


**EVALUATING THE BACHELOR OF PUBLIC ADMINISTRATION PROGRAM OBJECTIVES THROUGH IMPORTANCE-PERFORMANCE ANALYSIS: A BUSINESS MODEL APPROACH**

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ARTICLE INFO	ABSTRACT
<p><b>Article history:</b></p> <p><b>Received</b> 20 January 2023</p> <p><b>Accepted</b> 22 March 2023</p>	<p><b>Purpose:</b> This study aims to evaluate stakeholder perceptions of the Bachelor of Public Administration Program of Cagayan State University in the Philippines by examining their level of awareness, understanding, acceptability, and the program's importance-performance alignment.</p>
<p><b>Keywords:</b></p> <p>Importance-Performance Analysis; Stakeholder; Public Administration Program; Goals; Objectives.</p>	<p><b>Methodology:</b> A quantitative approach, including questionnaire and Importance-Performance Analysis (IPA), was employed to gather data from a diverse group of stakeholders, such as students, faculty, employers, and community members.</p>
	<p><b>Findings:</b> Overall, the findings indicated high levels of awareness, understanding, and acceptability of the program objectives among stakeholders. The IPA revealed that the program performs well in several key areas, including management skills and understanding the fundamentals of good governance. However, the study identified opportunities for improvement, particularly in emphasizing the importance of ethical values and enhancing performance in high-importance objectives, such as accountability, nationalism, and sustainability.</p> <p><b>Implications:</b> Based on the findings, the study recommends that the university enhance communication and awareness of the program objectives, reassess resource allocation to prioritize high-importance objectives, and implement strategies to improve performance in areas where gaps were identified. Additionally, the university should maintain its focus on high-performing objectives and periodically reassess the program's alignment with stakeholder expectations.</p> <p><b>Value:</b> By implementing these recommendations, the Bachelor of Public Administration program can further improve its effectiveness in meeting stakeholder needs and expectations, ultimately providing a more valuable and relevant education for future public administrators.</p> <p>Doi: <a href="https://doi.org/10.26668/businessreview/2023.v8i3.3339">https://doi.org/10.26668/businessreview/2023.v8i3.3339</a></p>

**AVALIANDO OS OBJETIVOS DO PROGRAMA DE GRADUAÇÃO EM ADMINISTRAÇÃO PÚBLICA ATRAVÉS DA ANÁLISE DE IMPORTÂNCIA-DESEMPENHO: UMA ABORDAGEM DE MODELO DE NEGÓCIO**

**RESUMO**

**Propósito:** Este estudo visa avaliar as percepções das partes interessadas do Bachelor of Public Administration Program da Cagayan State University nas Filipinas, examinando seu nível de consciência, compreensão, aceitabilidade e alinhamento de importância-desempenho do programa.

**Metodologia:** Uma abordagem quantitativa, incluindo questionário e Análise de Importância-Desempenho (IPA), foi empregada para coletar dados de um grupo diversificado de interessados, como estudantes, professores, empregadores e membros da comunidade.

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**Conclusões:** De um modo geral, as conclusões indicaram níveis elevados de sensibilização, compreensão e aceitabilidade dos objetivos do programa entre as partes interessadas. O IPA revelou que o programa tem um bom desempenho em vários domínios fundamentais, incluindo as competências de gestão e a compreensão dos princípios fundamentais da boa governação. No entanto, o estudo identificou oportunidades de melhoria, particularmente ao enfatizar a importância de valores éticos e melhorar o desempenho em objetivos de alta importância, como responsabilidade, nacionalismo e sustentabilidade.

**Implicações:** Com base nos resultados, o estudo recomenda que a universidade melhore a comunicação e a sensibilização para os objetivos do programa, reavalie a afetação de recursos para priorizar objetivos de alta importância e implemente estratégias para melhorar o desempenho em áreas onde foram identificadas lacunas. Além disso, a universidade deve manter seu foco em objetivos de alto desempenho e reavaliar periodicamente o alinhamento do programa com as expectativas das partes interessadas.

**Valor:** Ao implementar essas recomendações, o programa de Graduação em Administração Pública pode melhorar ainda mais sua eficácia no atendimento às necessidades e expectativas das partes interessadas, fornecendo, em última análise, uma educação mais valiosa e relevante para futuros administradores públicos.

