



Short Paper

Stakeholder's Awareness, Understanding, and Acceptance of the Catanduanes State University's Mandate, Mission, Vision, Goal, Core Values, and the College of Engineering and Architecture's Goals and Objectives A.Y. 2021-2022

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Date received: November 26, 2022

Date received in revised form: January 8, 2023; January 10, 2023

Date accepted: January 10, 2023

Recommended citation:

Santelices, R. B. (2024). Stakeholder's awareness, understanding, and acceptance of the Catanduanes State University's mandate, mission, vision, goal, core values, and the College of Engineering and Architecture's Goals and Objectives A.Y. 2021-2022. *Puissant*, 5, 1270-1284.

Abstract

The study aimed to provide answers to the questions about the level of awareness, understanding, and acceptance among internal and external stakeholders of CatSU's mandate, vision, mission, goal, core values, and the CEA's goals and objectives, and the significant difference in the level of awareness, understanding, and acceptance of CatSU's mandate, vision, mission, goal, core values, and the goals and objectives of the College of Engineering and Architecture among internal and external stakeholders. A quantitative-descriptive research design was employed in this study. Respondents in the study are stakeholders, who are divided into internal and external stakeholders. Slovin's algorithm was used to select 334 target samples from a population of 15,000 for this study. The study used a 4-point Likert scale to help participants understand the quantitative data. It is concluded that both internal and external stakeholders understand the CatSU's mandate, vision, mission goals, and core values and accept the CEA's goals and objectives. Overall, there is a significant gap in understanding and acceptance of the CatSU's mandate, vision, mission goals, and core values among internal and external stakeholders. There is also a significant difference in terms of awareness and



comprehension of the CEA's goals and objectives. It is recommended that the CSU's mandate, vision, mission, goal, and core values, as well as the COE's goals and objectives, be made more public. Initiatives or factors that contributed to the high level of awareness, comprehension, and acceptance of the CSU's VMGO and the COE's goals and objectives should be strengthened.

Keywords – mandate, VMGO, stakeholders, core values, awareness, acceptance, understanding

INTRODUCTION

The Catanduanes State University (CatSU) is required by Republic Act 10229 to primarily offer advanced education, higher technological, professional instruction, and training in trade, commerce, fishery, agriculture, arts and sciences, industrial technology, nursing, midwifery, education, engineering, public administration, information technology, and other relevant fields of study (Catanduanes State University, Faculty Manual 2019). It is acknowledged that CatSU has been granted permission to provide a range of educational disciplines and that the promotion of high-quality instruction and related academic services throughout the province has been the university's guiding philosophy. CatSU has developed its long-term picture via its mission to the community as "a green university worldwide engaged in island research and innovations for societal improvement" for decades of being a top-performing institution in many board program offerings. The CatSUs' mandate, vision, mission, aim, core values, and objectives, which were developed to provide a clear path as to why they exist, served as the foundation for the organization's success.

"Vision" is the direction that a company or university must take in order to succeed in the near future (Altiok, 2011; Arante et al., 2021). Finding where you want to go in relation to where you are is the key to identifying areas where you need to progress. "There is a need to have a vision because if you don't know where you're going, you're not going to get there," they added. On the other hand, a university mission clarifies the purpose of the organization. The clientele of an institution gains a thorough concept of and information about the caliber of services that a university or college gives through its mission (Arado et al., 2019; Bentor et al., 2017; Cascolan & Venture, 2019; Castillo, n.d.; Constantino et al., 2020; Escolano, 2021; Joy et al., 2015; Cady et al., 2011) The mission of the entire state university or state colleges is reflected in it. Goals are the objectives at the level of the organizational hierarchy below the institutional level (the academic college, institute, or school), while objectives are the objectives at the level of the program.

In particular, all of the university's strategic plans, programs, and activities depend heavily on the university's vision, purpose, goals, and objectives (Tan & Borres, 2020).

