



Research Article

AWARENESS, DISSEMINATION, AND ACCEPTABILITY OF VMGO IN AN EDUCATION GRADUATE SCHOOL OF A STATE UNIVERSITY IN CENTRAL VISAYAS, PHILIPPINES

Received: March 13, 2023

Revised: June 11, 2023

Accepted: July 4, 2023

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Abstract

This descriptive survey study was conducted to determine the awareness, dissemination, and acceptability of the vision, mission, goals, and objectives (VMGOs) of the education graduate school of a state university in Central Visayas, Philippines. The study participants included administrators, faculty members, non-teaching staff, students, and alumni. Descriptive and inferential statistics were used to analyze the data. Findings disclosed that the stakeholders are highly aware of the VMGOs and highly observant of dissemination practices, including bulletin board displays in conspicuous places on the campus, various publications, and on the university website. It is moderately observed on the radio, in multiple languages, and during consultations. The VMGOs are also highly acceptable, clear, and consistent. Furthermore, there is a significant predictive relationship between awareness and acceptability, highlighting conspicuous areas, orientations, and its website as modes of dissemination. The stakeholders strongly suggest including it in orientations and trivia during graduate school days but not included in examinations. Therefore, the graduate school stakeholders of the state university have an awareness and acceptability of the VMGO with observance of its dissemination initiatives. It is recommended that the university continue its practice of stakeholder consultations in crafting its VMGOs and disseminate them in conspicuous places in the university, on its website, and during orientations.

Keywords: Awareness, Dissemination, Acceptability, VMGO

Introduction

To succeed, every organization needs to have a clear purpose and direction. The philosophy, vision, mission, goals, and objectives of any institution would indicate where it is heading as it presents the frameworks for the systemic planning, execution, monitoring, and evaluation of the organization, as well as the process of feedback (Clemente & Clemente, 2022). A vision and mission statement sets a clear purpose that could inspire

and motivate teams. The goals need to be attainable, and measurable targets and objectives should be clear and need to establish a plan of action. (Dela Cruz et al., 2022). Therefore, these statements of purpose and direction must be articulated, well-disseminated, and understood by an organization's stakeholders, including institutions of higher learning.

The study locale is one of the leading universities in the Philippines, recognized by the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP) as the Top One among State Universities and Colleges (SUCs) in the country with the highest percentage of accredited programs Annual National Conference last March 12, 2021. The university was established in 1902 and had four colleges on the main campus, including the College of Teacher Education, College of Arts and Sciences, College of Nursing, and the recently established College of Medicine. With its track record of excellence through various quality assurance mechanisms, the university strives to attain its vision of becoming a leading university of education committed to building a strong nation and its mission of developing high-performing professional educators who generate new knowledge and help build progressive and peaceful communities as approved by the university's board. Like all other SUCs in the country, These statements are developed by the university administrators and approved by the Board of Regents for dissemination and perusal (Pioquinto et al., 2019). In the case of CNU, crafting these statements involved a series of stakeholder consultations and endorsements by the administrative and academic councils.

In addition to its Level IV accredited status by AACCUP, CNU has two Centers of Excellence recognized by the Commission on Higher Education (CHED) for its teacher education and nursing programs. The College of Teacher Education has programs for the master's and doctorate levels that cater to educators and education leaders in the region and even other parts of the country. The College of Teacher Education envisions its graduates from the different degree programs to demonstrate technological, pedagogical content knowledge (TCPCK) imbued with the essential skills that prepare them for excellence in delivering relevant, meaningful, and facilitative instruction basic education. Moreover, the college aspires its graduates to be leaders in promoting education for sustainable development, addressing emerging sociocultural, economic, and environmental concerns. Under the college, goals are the program objectives for the doctorate and master's programs.

The vision and mission of the university, together with the goals and objectives of the College of Teacher Education, manifest the desire of the university to sustain its level of excellence, which can only be achieved by the contribution of all its stakeholders, thus the need to look into the awareness, dissemination, and acceptability of VMGO (Vision, Mission, Goals, and Objectives) in the College of Teacher Education- Graduate School of a state university in Central Visayas, Philippines. The university has placed these statements in conspicuous places on the campus in various languages and materials, including programs, journals, bulletins, leaflets, and brochures. These were also broadcasted over the radio, published on the website, and presented in consultations and orientations. With its dissemination efforts, it is also necessary to check how the institution's constituents accept these and whether they are clear and consistent. The results of this study can serve as

input to the university's initiatives to embrace a collective direction fully or to engage in a redirection if deemed necessary.