**Palavras-chave:** Análise de Importância-Desempenho, Interessado, Programa de Administração Pública, Metas, Objetivos.

## EVALUACIÓN DE LOS OBJETIVOS DEL PROGRAMA DE LICENCIATURA EN ADMINISTRACIÓN PÚBLICA A TRAVÉS DEL ANÁLISIS DE IMPORTANCIA-DESEMPEÑO: UN ENFOQUE DE MODELO DE NEGOCIO

### RESUMEN

**Objetivo:** Este estudio tiene como objetivo evaluar las percepciones de las partes interesadas sobre el Bachelor of Public Administration Program de la Cagayan State University en Filipinas mediante el examen de su nivel de conciencia, comprensión, aceptabilidad y la alineación importancia-rendimiento del programa.

**Metodología:** Se empleó un enfoque cuantitativo, que incluyó un cuestionario y un análisis de importancia-rendimiento (IPA), para recopilar datos de un grupo diverso de interesados, como estudiantes, profesores, empleadores y miembros de la comunidad.

**Hallazgos:** En general, los hallazgos indicaron altos niveles de conciencia, comprensión y aceptabilidad de los objetivos del programa entre los interesados. El IPA reveló que el programa funciona bien en varios ámbitos clave, incluidas las capacidades de gestión y la comprensión de los fundamentos de la buena gobernanza. Sin embargo, en el estudio se identificaron oportunidades de mejora, en particular para poner de relieve la importancia de los valores éticos y mejorar el desempeño en objetivos de gran importancia, como la rendición de cuentas, el nacionalismo y la sostenibilidad.

**Implicaciones:** Sobre la base de las conclusiones, el estudio recomienda que la universidad mejore la comunicación y la sensibilización sobre los objetivos del programa, reevalúe la asignación de recursos para priorizar los objetivos de alta importancia y aplique estrategias para mejorar el rendimiento en las áreas donde se identificaron deficiencias. Además, la universidad debe mantener su enfoque en objetivos de alto rendimiento y reevaluar periódicamente la alineación del programa con las expectativas de los interesados.

**Valor:** Mediante la aplicación de estas recomendaciones, el programa de Licenciatura en Administración Pública puede mejorar aún más su eficacia en la satisfacción de las necesidades y expectativas de los interesados, proporcionando en última instancia una educación más valiosa y pertinente para los futuros administradores públicos.

**Palabras clave:** Análisis de Importancia-Rendimiento, Partes Interesadas, Programa de Administración Pública, Metas, Objetivos.

### INTRODUCTION

The field of public administration has evolved over the years, with an increasing emphasis on the development of competent professionals who can navigate the complexities of public service in a rapidly changing world (Raadschelders, 2011). As such, public administration education programs must continually adapt to ensure that they are meeting the

needs and expectations of their diverse stakeholders, including students, faculty, employers, and community members. One approach to evaluating and refining these programs is through the use of the Importance-Performance Analysis (IPA) business model, a method that compares the importance of specific aspects of a program or service with how well these aspects are performed (Martilla & James, 1977).

The present study aims to leverage the IPA business model to assess and optimize stakeholder perceptions of the Bachelor of Public Administration program. By examining the alignment between the program's objectives and stakeholders' perceptions of their importance and performance, the study seeks to identify areas of strength and opportunities for improvement within the program. In doing so, it contributes to the ongoing efforts to enhance public administration education and better prepare future public administrators for their roles in serving the public interest (Denhardt & Denhardt, 2007).

The use of IPA in the context of public administration education is supported by its ability to help prioritize resources and focus on areas of high importance to stakeholders (Karthiyayini & Rajendran, 2021). By identifying gaps between stakeholder expectations and program performance, the IPA business model can provide valuable insights into the aspects of the program that may require additional attention or resources, ultimately leading to a more effective and relevant educational offering.

Furthermore, the application of the IPA business model in higher education settings has been shown to be effective in guiding program improvements and enhancing stakeholder satisfaction (Ford, Joseph, & Joseph, 1999). By adapting this approach to the Bachelor of Public Administration program of Cagayan State University in the Philippines, the study seeks to contribute to the growing body of literature on the use of IPA in higher education and its potential for informing program development and evaluation.

There have been several studies conducted globally that have explored stakeholder perceptions of public administration systems. These studies have been essential in highlighting the importance of understanding stakeholders' perceptions of public administration and how they impact the effectiveness of public services.