VMGO is one of the ten (10) areas being inspected during accreditation by the Accrediting Agency of Chartered Colleges and Universities in the Philippines, Inc. (AACUP), and it is one of the most important areas being accredited, he added. He further stated that the operations, educational practices, and other activities of the university are based on VMGO, which is thought to be the most significant region. A school should decide on its philosophy, vision, goal, and objectives before accepting students and providing them with education, according to the Universities-Commission on Accreditation (PACUCOA). Prior research on accreditation, monitoring, evaluation, and policy development that assessed students' and other significant stakeholders' levels of comprehension and acceptance of the VMGO's importance, congruence, and dissemination scope had already been carried out for a responsive and superb provider of quality education (Bentor et al., 2017; De Guzman et al., 2018; Joy et al., 2015; Lobo, 2022; Tan & Borres, 2020). The clientele it seeks to serve and the requirements of the community in which it operates should be taken into consideration while determining the philosophy, vision, goal, and objectives. And identifying the community is also about evaluating the stakeholder's awareness, understanding, and acceptance of the CatSU's MVGCV and the CEA's goals and objectives. The stakeholders' commitment starts with the awareness and acceptability of this VMGO (Balahadia & Briones, 2023; Bentor et al., 2017).

Based on the scenario described above, the study on stakeholders' awareness, understanding, and acceptance of Catanduanes State University's mandate, mission, goal, core values, and College of Engineering and Architecture goals and objectives for FY 2021–2022, was conceptualized.

Statement of the Problem

The study aimed to assess stakeholder awareness, comprehension, and acceptance of Catanduanes State University's mandate, vision, mission, goals, and core values, as well as the College of Engineering and Architecture's goals and objectives for the academic year 2021-2022. The researcher specifically sought to answer the following questions:

1. What is the level of awareness among internal and external stakeholders of CatSU's mandate, vision, mission, goal, core values, and the CEA's goal and objectives?
2. What is the level of understanding among internal and external stakeholders of CatSU's mandate, vision, mission, goal, core values, and the CEA's goal and objectives?
3. What is the level of acceptance among internal and external stakeholders of CatSU's mandate, vision, mission, goal, core values, and the CEA's goal and objectives?
4. Is there a significant difference in the level of awareness, understanding, and acceptance of the CatSU's mandate, vision, mission, goal, core values, and the

goal and objectives of the College of Engineering and Architecture between internal and external stakeholders?

LITERATURE REVIEW

Every organization, whether private or public, has its own set of vision, mission, goals, and objectives that are structured to establish a clear path as to why it exists (DICO, CHYNA FATE C., 2019). In an educational institution, for example, VMGO serves as the foundation for fulfilling its mandate as the country's higher education provider and is also regarded as the institution's heart (Constantino et al., 2020).

The institution's mission, vision, and philosophy serve as a road map for the development of organizational objectives and goals, making them essential components of the organization (Bueno, 2019). His research will collect empirical data regarding philosophy and objectives as a key outcome area of program accreditation for the graduate school of the college, document and analyze the strengths under the KRA as consolidated and institutional affirmation for sustainability, identify the areas for improvement and corresponding institutional action taken, and derive pertinent information and data towards developing strategic plans for the KRAs towards the institution. It was observed that the institution's philosophy, vision, and mission statement were unambiguous and cascaded down to the goals of the programs and courses it offered, which reflected both local and international development objectives as well as desirable Filipino cultural values and aimed to develop students' leadership and research skills.

Every college and university depend on its VMGO to function. The mission and vision statements of schools serve as the only sources of guidance for their objectives. To find out if awareness can predict understanding and acceptance, cognizance can predict perceived clarity and consistency, and perceived clarity and consistency can predict understanding and acceptance, the study of Lobo (2022) set out to answer these questions. It was discovered that awareness significantly influences perceived clarity and consistency, which in turn influences understanding and acceptance. Cognizance also positively predicts understanding and acceptance.