Research Methodology

Research Design, Environment, and Respondents

The researchers employed the descriptive-correlational study in exploring the levels of awareness, dissemination, and acceptability of the VMGO of a state university in Central Visayas, Philippines. This design has been used by researchers on VMGO studies in the country as descriptive-correlational designs describe and examine the relationships of study variables like awareness, dissemination, and acceptability (Belo-Delariarte et al., 2017).

A total of 386 graduate school stakeholders from the College of Teacher Education participated in the study. These respondents came from the three graduate programs of the said locale, including Master of Arts in Education, MAEd (n=203, 52.59%), Doctor of Education, EdD (n=117, 30.31%), and Doctor of Philosophy in Education, Ph.D. (n=66, 17.10%). Among these respondents are students (54.0%), teachers (14.7%), administrators & staff (11.4%), and alumni (19.9%). Most are aged, females (64.9%), and affiliated with public institutions (81.5%). The sample size is appropriate for the survey, with desired accuracy and confidence level of 95% (Gill et al., 2010; Taherdoost, 2017).

Research Instrument, Procedure, and Analysis

The research instrument was adapted from the VMGO studies in the Philippines, including those of Castillo (2014); Buencillo and Buencillo (2018); Laurente (2019); Constantino et al. (2020); and Dela Cruz et al. (2023). This adapted tool consists of five parts, which gathered information about the respondents' level of VMGO awareness (four items), dissemination (10 items), acceptability (20 items), clarity and consistency (10 items), and activities to strengthen this awareness and acceptability (three items). All parts of the tool were five-point Likert-scale questionnaires, validated by three experts on instrumentation and pilot-tested for reliability. Pilot testing results yielded Cronbach alpha values of 0.96 (awareness), 0.730 (dissemination), 0.94 (acceptability), clarity and consistency (0.88), and activities (0.70), signifying that the tool is generally reliable (Hair et al., 2010). Hence, the tool could be used in the context of the study.

The researchers subjected the paper to ethics review by the university ethics committee. Once certified, permission was sought from the college dean, and informed consent was asked from the respondents. Once permitted, the survey questionnaire was administered online through Google Forms. After the online gathering, the data were downloaded as an excel file and cleaned, organized, and managed in the same file. To ensure confidentiality, the file was protected by a password.

Furthermore, the data were analyzed through the Statistical Package for Social Sciences (SPSS). The awareness, dissemination, acceptability, clarity, consistency, and activities were analyzed through descriptive statistics, mainly through means and standard deviations, and interpreted with corresponding qualitative descriptions. The predictive relationship between VMGO acceptability and its awareness and

dissemination was analyzed through multiple regression at a 95% significance level. All p-values less than .05 are considered statistically significant.

Results and Discussion

Level of Awareness, Dissemination, and Acceptability of University VMGO

The survey results concerning the stakeholders' level of awareness, dissemination, and acceptability of the university VMGO are presented in the succeeding sections.

Awareness of VMGO

The level of awareness toward the university VMGO among the stakeholders of the three programs of the education graduate school is shown in Table 1.

Table 1 Level of awareness of VMGO in the education graduate school programs

| Program | Level of Awareness: Mean (SD) | | | |
|---|-------------------------------|---------------------------|---------------------------|---------------------------|
| | Vision | Mission | Goal | Objectives |
| Master of Arts in Education (MAEd) | 4.77 (0.50) HA | 4.71 (0.51) HA | 4.36 (0.81) HA | 4.37 (0.73) HA |
| Doctor of Education (EdD) | 4.56 (0.59) HA | 4.56 (0.59) HA | 4.25 (0.84) HA | 4.17 (0.00) A |
| Doctor of Philosophy in Education (PhD) | 4.67 (0.63) HA | 4.67 (0.63) HA | 4.22 (1.10) HA | 4.32 (0.88) HA |
| <i>Overall Level of Awareness</i> | <i>4.69 (0.56) HA</i> | <i>4.66 (0.56) HA</i> | <i>4.30 (0.87) HA</i> | <i>4.49 (0.53) HA</i> |