For instance, a study by Lee (2021) found that public administration performance was positively correlated with citizens' trust in government. The study further revealed that citizens' satisfaction with public services was significantly influenced by their perception of public administration performance. These findings highlight the importance of understanding stakeholders' perceptions of public administration performance in ensuring citizens' trust and

satisfaction with public services. Similarly, a study by Batalli (2011) found that public administration reforms aimed at improving service delivery were positively received by citizens. However, the study also found that citizens' perceptions of public administration were influenced by factors such as corruption, bureaucracy, and political interference. These findings highlight the need for policymakers and program managers to address these factors to improve stakeholder perceptions of public administration systems.

Overall, these studies highlight the importance of understanding stakeholder perceptions of public administration program. These findings underscore the need for policymakers and program managers to align public administration goals and objectives with stakeholder needs to ensure effective service delivery.

Further research is needed to explore stakeholders' perceptions of BPA goals and objectives to contribute to the development of effective BPA programs. This study's significance lies in its contribution to the development of effective BPA programs by exploring stakeholders' awareness, acceptability, and understanding of BPA goals and objectives. The study's results will provide valuable insights into how stakeholders perceive BPA goals and objectives and how they align with stakeholder needs. The study's findings will also inform the development of BPA program curriculums, teaching methodologies, and other relevant policies and strategies that will ultimately enhance the effectiveness of BPA programs.

In summary, this study aims to apply the Importance-Performance Analysis business model to evaluate and optimize stakeholder perceptions of the Bachelor of Public Administration program. Through the identification of strengths and areas for improvement, the study seeks to provide recommendations for enhancing the program's effectiveness in meeting stakeholder needs and expectations, ultimately contributing to a more valuable and relevant education for future public administrators.

## **METHODOLOGY**

### **Research Design**

The study aims to assess and optimize stakeholder perceptions of the Bachelor of Public Administration program using the Importance-Performance Analysis (IPA) business model, identifying areas of strength and opportunities for improvement to enhance the program's effectiveness in meeting stakeholder needs and expectations. Hence, a quantitative research approach was employed, specifically, descriptive method. 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 data collection tool used in this study was a survey questionnaire, designed by the researcher. Expert validation in the field of measurement and evaluation was sought for the instrument. To gather data, an online platform was utilized to distribute the survey. College officials, faculty members, and students helped share Google Survey links to the target stakeholders through their Facebook group chats.

It is crucial to emphasize that before administering the survey, participants were made aware of the study's purpose, the nature of the questions, and any potential risks and benefits associated with their involvement. Informed consent was obtained from all participants before they were permitted to proceed with the survey. Participants were notified that their involvement was voluntary, and they had the option to withdraw from the study at any point without any consequences. The researcher maintained the anonymity and confidentiality of the participants' responses by refraining from collecting personally identifiable information. This approach complies with the ethical standards for research involving human subjects.

### Participants of the Study

The participants in this study were the stakeholders of the program. They were selected using convenience sampling. In this research, stakeholders were categorized as either external or internal. The total number of participants in this study is presented in Table 1.

Table 1. Frequency Distribution of the Respondents

	Mean	Description
<b>University Vision</b>	4.61	Very High
<b>University Mission</b>	4.65	Very High
<b>BPA Program Objective 1</b> Adequate knowledge and understanding of fundamentals of good governance	4.60	Very High
<b>BPA Program Objective 2</b> High appreciation for the demands and challenges of public service	4.60	Very High
<b>BPA Program Objective 3</b> High ethical values for public service, accountability, nationalism, and sustainability	4.60	Very High
<b>BPA Program Objective 4</b> Strong sense of duty to promote and protect public interest especially for the depressed and the marginalized communities	4.60	Very High
<b>BPA Program Objective 5</b>	4.60	Very High

Adequate skills in management including planning, implementation, monitoring and human, material and resource		
<b>BPA Program Objective 6</b> Adequate ability to engage in scientific research and national decision-making	4.60	Very High
<b>Overall Mean</b>	<b>4.61</b>	<b>Very High</b>

Source: Author's own work

## RESULTS AND DISCUSSION

Table 2 presents valuable insight into how well stakeholders are aware of the program's goals. In general, the results indicate that there is a very high level of awareness across the board. This finding is supported by the results of the studies of Nozaleda (2019) and Florentino (2023) in the same university. This is a positive indication that the program objectives are well-communicated and understood by the involved parties.

The highest level of awareness is related to the objective of producing graduates with adequate knowledge and understanding of the fundamentals of good governance. This aligns with the findings of related studies, such as Kim & Kreps (2020), who noted that higher education programs in public administration should focus on teaching the principles of good governance. This reflects a strong understanding among stakeholders of the importance of educating future public administrators in the key elements of effective and transparent governance.

