



MEASURING THE LEVEL OF AWARENESS AND ACCEPTABILITY OF VISION, MISSION, GOALS, AND OBJECTIVES (VMGO) AMONG STAKEHOLDERS: A GUIDE FOR EDUCATIONAL INSTITUTIONS' STRATEGIC PLANNING AND STAKEHOLDER ENGAGEMENT

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Abstract: This study aimed to evaluate the awareness and acceptability of the Vision, Mission, Goals, and Objectives (VMGO) of Partido State University among stakeholders. This work aims to provide a benchmark for future research and stakeholder engagement in measuring the awareness and acceptability of VMGO in a university. The study involved two groups of respondents: internal stakeholders (students, administrators, faculty, non-teaching staff) and external stakeholders (alumni, parents/guardians, industry partners or cooperating agencies). Results unveiled varying levels of awareness among stakeholders, with students leading at 4.43, administrators/faculty following closely at 4.30, and parents significantly lower at 1.57. Understanding was highest among alumni at 4.63, followed by administrators (4.33) and students (4.27), while parents lagged at 2.73. Stakeholders rated congruency with programs highly, with students at 4.3 and parents at 3.13. Regarding attitude, students and administrators strongly agreed (4.50 and 4.45, respectively) that VMGO were being realized, whereas community stakeholders highly concurred (4.5) and parents moderately (3.6). Internal stakeholders found the VMGO very highly acceptable, contrasting with parents' moderately acceptable view at 3.30. Strong correlations ($r = 0.775$ for Vision, $r = 0.757$ for Mission, $r = 0.728$ for Goals & Objectives) underscored the link between awareness and acceptability, emphasizing their significance ($p < 0.001$). This correlation underscores the significance of improving awareness to increase acceptability among stakeholders, especially those with lower levels of awareness and understanding. Overall, this research highlights the importance of continuous stakeholder engagement, educational reinforcement, and evaluation practices to ensure the realization and acceptance of VMGO across all stakeholder groups.

Keywords: Awareness, Acceptability, Vision Mission Goals Objectives (VMGO), Stakeholder Engagement, Educational Institutions

I. INTRODUCTION

Every educational institution has its own vision, mission, goals and objectives to provide direction and guidance to the various stakeholders including administrators, faculty members, non-teaching staff and students in the performance of their duties and responsibilities (Estrada, 2018). VMGO statements define collective efforts and align the whole organization towards the accomplishment of programs/projects/activities (Coulter, et al., 2003). The above findings affirmed Bratianu's (2005) statement that the vision-mission of an organization represents the reason for existence and for creating value for society; it synthesizes the existential law of the organization. The findings are consistent with Biddiscombe and Edmonton's (2006) idea that members of an organization/institution must be aware of their VMGOs because these statements are a key component to strategic management in order to achieve greater heights.

The Partido State University was created by virtue of Republic Act No. 9029 authored by Speaker Arnulfo P. Fuentebella. It was signed into law by President Gloria Macapagal-Arroyo on March 5, 2001 creating Partido State University. The Act that created Partido State University also provided for the integration of seven (7) campuses in the 3rd District of Camarines Sur namely: Goa Campus, Caramoan Campus, Tinambac Campus, San Jose Campus, Lagonoy Campus, Salogon Campus, and Sagnay Campus. It offers various courses, under ISO 9001: 2015 certified, giving assurance of quality education for all.

Though the Campus continues to grow and develop in terms of the academic offerings, physical environment, communication facilities, number of teaching personnel, and number of students, in response to its mandated four-fold functions along the areas of instruction, research, extension, and production, an empirical data on the acceptability of the Partido State University vision, mission, campus goals and program objectives by the various clientele groups is needed, in order to improve the operation of programs/services of the University, hence this study was conducted.