Legend: 1.00-1.80 (**NA**, Not aware), 1.81-2.60 (**FA**, Fairly aware), 2.61-3.40 (**MA**, Moderately aware), 3.41-4.20 (**A**, Aware), 4.21-5.00 (**HA**, Highly aware)

As shown in Table 1, the stakeholders from MAEd, EdD, and PhD generally have a high awareness of the university VMGO. This finding means that the stakeholders of the graduate school are aware of the university's vision and mission, college goal, and program outcomes, which could be attributed to the strong commitment of the university to strengthen what it wants to become and what the stakeholders can do to achieve this becoming. This result is evident in the read literature where Philippine universities had high levels of awareness (Dungan et al., 2016; Bentor et al., 2017; Cascolan & Venture, 2018; Estrada, 2018; Laurente, 2019; Bernabe et al., 2021; Elcano-Escolano, 2021; Garcia et al., 2021; Cahapin et al., 2022). Awareness of the VMGO can guide the stakeholders on how to contribute to attaining the university outcomes as they plan and target specific objectives throughout their life in the university. Pelicano and Lacana (2016) emphasized that the VMGO can compel students, teachers, staff, and other stakeholders to target what is essential and manifest a shared

responsibility. As they become aware, they become more responsible for what they can do for the university, which could lead to improved organizational performance (Jonjo et al., 2017).

Dissemination of VMGO

The university VMGO has been disseminated in different media. The extent of this dissemination is showcased in Table 2.

Table 2 Level of dissemination of VMGO in the education graduate school program

| Mode of Dissemination | Level of Dissemination: Mean (SD) | | | Overall Level |
|--|-----------------------------------|-------------------|-------------------|-------------------|
| | MAEd | EdD | PhD | |
| Displayed in billboards in a conspicuous area | 4.52 (0.69) HO | 4.45 (0.78) HO | 4.53 (0.56) HO | 4.50 (0.69) HO |
| Translated in Cebuano-Visayan and other languages | 3.93 (1.32) O | 4.14 (0.97) O | 3.78 (1.33) O | 3.97 (1.23) O |
| Printed at the back of university programs | 4.14 (1.22) O | 4.13 (1.05) O | 4.39 (0.93) HO | 4.18 (1.12) O |
| Included in university journals, newsletters, and school paper | 4.37 (0.98) HO | 4.17 (1.11) | 4.42 (0.77) HO | 4.32 (0.99) HO |
| Broadcast on local radio | 2.84 (1.41) MO | 2.84 (1.34) MO | 2.86 (1.29) MO | 2.84 (1.36) MO |
| Posted on the university website | 4.74 (0.68) HO | 4.70 (0.63) HO | 4.81 (0.53) HO | 4.74 (0.64) HO |
| Presented during the stakeholder's consultative meeting | 3.84 (1.25) O | 3.94 (1.14) O | 3.53 (1.34) O | 3.82 (1.24) O |
| Presented during the semesterly student orientation | 4.59 (0.72) HO | 4.27 (0.90) HO | 4.44 (0.88) HO | 4.46 (0.81) HO |
| Disseminated during the class orientation | 4.64 (0.76) HO | 4.41 (0.85) HO | 4.78 (0.54) HO | 4.59 (0.77) HO |
| Printed in leaflets and brochures of the graduate school | 4.31 (1.12) HO | 3.94 (1.19) O | 4.22 (0.90) HO | 4.18 (1.12) O |

Legend: 1.00-1.80 (**NO**, Not observed), 1.81-2.60 (**FO**, Fairly observed), 2.61-3.40 (**MO**, Moderately observed), 3.41-4.20 (**O**, Observed), 4.21-5.00 (**HO**, Highly observed)

According to the stakeholders across MAEd, EdD, and PhD programs, the VMGO was highly observed to be disseminated through the university website and billboard displays in conspicuous areas in the school. Aside from this, the VMGO was also highly disseminated during class and semesterly student orientations and

by including the VMGO in university journals, newsletters, and school papers. This result signifies that the VMGO is disseminated well through large prints, online means, and general assemblies, wherein the vision, mission, goals, and objectives are seen or heard by everybody. Billboards, bulletin boards, and websites can disseminate information, leading to better learning of VMGO among stakeholders (Ilbor et al., 2017; Estrada, 2018). General assemblies and orientations can support opportunities to align outputs and learn towards the vision and mission of the university, improving the profession of public service (Benavides & Keyes, 2016).