The study of Tan and Borres (2020) seeks to ascertain whether Central Mindanao University's (CMU) vision, mission, goals, and objectives (VMGO) are understood, acceptable, consistent, and clear, as well as whether they are consistent with education that is outcome-based (OBI). The findings revealed that stakeholders overwhelmingly agreed that CMU's VMGO are distinct, logical, and consistent with OBI. Descriptive statistics also revealed that stakeholders are well aware of CMU's VMGO, which they support wholeheartedly and believe to be very compatible with the OBI.

Conceptual Framework

The conceptual paradigm is depicted in Figure 1 along with the study's independent and dependent variables. The internal stakeholders, which are divided into administrators, faculty, non-teaching staff, and students, and the external stakeholders, which are divided into parents/guardians, alumni, and industry/linkages, respectively, are the independent variables. The dependent variable, on the other hand, is the degree to which stakeholders are aware of, understand, and accept the CatSU's mandate, vision, mission, goal, core values, and goal and objectives of CEA.

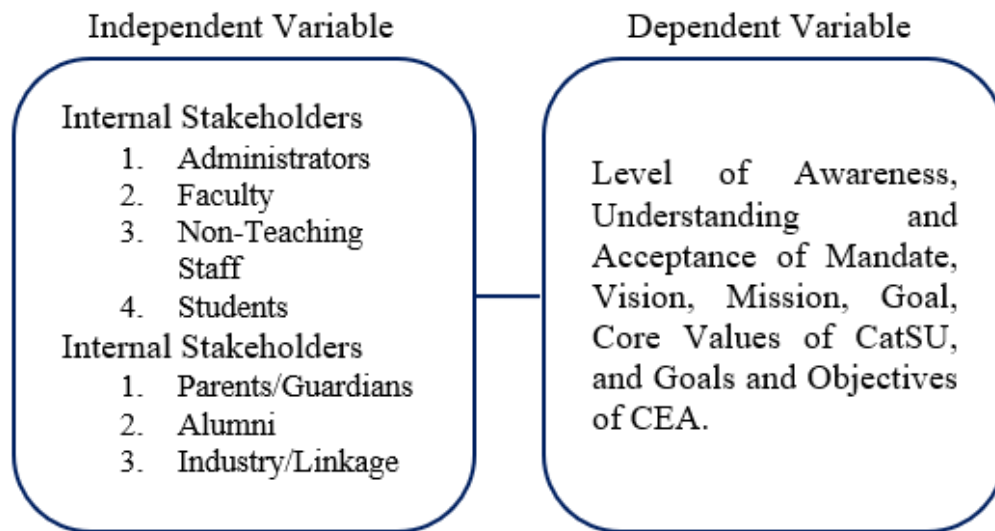


Figure 1. Conceptual Paradigm of the Study

METHODOLOGY

Research Design

A quantitative descriptive research design was used for this investigation. Quantitative techniques place an emphasis on precise measurements and statistical, mathematical, or numerical analysis of data gathered through surveys, questionnaires, and polls, as well as the manipulation of statistical data that has already been obtained using computing methods (Constantino et al., 2020).

The study employed descriptive statistics to analyze the data in a more meaningful and straightforward manner. Descriptive statistics tools include frequency tables and cross-tabulation tables. The term "frequency" refers to various descriptive measures such as average, median, standard deviation, and percentiles. In tallying responses, a simple frequency count was useful. In addition, the weighted mean was used to compute the

average total number of responses on each item divided by the total number of respondents.

Research Site

The survey was conducted at the CatSU Main Campus in Calatagan, Virac, Catanduanes, during the academic year 2021-2022, with a total of 334 respondents made up of internal and external stakeholders.

Data Collection/Instrumentation

The study used questionnaires as a data collection tool for its respondents. It focused on the respondents' basic information and their rating, which correspond to their level of awareness, understanding, and acceptance of the CatSU's mandate, vision, mission, goal, and core values, as well as the CEA's goal and objectives. To better understand the quantitative data, the study employed a 4-point Likert scale. A Likert scale is a type of psychometric scale with multiple categories from which respondents can choose to express their opinions, attitudes, or feelings about a specific issue (Beglar & Nemoto, 2014). The 4-Point Rating Scale is shown in Table 1.