On the other hand, the lowest level of awareness is associated with producing graduates with an adequate ability to engage in scientific research and national decision-making. While this awareness level is lower compared to other objectives, it is still an essential aspect of a comprehensive public administration education. A study by Nozaleda & Calubaquib (2020) highlighted the importance of research and decision-making skills in higher education. McDonald et.al (2022) argued that public administrators should be able to engage in research and use evidence-based approaches to inform their decision-making processes.

This discrepancy in awareness levels between the two objectives suggests that more effort may be needed to emphasize the importance of scientific research and national decision-making in public administration education. Stakeholders should be made aware of the value of these skills in the context of public administration so that they can better understand the program's comprehensive approach to preparing graduates for their future careers.

In conclusion, the high level of awareness among stakeholders about the Program Objectives is a positive indication that the program's goals are well-communicated and understood. However, there may be room for improvement in raising awareness about the

importance of scientific research and national decision-making skills. By addressing this gap, stakeholders can better appreciate the full scope of the program and the comprehensive skillset it aims to instill in its graduates.

Table 2. Stakeholders' Level of Awareness on the Bachelor of Public Administration Program Objectives

	Mean	Description
<b>University Vision</b>	4.52	Very High
<b>University Mission</b>	4.65	Very High
<b>BPA Program Objective 1</b> Adequate knowledge and understanding of fundamentals of good governance	4.66	Very High
<b>BPA Program Objective 2</b> High appreciation for the demands and challenges of public service	4.63	Very High
<b>BPA Program Objective 3</b> High ethical values for public service, accountability, nationalism, and sustainability	4.61	Very High
<b>BPA Program Objective 4</b> Strong sense of duty to promote and protect public interest especially for the depressed and the marginalized communities	4.62	Very High
<b>BPA Program Objective 5</b> Adequate skills in management including planning, implementation, monitoring and human, material and resource	4.62	Very High
<b>BPA Program Objective 6</b> Adequate ability to engage in scientific research and national decision-making	4.58	Very High
<b>Overall Mean</b>	<b>4.61</b>	<b>Very High</b>

Source: Author's own work

Table 3 shows that, in general, there is a very high level of understanding. Specifically, the highest level of understanding is related to the university's mission. A high level of understanding of the Bachelor of Public Administration Program Objectives among stakeholders indicates that the program is effectively communicating its goals and their alignment with the university's mission. According to Bayrak (2020), clear communication of program objectives and their connection to the institution's mission is crucial for stakeholders to grasp the purpose and value of the program.

The strong connection between the program objectives and the university's mission also suggests that stakeholders perceive the program as contributing positively to the broader goals and values of the institution. Although the overall understanding is high, it is crucial to identify any areas where understanding may be lower. These areas may indicate potential gaps or misalignments between stakeholders' perceptions and the program objectives. By identifying and addressing these areas, program administrators can work to improve stakeholders' understanding and ensure that the program is effectively meeting the needs and expectations of its diverse stakeholders.

Table 3. Stakeholders' Level of Understanding towards BPA Program Objectives

	<b>Mean</b>	<b>Description</b>
<b>University Vision</b>	4.61	Very High
<b>University Mission</b>	4.65	Very High
<b>BPA Program Objective 1</b> Adequate knowledge and understanding of fundamentals of good governance	4.60	Very High
<b>BPA Program Objective 2</b> High appreciation for the demands and challenges of public service	4.60	Very High
<b>BPA Program Objective 3</b> High ethical values for public service, accountability, nationalism, and sustainability	4.60	Very High
<b>BPA Program Objective 4</b> Strong sense of duty to promote and protect public interest especially for the depressed and the marginalized communities	4.60	Very High
<b>BPA Program Objective 5</b> Adequate skills in management including planning, implementation, monitoring and human, material and resource	4.60	Very High
<b>BPA Program Objective 6</b> Adequate ability to engage in scientific research and national decision-making	4.60	Very High
<b>Overall Mean</b>	<b>4.61</b>	<b>Very High</b>

Source: Author's own work

Meanwhile, table 4 on Stakeholders' Level of Acceptability of the Program Objectives provides valuable insights into how well the program's goals meet the expectations and needs of its stakeholders. In general, the results indicate a very high level of acceptability across all objectives, which is a positive sign that the program is well-aligned with stakeholders' expectations and values.

Specifically, the highest level of acceptability is related to producing graduates with a strong sense of duty to promote and protect public interest, especially for the depressed and marginalized communities. This reflects the importance of social equity and commitment to public service as core values in public administration education, as highlighted by studies like Blessett (2019). The high acceptability of this objective suggests that stakeholders appreciate the program's focus on developing graduates who are dedicated to serving and uplifting vulnerable populations.