However, the VMGO has been observed less than the media in the preceding paragraph. The stakeholders learned about the VMGO through leaflets, brochures, or school programs and during stakeholders' meetings. They also learned of the translations of the VMGO, particularly in Cebuano-Visayan and foreign languages, and moderately knew about it through local radio. The translations can contribute to the internationalization of the VMGO, emphasizing the importance of academic and community efforts in propelling the institution toward worldwide integration (Clemente et al., 2021). This finding means that these means of dissemination could be invitational; only specific individuals are informed during school programs, stakeholders' meetings, and radio broadcasts. Dissemination of VMGO can be limited when shared with a smaller audience; therefore, the university must find ways to share this VMGO using wide-range strategies such as those stated in the previous paragraph (Benavides & Keyes, 2016; Ilbor et al., 2017). In general, dissemination can strengthen the awareness and integration campaign of VMGO, thereby leading to better outcomes (Elcano-Escolano, 2021).

As a whole, dissemination is crucial to the awareness and acceptance of VMGO by the different degree programs of the university. Estrada (2018) and Garcia et al. (2021) highlighted various forms of communication media in disseminating VMGO. Bernabe et al. (2021) recommend that there should be different types of campaigns and other relevant activities to increase visibility among stakeholders and enhance their support of the university. Chopin et al. (2022) seconded this by suggesting other modes to intensify the dissemination of VMGO.

Acceptability of VMGO

The level of acceptability of VMGO, as assessed by the graduate school stakeholders, is presented in Table 3.

Table 3 Level of acceptability of VMGO in the education graduate school program

| Program | Level of Acceptability: Mean (SD) | | | |
|---|-----------------------------------|---------------------------------|---------------------------------|---------------------------------|
| | Vision | Mission | Goal | Objectives |
| Master of Arts in Education (MAEd) | 4.72 (0.46) HA | 4.79 (0.38) HA | 4.72 (0.44) HA | 4.66 (0.48) HA |
| Doctor of Education (EdD) | 4.44 (0.65) HA | 4.51 (0.65) HA | 4.56 (0.66) HA | 4.53 (0.73) HA |
| Doctor of Philosophy in Education (PhD) | 4.71 (0.39) HA | 4.82 (0.30) HA | 4.73 (0.42) HA | 4.69 (0.38) HA |
| <i>Overall Level of Acceptability</i> | <i>4.63 (0.53)</i> <i>HA</i> | <i>4.71 (0.49)</i> <i>HA</i> | <i>4.67 (0.52)</i> <i>HA</i> | <i>4.63 (0.55)</i> <i>HA</i> |

Legend: 1.00-1.80 (**NA**, Not acceptable), 1.81-2.60 (**FA**, Fairly acceptable), 2.61-3.40 (**MOA** Moderately acceptable), 3.41-4.20 (**A**, Acceptable), 4.21-5.00 (**HA**, Highly acceptable)

Based on Table 3, the different stakeholders across the graduate school programs had high acceptability toward the VMGO. The levels of acceptability of the vision, mission, goal, and objectives statements are comparable, signifying that all these statements are highly acceptable. This result means that the stakeholders accept the VMGO because they believe that the VMGO reflects what the university wants to become in the future, still following the legal and educational mandate as expected from them. Like the awareness level, the acceptability level is similar to the results of other Philippine VMGO studies (Dungan et al., 2016; Bentor et al., 2017; Cascolan & Venture, 2018; Estrada, 2018; Laurente, 2019; Bernabe et al., 2021; Elcano-Escolano, 2021; Garcia et al., 2021; Cahapin et al., 2022; Dela Cruz et al., 2022). Moreover, they believe the VMGO inspires stakeholder commitment and boosts university performance. This inspiration leads to the belief that the VMGO can be realized, and they can do something to contribute to its attainment. In this way, they become more responsible for realizing the university outcomes in their capacities (Constantino et al., 2020). Awareness and understanding of VMGO can lead to better acceptance and outcomes (Estrada, 2018).

