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PLACING "UNIVERSITY" AS VALUE IN VISION MISSION STATEMENTS OF 100 TOP-RANKED HIGHER EDUCATION INSTITUTION IN INDONESIA IN 2018 A CONCORDANCE ANALYSIS

Alvii T.B. Siregar[1], Ari[2], Liesda Rahayu[3], Obsatar Sinaga[4]

[1,2,3]Widyatama University

[4]Padjadjaran University

[1]Alvii.siregar@widyatama.ac.id, [2]ari@widyatama.ac.id, [3]liesda.rahayu@widyatama.ac.id
[4]obsatar.sinaga@unpad.ac.id

ABSTRACT

The objectives of institutions such as colleges are ideally reflected in vision and mission statements, and their values are reflected from how the keyword is placed. The purpose of this paper is to discover how the value of the word "university" in such statements as a means to externalize and internalize the message. The study employed quantitative content analysis methods bythe vision and mission statements of 100 institutions published by Ministry of Research and Technology for Higher Education comprised 85 universities and 45 state institution. The results suggested that they are given a specific role as an identity with various description to portray the intended image.

BACKGROUND

Tertiary education has entered into the era of high competition both domestic and foreign origins. With the Indonesian government aggressively lifting distinctions between state and private universities in policies such as the Kampus Merdeka campaign, it is clear that universities need to position themselves in a gap of providers to make them stand out and be marketable for prospective students.

Among the contributing factors of shaping the uniqueness of the institutions are vision and mission statements. They communicate the identity and the

orientation of a school by showing values to certain attributes. They also convey the standards to which it aspires, furthering its distinction from its competition. Another point to make is that it is an attempt to reach the public and gain support.

The importance of vision and mission statements is evident in the fact they are now items subject to evaluation during an accreditation process. Their relevance as the starting point of a school's operation and organisation are often taken into consideration at the beginning of the evaluation and how they are grounded in policies, procedures, and standards implemented.

As vision statements project schools to the future, mission statements focus on the present condition as steps towards the goals. They give definitions to the consumers, critical processes, and the intended level of achievements so that the work towards the goals are proportional towards the resources and the benefits.(https://www.diffen.com/difference/Mission_Statement_vs_Vision_Statement) That is why many would argue that the pair is inseparable for the drive of development.

This study aims to discover how institutions communicate their identity in their vision and mission statements. It focuses on schools that received distinction from the Ministry of Education in 2018 as the top 100 higher education providers. In particular, it discriminates the word "university" as the keyword to see how much of a value it is projected in the statements.

LITERATURE REVIEW

Vision and mission statements have been part of the higher education sector since the early 1980s as Davies &Glaister, (1997) and Kotler & Murphy (1981) pointed out. They have evolved from mere slogans to critical references for almost all aspects, especially in the relevance of the statements to the content (Cochran & David, 1986), objectives (Firmin & Gilson, 2010)and the institutional status or identity (private or public) (Morphew& Hartley, 2006), and external factors (Seebe et al.2017). Before 2015, however, literature on vision statements was limited, especially in making a distinction between state and private schools (Efe& Ozer, 2015).

A vision statement, Jones (1960) advocated,holds the steering philosophy, namely "purpose, core beliefs, and tangible image". It encompasses where the school wishes to go, providing "guidance, reminder, inspiration, control, and liberation" (Lucas, 1998).

Drucker (1973) proposed that mission statements are crucial in executing actions to realize long-term goals. To make the actions tangible and doable, Cochran and David (1986) argued that mission statements need to "promote readability and tone to maximize their organizational image". Campbell (1989) provided a simplified yet applicable figure to represent the definition and the function of the statements.

Figure 1. What is a mission?