Table 1. 4-Point Rating Scale

Response	Mean	Awareness	Understanding	Acceptance
4	3.50 – 4.00	Highly Aware	Extensive	Greatly Accept
3	2.50 – 3.49	Aware	Sufficient	Accept
2	1.50 – 2.49	Least Aware	Partial	Slightly Accept
1	1.00 – 1.49	Not Aware	Minimal	Did Not Accept

The three criteria used in the questionnaire are awareness, understanding, and acceptance of CatSU's mandate, vision, mission, goal, and core values, and awareness, understanding, and acceptance of the CEA's goals and objectives. Slovin's formula was used to determine the sample size per group for a survey with a 15,000 population; 334 is already 86% of the 390 target samples for this study. Certainly, a greater number of preliminary research questions findings are presented.

Table 2. Number of Respondents

Stakeholders	Frequency	Percentage
Internal	175	52.0
External	159	48.0
TOTAL	334	100.0

Table 2 shows the total number of respondents. Respondents are stakeholders divided into two categories. The first is internal stakeholders, which include 175

administrators and faculty, non-teaching staff, and students (in the BSCE, BSCpE, and BSArchi programs). The second group is external stakeholders, who number 159 in total and are made up of parents or guardians, alumni, and industry partners. There were 334 respondents in total.

To distribute the questionnaires, the researcher used stratified random sampling. Stratified sampling is a probability sampling technique used in sample surveys. The elements of the target population are divided into distinct groups or strata, with elements within each stratum similar to one another in terms of certain survey-relevant characteristics. Stratification is also used to improve a sample design's efficiency in terms of survey costs and estimator precision (Parsons, 2014). The questionnaires for the stakeholder component of the study were distributed equally to the province's eleven (11) municipalities. Similarly, the student component includes all levels from the first to the fourth year. The questionnaire was distributed in the final month of the second semester of the academic year. 2021–2022, to obtain more reliable responses from respondents.

RESULTS

This section presents and discusses the preliminary findings of this study. The presentation follows the same format as the problem statement. The terms average response (AR), quantitative response (QR), and qualitative response (QL) were used to describe the results.

Table 3 shows the level of awareness of CatSU's mandate, vision, mission, goal, core values, and the CEA's goal and objectives among internal and external stakeholders. Internal stakeholders, surprisingly, are much more aware of CatSU's mandate, vision, mission, aim, core values, and CEA's goal and objectives than external stakeholders. It is comparable to Castillo's (n.d.) study, which demonstrated that internal stakeholders—specifically, administrators and faculty members—performed significantly better than external stakeholders in terms of knowledge, acceptability, and understanding.

Putting basic beliefs into practice served as a catalyst for creating real leaders. Therefore, organizational development professionals must carry out developmental activities to specifically facilitate the practice of core values (Oh, Cho, & Lim, 2018). On the other hand, it is shown that internal stakeholders are more aware of vision statements than external stakeholders. (Mayfield et al., 2015) extended motivational language theory (MLT) to better understand how top leaders might create and communicate strategic vision communications and related value messages to improve organizational performance. His research offers frameworks for the diffusion and future empirical analysis of MLT in leaders' strategic vision and associated value messages at the organizational level.

Table 3. Level of awareness among internal and external stakeholders of CatSU's mandate, vision, mission, goal, core values, and the CEA's goal and objectives.