On the other hand, the lowest level of acceptability, although still rated as very high, is related to producing graduates with high ethical values for public service, accountability, nationalism, and sustainability. This may indicate that stakeholders view this objective as slightly less critical or distinctive than the other objectives. Nonetheless, the importance of ethical values and accountability in public administration cannot be overstated (Davids & Rhodes, 2020).



This discrepancy in acceptability levels between the two objectives may suggest that there is room for improvement in emphasizing the importance of ethical values, accountability, nationalism, and sustainability in public administration education. By addressing this gap and ensuring that stakeholders understand the significance of these principles, program administrators can work to further enhance the overall acceptability and effectiveness of the Bachelor of Public Administration Program.

Table 4. Stakeholders' Level of Acceptability towards the BPA Program Objectives

	Mean	Description
<b>University Vision</b>	4.66	Very High
<b>University Mission</b>	4.65	Very High
<b>BPA Program Objective 1</b> Adequate knowledge and understanding of fundamentals of good governance	4.42	Very High
<b>BPA Program Objective 2</b> High appreciation for the demands and challenges of public service	4.51	Very High
<b>BPA Program Objective 3</b> High ethical values for public service, accountability, nationalism, and sustainability	4.33	Very High
<b>BPA Program Objective 4</b> Strong sense of duty to promote and protect public interest especially for the depressed and the marginalized communities	4.72	Very High
<b>BPA Program Objective 5</b> Adequate skills in management including planning, implementation, monitoring and human, material and resource	4.60	Very High
<b>BPA Program Objective 6</b> Adequate ability to engage in scientific research and national decision-making	4.41	Very High
<b>Overall Mean</b>	<b>4.54</b>	<b>Very High</b>

Source: Author's own work

Ultimately, the Importance-Performance Analysis (IPA) of the Bachelor of Public Administration program objectives shown in Figure 1 provides valuable insights into the strengths and areas for improvement in the program. By examining the relationship between the perceived importance of objectives and their performance, the university can better understand how well the program is meeting the expectations of its stakeholders and identify opportunities for enhancing the program's offerings.

### High Performance, Low Importance

The objectives related to producing graduates with adequate ability to engage in scientific research and national decision-making, as well as adequate knowledge and understanding of the fundamentals of good governance, received high performance scores but were rated lower in importance. In the context of the university's business model, these results

suggest that the program is delivering effectively on these objectives, but they may not be considered as critical by stakeholders compared to other program goals. The university may want to evaluate whether resources allocated to these objectives can be better utilized in areas of higher importance to maximize stakeholder satisfaction.

### **High Importance, Low Performance**

The objective of instilling high ethical values for public service, accountability, nationalism, and sustainability received high importance ratings but was marked with low performance. This indicates that stakeholders consider this objective to be crucial for the program, but the current delivery may not be meeting their expectations. As part of its business model, the university should prioritize addressing this gap by improving the curriculum, teaching methods, or other program aspects related to ethics and accountability. Doing so will help ensure that the program's offerings are better aligned with stakeholder priorities and increase overall satisfaction.

### **High Importance, High Performance**

The objective of producing graduates with adequate skills in management, including planning, implementation, monitoring, and human, material, and resource management, received both high importance and high-performance ratings. This suggests that the program is successfully addressing a key priority for stakeholders, which is a positive sign for the university's business model. The university should continue to invest in and maintain the quality of this aspect of the program, as it contributes significantly to stakeholder satisfaction and the perceived value of the education provided.

