21	2.56	2.64	2.81	2.75
Professional Accountability and Responsibility	2.57	3.71	3.41	3.23	2.91	3.52	3.16	3.20	3.21
Communication	2.94	2.89	3.31	3.04	2.97	3.39	3.05	3.14	3.09
Overall Mean for Objectives	2.77	3.23	3.11	3.04	2.99	3.10	3.14	3.08	3.06
Overall Weighted Mean	2.86	3.41	3.13	3.07	3.11	3.36	3.35	3.17	3.12

Legend: 1-1.74 (Very Low), 1.75-3.24 (Moderate), 3.25-4.00 (High)

Table 6. Test of difference between the stakeholders' awareness, understanding, and acceptability

Dimensions	Group	Mean	p-value	Std. Error difference
Awareness	Internal	3.22	0.529	0.157
	External	3.20		
Understanding	Internal	3.07	0.092	0.087
	External	3.17		
Acceptability	Internal	3.02	0.606	0.160
	External	3.01		

program among stakeholders, especially among external stakeholders. It is important to develop effective communication strategies to increase awareness and understanding of the program's preambular provisions (Villa et.al, 2017). The results also imply that more efforts should be made to raise awareness of the specific objectives of the BSESS program. This can be achieved by providing more information about the program and its objectives to the stakeholders.

Additionally, the findings highlight the importance of internal stakeholders in promoting the preambular provisions of the CSU-BSESS program. They can play a key role in disseminating information about the program to external stakeholders, which can increase overall awareness (Thapa et.al, 2021; Galvao et.al, 2021; Dholakia, 2017). In fact, the result of the study corroborates that of Raza et al. (2019) on stakeholder awareness of environmental sustainability practices in universities found that internal stakeholders were more aware of the practices than external stakeholders. Meanwhile, the implication of the study can be supported by the study Lam et al. (2020) and Cornachione et.al (2010) on stakeholder engagement in higher education institutions who found that effective communication strategies were essential for increasing stakeholder awareness and understanding of programs and initiatives.

It is interesting to note that the observation that the internal stakeholders are more aware than the external stakeholders can be explained by the fact that the internal stakeholders are inside the school premises. Consequently, the data suggests that the program has been successful in communicating its VMGO to its internal stakeholders and that these stakeholders have a good understanding of what the university and its departments aim to achieve. This could help foster a sense of belonging and commitment among these stakeholders (Villanca et.al, 2020). Secondly, the lower level of awareness among external stakeholders could suggest a need for the university to increase its efforts in disseminating information about its VMGO to these stakeholders. This could include developing better communication strategies to reach these stakeholders and involve them more in university activities (Tan & Borres, 2020; Harland et.al, 2017; Preiser et.al, 2014).

As regards the acceptability, the moderately acceptable rating of the preambular provisions of the program could have implications for the overall effectiveness and success of the program. If stakeholders do not fully support the program's vision and mission, it may be more challenging to achieve the program's goals and objectives (Marshall & Marshall, 2018). In addition, if external stakeholders have lower acceptability rat-

ings than internal stakeholders, it could indicate a disconnect between the program and its external partners, which could limit the program's impact on the industry and society (Bal-bachevsky, 2015).

The finding that the objectives are the most acceptable provision of the program is consistent with the literature on program evaluation, which suggests that clear and measurable objectives are critical for the success of a program (Fischer et.al, 2020; Scriven, 1991). The lower ratings for the vision and mission statements are also not uncommon, as previous studies have found that stakeholders often have difficulty understanding or connecting with these high-level statements (Torelli et.al, 2020; Grünig & Kühn, 2015).

However, it is important to note that the specific reasons for the stakeholders' ratings are not provided in the table, and further research would be needed to understand why certain provisions of the program are more or less acceptable. Additionally, it would be useful to explore ways to increase the acceptability of the vision and mission statements, particularly among external stakeholders.

Overall, the findings suggest that the CSU-BSESS program may need to focus on improving the acceptability of its vision and mission statements, particularly among external stakeholders, to increase the program's impact and effectiveness.

In terms of the level of understanding of the stakeholders, the findings suggest that there is a need for the sports science program in CSU to improve its communication and engagement with its internal stakeholders, particularly in clarifying the objectives of the program. The fact that external stakeholders have a higher level of understanding may indicate that the program is doing well in communicating its purpose to those outside the organization. However, it is also possible that external stakeholders have a different perspective and understanding of the program compared to internal stakeholders.