Indicators	Internal Stakeholders			External Stakeholders		
	AR	QN	QL	AR	QN	QL
Mandate: Pursuant to RA 10229, the Catanduanes State University is mandated to primarily provide advanced education, higher technological, professional instruction and training in trade, commerce, fishery, agriculture, arts and sciences, industrial technology, nursing, midwifery, education, engineering, public administration, information technology, and other relevant fields of study. It is also directed to undertake research and extension services, and provide progressive leadership in its areas of specialization.	3.4	4	Highly Aware	3.9	4	Highly Aware
Vision: A green university globally engaged in island research and innovations for societal advancement.	3.7	4	Highly Aware	3.0	3	Aware
Mission: Foster excellence, holistic outcome-based education compliant with the requirements of diverse world market and contribute to the development of productive and value-laden lives.	3.5	4	Highly Aware	3.5	4	Highly Aware
Goal: Uphold the tradition of excellence in instruction, research, extension and production functions in an eco-friendly environment.	3.9	4	Highly Aware	3.6	4	Highly Aware
Core Values: Respect, Integrity, Social Responsibility, Excellence, Commitment	3.3	3	Aware	3.7	4	Highly Aware
CEA's Goal: Provide engineering education needed for personal growth, provincial and national development, as well as global competitiveness.	3.7	4	Highly Aware	3.5	4	Highly Aware
CEA's Objectives						
1. Produce graduates equipped with competencies required of professional engineers who can be employable locally and abroad.	3.6	4	Highly Aware	3.4	3	Aware
2. Develop research and extension capabilities geared towards national development.	3.6	4	Highly Aware	2.5	3	Aware
3. Strive for and promote excellence in engineering education, through the delivery of quality instruction to its students.	3.7	4	Highly Aware	3.3	3	Aware
4. Develop students' own ideas, desirable attitudes and personal discipline.	3.5	4	Highly Aware	2.5	3	Aware
5. Develop critical thinking and decision-making in the field of engineering education.	3.5	4	Highly Aware	3.5	4	Highly Aware
Overall Mean	3.6	4	Highly Aware	3.3	3	Aware

Table 4. Level of understanding among internal and external stakeholders of CatSU's mandate, vision, mission, goal, core values, and the CEA's goal and objectives.

Indicators	Internal Stakeholders			External Stakeholders		
	AR	QN	QL	AR	QN	QL
Mandate: Pursuant to RA 10229, the Catanduanes State University is mandated to primarily provide advanced education, higher technological, professional instruction and training in trade, commerce, fishery, agriculture, arts and sciences, industrial technology, nursing, midwifery, education, engineering, public administration, information technology, and other relevant fields of study. It is also directed to undertake research and extension services, and provide progressive leadership in its areas of specialization.	4.0	4	Extensive	2.8	3	Sufficient
Vision: A green university globally engaged in island research and innovations for societal advancement.	4.0	4	Extensive	2.4	2	Partial
Mission: Foster excellence, holistic outcome-based education compliant with the requirements of diverse world market and contribute to the development of productive and value-laden lives.	4.0	4	Extensive	2.4	2	Partial
Goal: Uphold the tradition of excellence in instruction, research, extension and production functions in an eco-friendly environment.	3.8	4	Extensive	2.6	3	Sufficient
Core Values: Respect, Integrity, Social Responsibility, Excellence, Commitment	3.9	4	Extensive	3.0	3	Sufficient
CEA's Goal: Provide engineering education needed for personal growth, provincial and national development, as well as global competitiveness.	3.6		Extensive	3.4	3	Sufficient
CEA's Objectives						
1. Produce graduates equipped with competencies required of professional engineers who can be employable locally and abroad.	3.4	4	Sufficient	3.4	3	Sufficient
2. Develop research and extension capabilities geared towards national development.	3.6	3	Extensive	2.7	3	Sufficient
3. Strive for and promote excellence in engineering education, through the delivery of quality instruction to its students.	3.5	4	Extensive	3.2	3	Sufficient
4. Develop students' own ideas, desirable attitudes and personal discipline.	3.6	4	Extensive	3.6	4	Extensive
5. Develop critical thinking and decision-making in the field of engineering education.	3.5	4	Extensive	3.5	4	Extensive
Overall Mean	3.7	4	Extensive	3.0	3	Sufficient

Table 4 above presents the level of understanding among internal and external stakeholders of CatSU's mandate, vision, mission, goal, core values, and the CEA's goal and objectives. Similar to the outcome in awareness, internal stakeholders have a thorough understanding of the mandate, vision, mission, goal, core values, and objectives of the CEA as well as the CatSU. In regard to the study by Arado et al. understanding among internal and external stakeholders of CatSU's mandate, vision, mission, goal, core values, and the CEA's goal and objectives. Similar to the outcome in awareness, internal stakeholders have a thorough understanding of the mandate, vision, mission, goal, core values, and objectives of the CEA as well as the CatSU.