This study aimed to generate necessary and useful data for the policy makers of the College and University. The research aimed to measure the clientele's level of acceptability of the VMGOs of the college. It will also be used to strengthen the involvement in the dissemination of its vision, mission, campus goals and program objectives/outcomes of the college to meet the needs of the industry, public service and civil society among its clientele. Faculty members can also benefit from the study by using the VMGOs as their guide and framework in retooling themselves with new and more appropriate teaching strategies and methods.

The study aimed to evaluate the level of awareness and acceptability of the Vision, Mission, Goals, and Objectives (VMGO) of Partido State University among its employees, students, alumni, and the community it serves. It specifically sought to answer questions regarding stakeholders' awareness and understanding of the university's VMGO, their assessment of the alignment of these principles with the university's activities, their attitudes towards the achievability of the VMGO, the level of acceptability of the university's VMGO among stakeholders, and the relationship between stakeholders' awareness and acceptability of the university's VMGO. The study assumed that the University stakeholders, including the community can adequately assess its vision, mission goals & objectives of Partido State University.

The study will contribute to the growing body of knowledge and literatures about the acceptability of Partido State University VMGO. The result of this study is beneficial to students, parents, teachers, to the community, school administrators, researchers, and other interested individuals because this can serve as empirical data which can serve as basis to improve the operation of programs/services of the Campus. And, it may be used as a vital input by using the VMGOs as their guide and framework in retooling of faculty members with new and more appropriate teaching strategies and methods.

The study is delimited to the respondents who are internal and external stakeholders of Partido State University, Goa campus. The study focused on students, administrators and faculty, non-teaching staff, alumni, parents/guardian and community that are engaged with the PARSU Goa campus who are concerned in determining their level of awareness, acceptability, and attainability of the university vision, mission goals and objectives. Due to the pandemic, only 60 respondents were involved in this research.

2. Review of Literature

2.1 Importance and Roles of Vision, Mission, Goals and Objectives

Mission and vision both relate to an organization's purpose and are typically communicated in some written form. Mission and vision are statements from the organization that answer questions about "who we are", "what do we value", and "where we're going" (Bartel et al., 2001).

Vision and mission statements have been considered by both practitioners and professionals alike as a vital instrument for strategic management process especially of public and private organizations (Sufi, 2003). It is assumed that good vision and mission statements drive strategy and reposition organization, motivate and infuse greater performance among employee.

Mullane (2002) believes that vision and mission statements are useful for every day operations. This is not antiquated document; it is exhibited and placed at the strategic position of an institution and also has the power to motivate employee when the future and present of the institution is known and effort geared towards sustaining the dream.

Bart et al., (2001) stated that firms with clearly communicated, widely understood, and collectively shared mission and vision have been shown to perform better than those without them, with the caveat that they related to effectiveness only when strategy and goals and objectives were aligned with them as well. In an ideal situation vision and mission statements intend to project direction of management, employee, customers or clients, shareholders and communities where it operate (William, 2012).

To a reasonable extent the configuration of vision and mission statement outside the employee has negative influence on the result of the organization proposes to achieve. It is when the employee understands it at the beginning, then they may work to sustain the future of the organization. It is distinguishable according to strategic managers that vision and mission statements of public institutions are not the same thing and such need to be separated (Sufi, 2003).

Noordin and Jusoff (2009) assumed that having a competent vision and mission statement may lead to a world class university. The university needs to have world class academic employees that are dedicated, competent, knowledgeable, and above all committed to the university and their career. But all these attributes may likely diminish if the employee or the members of the employee perceived that they are not experiencing motivation in the institution so results may be in doubt (Ezekwe and Onwe, 2014).

It is empirically supported by researchers like Mullane (2002), Klemm et al., (1991), Collins and Poras (1991), Daniel (1992). Thus it tends to motivate, shape behavior, cultivate high level of commitment and ultimately impact positively on employee performance. The employee that desired to be rated best in the special area of discipline needs to be familiar with the vision and mission statement of the University and thus, configure the employee for greater performance in the areas of specialty (Ezekwe and Onwe, 2014).