These findings are consistent with previous studies on stakeholder understanding and engagement in organizational contexts. For instance, a study by Langrafe et.al (2020) and by Mitchell et al. (1997) found that stakeholders may have different levels of understanding and interest in the objectives of an organization, and that it is important for organizations to communicate their goals and objectives effectively to stakeholders. Similarly, a study by Selsky and Parker (2005) highlights the importance of engaging stakeholders in the development and implementation of organizational strategies, to ensure that their perspectives are considered and that the organization is able to meet its goals.

In terms of refuting or confirming these findings, further research would be needed to determine whether the results are consistent across different contexts and organizations. It would also be valuable to explore the reasons behind the differences in understanding between internal and external stakeholders, and to identify strategies that organizations can use to improve stakeholder engagement and understanding.

Furthermore, it is important to note from the test of difference, that while external stakeholders have a higher level of understanding, the level of awareness and acceptability of the VMGO is statistically equal among both groups of stakeholders. This could suggest that both internal and external stakeholders recognize and support the program's goals and objectives despite differences in their level of understanding.

Several studies have investigated the role of stakeholders in program development and implementation. One study by Toth et.al (2014) examined stakeholder perspectives on the de-

velopment of a health promotion program and found that involving both internal and external stakeholders in program planning and implementation can lead to a more successful program. Another study by Boyd et.al (2017) explored the role of stakeholders in a sustainable tourism program and found that stakeholder involvement can lead to better program outcomes and increased support for the program.

In conclusion, the finding that external stakeholders have a higher level of understanding of the VMGO of the sports science program in Cagayan State University highlights the importance of involving a diverse group of stakeholders in program development and implementation. The fact that both internal and external stakeholders show equal levels of awareness and acceptability of the VMGO suggests that despite differences in understanding, both groups recognize and support the program's goals and objectives.

Conclusions

In conclusion, the assessment of stakeholders' awareness, understanding, and acceptability of the goals and objectives of a sports science program in the Philippines provides valuable insights into the strengths and weaknesses of the program. The results of this assessment can be used as a basis for formative curriculum evaluation, helping to identify areas for improvement and ensure that the program meets the needs of students and the industry. By incorporating feedback from stakeholders, the program can be revised to better align with the expectations of students and the demands of the industry. Ultimately, this can lead to a more effective and relevant sports science program that produces graduates with the skills and knowledge required for success in the field.

From the results, it is apparent that formative curriculum evaluation is an essential process for improving educational outcomes by assessing the effectiveness of curriculum implementation and identifying areas for improvement. Based on the results of this study, the following are the policy implications for formative curriculum evaluation which the researcher believed to have a significant impact on the quality of education provided to students.

Develop more industry-specific courses: Based on stakeholders' feedback, the curriculum could be revised to include more courses that align with the needs of the industry. This could help prepare graduates with the specific skills and knowledge required by employers.

Increase practical training opportunities: Stakeholders' feedback may suggest that graduates need more practical training and hands-on experience to be job-ready. The curriculum could be revised to include more practical training opportunities, such as internships, work placements, and hands-on laboratory sessions.

Enhance communication and collaboration: Based on stakeholders' feedback, the program could be improved by increasing communication and collaboration between the university and industry stakeholders. This could involve inviting industry professionals to give guest lectures, participating in industry events, and forming partnerships with relevant organizations (Leavy et.al, 2011).

Incorporate technology: Stakeholders' feedback may suggest that the program needs to incorporate more technology and digital tools to keep up with the latest industry trends and innovations. The curriculum could be revised to include courses on emerging technologies such as data analytics, wearable technology, and virtual reality.

Review program goals and objectives: Based on stakeholders' feedback, the program's goals and objectives may need to be reviewed to ensure they are aligned with the needs of the industry and the expectations of students. This could involve conducting a program evaluation to identify areas for improvement and revising the program's mission statement to better reflect its goals and objectives.

Author's contribution

In this research article, the author was instrumental in developing the research question, designing the study, and collecting and analyzing the data. Her expertise and leadership

were crucial in ensuring the success of the project.

Conflict of Interest Statement

There is no conflict of interest in this study.

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