Extent of Clarity and Consistency among the VMGO Statements

The extent of clarity and consistency of the VMGO per graduate school program is highlighted in Table 4.

Table 4 Extent of clarity and consistency among the VMGO statements

| Program | Mean | SD | Description |
|---|-------------|-------------|-------------|
| Master of Arts in Education (MAEd) | 4.74 | 0.45 | HC |
| Doctor of Education (EdD) | 4.56 | 0.66 | HC |
| Doctor of Philosophy in Education (PhD) | 4.78 | 0.30 | HC |
| <i>Overall Level of Clarity and Consistency</i> | <i>4.69</i> | <i>0.51</i> | <i>HC</i> |

Legend: 1.00-1.80 (**NC**, Not clear and consistent), 1.81-2.60 (**FC**, Fairly clear and consistent), 2.61-3.40 (**MC**, Moderately clear and consistent), 3.41-4.20 (**C**, Clear and consistent), 4.21-5.00 (**HC**, Highly clear and consistent)

As highlighted in Table 4, the stakeholders from the three graduate programs assessed the VMGO to be highly clear and consistent. This result means that the VMGO is projected with clear statements and reflects each others' statements, coherent with other Philippine studies (Dungan et al., 2016; Estrada, 2018; Laurente, 2019; Bernabe et al., 2021). Clear vision and related statements provide a strong driving force to develop practice in the university (Martin et al., 2014). There are also observed clarity and consistency between the project outcomes and the four-fold functions of the university, including instruction, research, extension, and production. When the VMGO is congruent with the said university functions, the stakeholders, particularly teachers and students, can carry out projects and activities that can contribute to the attainment of the intended outcomes of the degree program and the operations of the university in general (Castillo, 2014; Dungan et al., 2016; Tan & Borres, 2020). Not only this, but the VMGO is also rooted in moral character, critical thinking, and cultural values. When VMGO foster morals, values, and ethics in the stakeholders' minds, they can develop various skills that articulate success in any organization or degree program (Chowdhury, 2016). Hence, congruence among the VMGO statements can lead to better organizational performance (Jonyo et al., 2017; Estrada, 2018).

Predictive Relationships between VMGO Acceptability and Its Awareness and Dissemination

The predictive relationship between VMGO acceptability and its awareness and dissemination is shown in Table 5.

Table 5 Extent of predictive relationships in the graduate school

| Independent Variable | B-value | t-value | p-value |
|----------------------------------|---------|---------|---------|
| Awareness | 0.22 | 4.17* | .001 |
| Dissemination | | | |
| Billboards in a conspicuous area | 0.18 | 4.39* | .001 |
| Translations (Cebuano-Visayan) | -0.01 | -0.54 | .590 |
| Back of programs | 0.05 | 1.70 | .090 |

| Independent Variable | B-value | t-value | p-value |
|--------------------------------|---------|---------|---------|
| Newsletters, school paper | -0.01 | -0.39 | .701 |
| Local radio | 0.01 | 0.65 | .514 |
| Website | 0.17 | 3.54* | .001 |
| Stakeholder's meeting | -0.02 | -0.79 | .430 |
| Semesterly student orientation | 0.16 | 3.49* | .001 |
| Class orientation | 0.02 | 0.33 | .742 |
| Leaflets/brochures | -0.03 | -1.07 | .284 |

Model Fit: $R^2=0.524$, $F=19.9^*$, $p=.001$; *Significant at $\alpha=.05$

As shown in Table 5, there is a predictive relationship between awareness and acceptability. This finding means that when the stakeholders are aware of VMGO, they tend to be more accepting of VMGO. They know what the university wants to become and understand what they can do to attain the outcomes. Although other studies like Elcano-Escolano (2021) negate this predictive relationship, Estrada (2018) stated that awareness and understanding of VMGO can lead to better acceptance and outcomes. Awareness and acceptability of the VMGO and its degree programs are vital in accomplishing the university's thrusts and outcomes (Garcia et al., 2021; Dela Cruz et al., 2022).