In regard to the study by Arado et al. (2019), his research assessed the degree of familiarity, acceptance, and understanding, as well as the consistency of the Palompon Institute of Technology's vision and mission, the objectives of each college, and the goals of the programs. The respondents to this descriptive survey include administrators, academic staff, non-teaching employees, students, and other stakeholder representatives from diverse categories of government and non-government organizations and cooperating agencies. The findings indicate that the stakeholders at least know about, comprehend, and accept the VMGO. They also think that their actions are consistent with these claims. The faculty has a substantially better level of familiarity, comprehension, and acceptance of the VMGO, as well as better views of its congruence. Similar to the current study, the earlier study treated stakeholders as external. The faculty from the latter, who are regarded as internal stakeholders in the current study, also demonstrated a greater understanding of the VMGO.

Table 5 presents the level of acceptance among internal and external stakeholders of CatSU's mandate, vision, mission, goal, core values, and the CEA's goal and objectives. In contrast to external stakeholders, internal stakeholders strongly support the CatSU's mandate, vision, mission, goal, core values, and the CEA's goals and objectives. Contrarily, the survey response in the study of Aquino and Rivano, (2022) was examined as presented in the results and comments section and ranged from the greatest to the lowest magnitude to determine the respondents' level of awareness. The responses across all stakeholders have a very high degree of acceptability for the awareness, acceptance, and understanding of the university's VMGO.

Tables 3 through 5 of the results show that there is a significant difference between internal and external stakeholders in terms of their awareness, understanding, and acceptance of the mandate, vision, mission, goal, core values, and goals and objectives of the College of Engineering and Architecture. Internal stakeholders now have a higher level of awareness, understanding, and acceptance than external stakeholders.

Table 5. Level of acceptance among internal and external stakeholders of CatSU's mandate, vision, mission, goal, core values, and the CEA's goal and objectives.

Indicators	Internal Stakeholders			External Stakeholders		
	AR	QN	QL	AR	QN	QL
Mandate: Pursuant to RA 10229, the Catanduanes State University is mandated to primarily provide advanced education, higher technological, professional instruction and training in trade, commerce, fishery, agriculture, arts and sciences, industrial technology, nursing, midwifery, education, engineering, public administration, information technology, and other relevant fields of study. It is also directed to undertake research and extension services, and provide progressive leadership in its areas of specialization.	3.5	4	Greatly Accept	3.2	3	Accept
Vision: A green university globally engaged in island research and innovations for societal advancement.	3.3	3	Accept	3.6	4	Greatly Accept
Mission: Foster excellence, holistic outcome-based education compliant with the requirements of diverse world market and contribute to the development of productive and value-laden lives.	3.5	4	Greatly Accept	2.8	3	Accept
Goal: Uphold the tradition of excellence in instruction, research, extension and production functions in an eco-friendly environment.	3.5	4	Greatly Accept	2.4	2	Slightly Accept
Core Values: Respect, Integrity, Social Responsibility, Excellence, Commitment	3.5	4	Greatly Accept	3.5	4	Greatly Accept
CEA's Goal: Provide engineering education needed for personal growth, provincial and national development, as well as global competitiveness.	3.5	4	Greatly Accept	3.6	4	Greatly Accept
CEA's Objectives						
1. Produce graduates equipped with competencies required of professional engineers who can be employable locally and abroad.	3.6	4	Greatly Accept	3.7	4	Greatly Accept
2. Develop research and extension capabilities geared towards national development.	3.6	4	Greatly Accept	3.4	3	Accept
3. Strive for and promote excellence in engineering education, through the delivery of quality instruction to its students.	3.7	4	Greatly Accept	3.7	4	Greatly Accept
4. Develop students' own ideas, desirable attitudes and personal discipline.	3.5	4	Greatly Accept	3.5	4	Greatly Accept
5. Develop critical thinking and decision-making in the field of engineering education.	3.6	4	Greatly Accept	3.6	4	Greatly Accept
Overall Mean	3.5	4	Greatly Accept	3.4	3	Accept