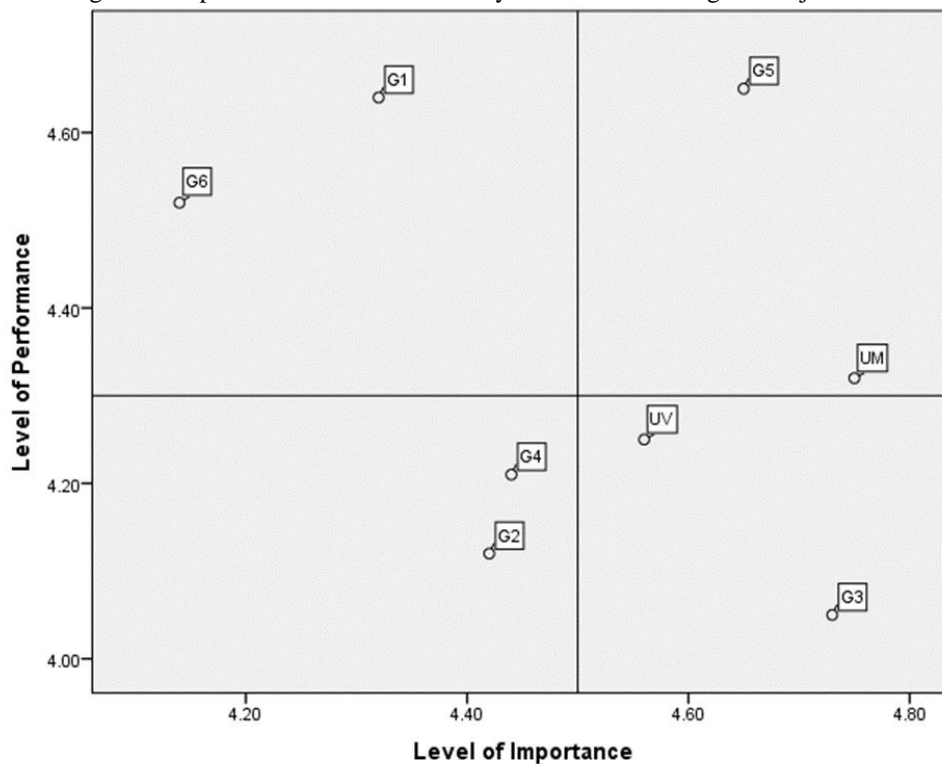
### **Low Importance, Low Performance**

In the analysis of the IPA matrix, it was found that two program objectives fell into the low performance and low importance quadrant: (1) High appreciation for the demands and challenges of public service, and (2) Strong sense of duty to promote and protect public interest, especially for the depressed and the marginalized communities. This finding suggests that these objectives are not currently perceived as crucial by stakeholders, and the program's performance in these areas is also considered suboptimal. Although these objectives might not be the primary focus for immediate improvements, it is essential to consider whether their low importance and performance are due to stakeholder misconceptions or an actual lack of

significance in the context of the Bachelor of Public Administration program. Further analysis and discussions with stakeholders might be necessary to determine whether these objectives should be re-evaluated, re-emphasized, or potentially revised to better align with stakeholder expectations and the program's overall goals.

In conclusion, the Importance-Performance Analysis of the Bachelor of Public Administration program objectives highlights areas of strength and opportunities for improvement within the university's business model. By focusing on enhancing the program's performance in areas of high importance and ensuring that resources are allocated effectively, the university can better align the program with stakeholder priorities and continue to provide a valuable and relevant education for future public administrators.

Figure 1. Importance-Performance Analysis of the BPA Program Objectives



Source: Author's own work

## CONCLUSION AND RECOMMENDATIONS

In conclusion, the various analyses conducted on the Bachelor of Public Administration program objectives provide valuable insights into the program's alignment with stakeholder expectations, understanding, acceptability, and performance. Overall, the program appears to be well-received by stakeholders, with a high level of awareness, understanding, and acceptability, as well as strong performance in several key areas. However, the findings also

point to opportunities for improvement, particularly in emphasizing the importance of ethical values and enhancing performance in areas of high importance.

Based on these findings, the following recommendations are suggested for the university and the Bachelor of Public Administration program:

**Enhance communication and awareness:** Continue to maintain clear communication with stakeholders about the program objectives, particularly in areas where awareness or understanding may be lower, such as the importance of scientific research and national decision-making skills.

**Reassess resource allocation:** Evaluate the allocation of resources within the program to ensure that areas of high importance, such as ethics, accountability, nationalism, and sustainability, receive adequate attention and support. This may involve reallocating resources from areas of lower importance to maximize stakeholder satisfaction and the program's overall effectiveness.

**Improve performance in high-importance objectives:** Prioritize addressing the gap in performance for the objective related to high ethical values for public service, accountability, nationalism, and sustainability. This may involve revising the curriculum, enhancing teaching methods, or implementing additional support systems to help students develop these crucial skills and values.

**Maintain high-performing objectives:** Continue to invest in and maintain the quality of objectives that receive high importance and high-performance ratings, such as management skills, as these contribute significantly to stakeholder satisfaction and the overall value of the education provided.

**Periodically reassess program objectives:** Regularly conduct assessments, such as Importance-Performance Analysis, to evaluate the alignment of program objectives with stakeholder expectations and identify any shifts in priorities or areas for improvement over time.

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