"Why the company exists"

Purpose

Strategy   Mission statement   **Values**

Standard and behaviours
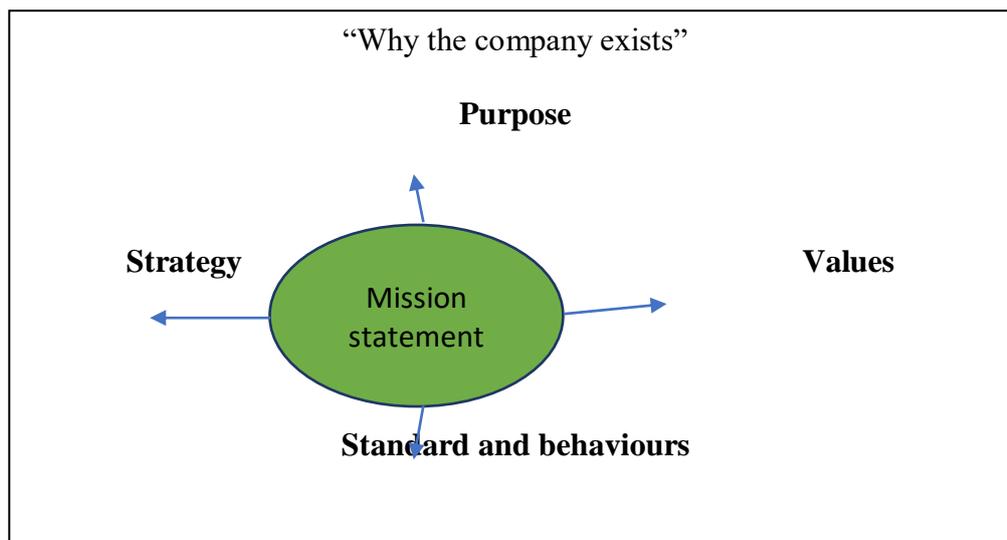
The words chosen in mission statements must be able to communicate the elements shown above. Lexical meanings may provide a positive or negative impact towards the message, thus showing the need to take considerable amount of care on selecting the words and the descriptors or collates that accompany them. The word "university" is often included in the vision and mission statements, but how they show value and distinction is often found in the surrounding words. Thus, a concordance analysis is needed to determine its importance.

METHODOLOGY
This study focused on the vision and mission statements of the top 100 universities ranked by the Ministry of Higher Education Research in 2018, with the assumption that they have been accredited based on their quality and the statements as part of the evaluation. The statements were collected from their websites with English versions. The statements were calculated using the Antconc software, using the term "university" as the keyword.The results were categorized into its appearance frequency, its rank in the list of words found in the texts, and the meaning of the collocates, and the position of the collocates.

RESULTS
From the 100 schools analyzed, only 87 provided pages in English, and only 59 schools included their vision statements and 58 schools with mission statements. The list comprised of 45 and 32 state and private schools respectively. (Ninety-five schools have their vision and mission on their website but in Bahasa Indonesian language but only the English version were included in the analysis).

A total of 1700 words were found vision statements and 4167 words in the mission statements. The term "university" ranked 6th for the vision statement group and 16th for the mission. It appeared 52 and 37 times in vision and mission statements respectively.

The data further revealed that the keyword was able to be positioned in the lexical categories of quality, functional, standard, and ownership for the vision

statements, while in the mission statements, only quality and functional categories were applicable.

In the vision statements, the quality sub-group reflected the standards from which the schools were compared, such as superior, authoritative, excellent, respected, elite, recognized, outstanding, and reliable. Meanwhile, the functional sub-groups included: scientiarum, magistrorum et scholarium, aerospace, entrepreneurial, research) which reflected the focus of their knowledge of which they were distinctive.

In the mission statements, the quality sub-groups could be further divided into "good", "accountable", "independent", "friendly", "clean", and "empowering". As for the functional sub-group, "organizing" was the only one type available.

The highest term frequency was "world class" with 14 occurrences. The word "good"was found 14 times as left-positioned collocate in the vision statement and 5 times in the mission statements.