In addition, there are modes of dissemination that have a significant predictive relationship with acceptability. These modes are billboards in a conspicuous area, a website, and semesterly student orientation. These results suggest that the stakeholders accept the VMGO when disseminated through the abovementioned modes (Pelicano & Lacaba, 2016). This acceptance could be because these dissemination ways are conducted to the general public than on specific people only. In this sense, the VMGO is shared where stakeholders can see it in school and online (Ilbor et al., 2017). The semesterly orientation targeting all graduate school students can be an excellent venue for VMGO dissemination so that they can understand it well and eventually accept it. When the VMGO is shared well, the stakeholders can align their university activities to what the institution and college want to become. Hence, there will be positive organizational practices and outcomes (Benavides & Keyes, 2016).

Ways to Strengthen VMGO Awareness and Acceptability

To strengthen VMGO awareness and acceptability, the stakeholders assessed the activities in Table 6.

Table 6 Extent of agreement on activities to strengthen VMGO awareness and acceptability

| Activity | Mean | SD | Description |
|---|------|------|-------------|
| Inclusion of VMGO in the entrance examination | 3.53 | 1.47 | A |
| Orientation about VMGO for new students | 4.81 | 0.54 | SA |
| Annual test of VMGO awareness and acceptability | 4.02 | 1.16 | A |
| Trivia questions on VMGO during graduate student days | 4.27 | 1.00 | SA |

Legend: 1.00-1.80 (**SD**, Strongly disagree), 1.81-2.60 (**D**, Disagree), 2.61-3.40 (**MA**, Moderately agree), 3.41-4.20 (**A**, Agree), 4.21-5.00 (**SA**, Strongly agree)

According to Table 6, the stakeholders strongly agreed on implementing VMGO orientation for new students and trivia questions during graduate student days. This result means that the stakeholders believed these activities could strengthen their awareness and acceptability of VMGO, the same as the result of Dela Cruz et al. (2022). Consistent with the results above, the semesterly orientation on VMGO provides a promising avenue for the stakeholders to be oriented with what the university wants to achieve and what they can do to attain these outcomes. In this way, they can understand and even ask questions about VMGO and think of ways to contribute to the university's future (Benavides & Keyes, 2016). In addition, asking trivia questions can test awareness of the VMGO and deepen their understanding of it. Through trivia questions, the stakeholders can get bite-sized ideas, which can be helpful in further awareness and acceptability of the VMGO. Prior knowledge and curiosity can improve learning, including that of VMGO (Wade & Kidd, 2019).

On the other hand, the stakeholders only agreed on implementing the VMGO in the entrance examination and the annual VMGO awareness and acceptability test. This result means that the stakeholders recommend the said activities but are less intense than those mentioned in the previous paragraph. The inclusion of VMGO in the entrance test can assess the students' prior knowledge about the university and the philosophy and activities, showing an intent to study in the university because they know the school they are getting into. In addition, the annual test of awareness and acceptability can track the extent of how well the stakeholders know about the VMGO. Bentor et al. (2017) suggested this test to new students. However, this annual test can imply additional resources, and insignificant changes in awareness and acceptability may occur within such a short time. Therefore, the awareness, dissemination, and acceptability of the VMGO must consider not only the outputs but also the inputs and practicality that the evaluation can provide to the university. More effective and efficient ways to strengthen the VMGO are needed, such as increasing awareness and using appropriate dissemination media (Buencillo & Buencillo, 2018). When the VMGO is strengthened, the university aspirations and outcomes can be achieved (Benavides & Keyes, 2016; Jonyo et al., 2017).

Conclusions and Suggestion

The graduate school stakeholders of the State University have an awareness and acceptability of the Vision, Mission, Goals, and Objectives (VMGOs) of the College of Teacher Education Graduate School with observance of its dissemination initiatives. It is recommended that the university continue its practice of stakeholder consultations in crafting its VMGOs and disseminate them in conspicuous places in the university, on its website, and during orientations.

Acknowledgments

The researchers thank the graduate school students, teachers, administrators, staff, and alumni for participating in the study.

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