DISCUSSIONS

Based on how much internal and external stakeholders are aware of, comprehend, and accept CatSU's mandate, vision, mission, aim, core values, and CEA's goals and objectives, the results show that internal stakeholders are significantly more knowledgeable about these subjects than external stakeholders. It is noticeably that administrator, teaching and non-teaching staff, and students performed noticeably better than external stakeholders in terms of knowledge, acceptance, and understanding (Castillo's, n.d.; Oh, Cho, & Lim, 2018; Mayfield et al., 2015). In addition, the faculty has a substantially better level of familiarity, comprehension, and acceptance of the VMGO, as well as better views of its congruence Arado et al. (2019). Since external stakeholders are rarely informed of updates to significant policies existent in the university, it may appear that they are less aware than internal stakeholders. To increase the knowledge of the external stakeholders on that issue, dynamic and efficient information distribution may be imposed.

CONCLUSIONS AND RECOMMENDATIONS

In terms of awareness, understanding, and acceptance of CatSU's mandate, vision, mission, goal, core values, and CEA's goal and objectives, the study's overall finding demonstrated that internal stakeholders, which include administrators, faculty, non-teaching staff, and students, are far ahead of external stakeholders. And therefore, there is a significant difference between internal and external stakeholders in terms of their awareness, understanding, and acceptance of the mandate, vision, mission, goal, core values, goals, and objectives of the College of Engineering and Architecture.

Based on the findings of the study, there is a need to increase public awareness of the CSU's mandate, vision, mission, goal, and core values, as well as the COE's goals and objectives. To be responsive to global standards, religiously adopt emerging trends and innovations into the CSU's mandate, vision, mission, goal, and core values, as well as the COE's goals and objectives. Initiatives or factors that contributed to a high level of awareness, comprehension, and acceptance of the CSU's VMGO and the COE's goals and objectives should be strengthened. Further research may be conducted, with a focus on other strategies and techniques applicable to VMGO updates, dissemination, and campaigns for the benefit of the organization and its clients.

IMPLICATIONS

The stakeholders at the university will gain from the assessment of stakeholder awareness, understanding, and acceptance of the mandate, mission, vision, goal, core values, and goals and objectives of the college of engineering and architecture at Catanduanes State University. As a result, they will be in a better position to coordinate and monitor the progress of their students. They can use the feedback insights to

improve their curriculum and give their students more support and experiences. It will assist CatSU's management in imagining how to enhance its academic and administrative services for the community. Additionally, the result will encourage them to modify policy in accordance with regional and international norms. Finally, the results of this study will motivate the teachers and staff at the College of Engineering to work tirelessly on behalf of their students and customers. The entire engineering community will be inspired to work together and take part in all of its projects for the benefit of society.

ACKNOWLEDGEMENT

The author appreciates the time and effort put out by all responders (Internal and External Stakeholders) in supplying us with information via the submitted questionnaires. Although this research was personally sponsored, it was nonetheless registered with the Research and Development Services for regulatory compliance.

DECLARATIONS

Conflict of Interest

There is not anything about the author's interests that may be viewed as a conflict that would affect the article's content.

Informed Consent

All participants in the study gave their informed consent before participating.

Ethics Approval

The VPAA and the corresponding Dean gave their approval for the study to be conducted for the specified time.

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