The following table briefly describes the finding.

Table 1. Vision and Mission Statements Concordance Data

No.	Item	Vision	Mission
1	Available on Website (Bahasa Indonesia)	95	95
2	Available on Website (English)	59	58
3	Number of Words	1700	4167
4	Keyword	university	university
5	Keyword List Ranking	6th	16th
6	Keyword Frequency	52	37
7	Collate focus category	**quality** (superior, authoritative, excellent, respected, elite, recognized, outstanding, reliable) **functional** (scientiarum, magistrorum et scholarium, aerospace, entrepreneurial, research) **standard**	**quality** (good, accountable, independent, friendly, clean, empowering) **standard** (international) **functional** (organizing, empowering) **ownership** (school name)

		(international, global, world-class) **ownership** (state, school name)	

The following table show how the keyword was matched with its the collocates:

Tabel 2. Individual Immediate Left and Right Collocates Data

No	Immediate Left Collocate	Rank	Frequency	Left Frequency	Right Frequency	Stats
Vision						
1	superior	13	6	5	1	5.06028
2	authoritative	18	1	1	0	5.06028
3	excellent	23	4	3	1	3.73835
4	scientiarum	29	1	1	0	5.06028
5	respected	31	1	1	0	5.06028
6	God-centered	32	1	1	0	5.06028
7	conservation	41	1	1	0	5.06028
8	Magistrorum	47	1	1	0	5.06028
9	et Scholarium	66	1	1	0	5.06028
10	entrepreneurial	68	1	1	0	5.06028
11	elite	70	1	1	0	5.06028
12	global	87	1	1	0	5.06028
13	aerospace	93	3	1	2	3.64524
14	international	94	6	6	0	4.54571
15	standard	95	5	4	1	4.79725
16	world-class	109	1	1	0	5.06028
17	recognized	125	4	3	1	4.06028
18	main	141	1	1	0	5.06028
19	outstanding	157	1	1	0	5.06028
20	reliable	166	3	2	1	3.32331
21	state research [school name]	-	-	-	-	-
Mission						
1	good	3	19	14	5	6.91328
2	accountable	5	4	3	1	6.02793
3	independent	18	1	0	0	6.83528
4	friendly	23	1	1	0	6.83528
5	clean	41	2	1	1	6.25032
6	empowering	42	3	2	1	6.09832
7	international	73	4	3	1	4.08039
8	organizing	95	1	1	0	2.83528
9	[school name]	-	-	-	-	-

Immediate left collates = accompanying words directly on the left of the keyword

Rank = how the collate appears in the list
Frequency = how many times a collate appears in the collective text
Left Frequency = how many times a collate appears before the keyword
Right Frequency = how many times a collate appears after the keyword
Stats = justification of how the collate interrelates with the keyword
(MI) Mutual Information: Using equations described in M. Stubbs, Collocations and Semantic Profiles, Functions of Language 2, 1 (1995)
(T-Score) T-Score: Using equations described in M. Stubbs, Collocations and Semantic Profiles, Functions of Language 2, 1 (1995)

DISCUSSION

It was interesting to see that most of the schools are already positioning themselves in the world-class category in their vision statements. It projects a standard that they aspire to, be it in the present or in the near future. However, the mission statements attempted to define what a world-class standard is by providing the adjectives to which they orient their development.

Another point to make is the way the schools attempt to distinguish themselves from other schools. Vague words such as "good" and "friendly" may proof ineffective in showing the uniqueness of the schools. It also opens a need to further describe what they mean in other parts of the website.

CONCLUSION

This study briefly demonstrates how a keyword is important in communicating the identity of an institution. Done effectively, the keywords may give workable milestones for the development of the schools. Adversely, it may become intangible and hard to interpret in immediate and future actions. Thus, it is recommended that the keywords surrounding the term "university" are well-thought and carry meaning contributing to the worth of the school.

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INTERNET LINKS

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