Deazeley (2012) said that vision sets out what the organization wants to accomplish, and should inspire members, staff and supporters. Vision statements may describe: a) how things would be different as a result of the organization's activities; and b) how the organization wants to be seen by others. Good visions are aspirational. Some are hard-to-reach ideals while others are more modest or describe objectives that are achievable in the near future. In either case, the vision helps establish the unique contribution that the organization makes to society.

From a practical perspective a vision can be a quick, memorable way to describe the organization's reason for being. This can be valuable in times of crisis when it helps to remember what is really important. Peterson (1995) as cited in the study of Alvior (2014) posits that schools need to build a clear vision which helps motivates students and staff to develop a sense of shared responsibility for student learning. A mission statement communicates the organization's reason for being, and how it aims to serve its key stakeholders. Customers, employees, and investors are the stakeholders most often emphasized, but other stakeholders like government or communities (i.e., in the form of social or environmental impact) can also be discussed. Mission statements are often longer than vision statements. Sometimes mission statements also include a summation of the firm's values. Values are the beliefs of an individual or group, and in this case the organization, in which they are emotionally invested. A vision statement, in contrast, is a future-oriented declaration of the organization's purpose and aspirations. In many ways, you can say that the mission statement lays out the organization's "purpose for being," and the vision statement then says, "based on that purpose, this is what we want to become." The strategy should flow directly from the vision, since the strategy is intended to achieve the vision and thus satisfy the organization's mission. Typically, vision statements are relatively brief (Bart et al., 2001).

According to Deazeley (2012), the mission typically describes what the organization does to achieve its vision. Because the vision is often expressed as a dream or ideal, the mission helps clarify the practical aspects of what the organization will actually do. Most missions emphasize action, using such words as: support, involve, assist, contribute, provide, promote, etc. The organization's mission must be compatible with its legal purposes. A good mission statement is concise and precise. It should identify the organization's key stakeholders and set out how the organization will serve them.

VMGOs serve as anchors/frameworks for the University's strategic and operational planning and actions (Salom, 2013). The VMGOs provide the University's constituents and stakeholders the necessary direction and motivation on how they are expected to perform their respective functions and to generate, allocate, and use resources (Dungan et al., 2016).

Mission and vision statements play three critical roles: (1) communicate the purpose of the organization to stakeholders, (2) inform strategy development, and (3) develop the measurable goals and objectives by which to gauge the success of the organization's strategy (Bart et al., 2001). VMGO Studies by Dungan et al., (2013) revealed that the stakeholders are very highly aware and have a high level of acceptance on the vision, mission, goals, and objectives of the college. Likewise, they perceive the VMGOs are very highly congruent and are fully implemented as far as instruction, research, extension and production. In Batangas State University in the Philippines, the stakeholders are generally aware, understand and accept the institution's VMGO (Castillo, 2014).

Gallinero (2013) found that the faculty exhibited very high acceptability of the LDCU's revised vision and mission, as well as the CAS objectives while students revealed acceptability of the same. However, both faculty and student-respondents' profile reveals no significant difference on their awareness and acceptability of the revised LDCU vision, mission and CAS objectives. Furthermore, when faculty and student-respondents' extent of dissemination and awareness was tested with degree of acceptability, it was found to have a significant difference. However, Compelio et al., (2015) concluded in their study that students have moderate awareness and acceptance of the vision, mission and objectives of the institution. The higher the extent of dissemination, the more accepting they are. Further, Gallinero (2013), deduced that the revised LDCU mission and vision and CAS objectives were moderately disseminated to both faculty and students. Both faculty and student-respondents disclosed that the revisions were extensively disseminated during orientation programs at the beginning of the term and thus explained clearly to them. The faculty members concurred that these were disseminated through posters and bulletin boards while students' sources of information, include brochures, manuals, leaflets, posters, and meetings.

Universities in this modern day do not only serve as a generation of knowledge but has branched out to massive roles in the society. Universities have its roles on political, social, and cultural aspect in the society. It is expected that educational institutions align its vision, mission, goals and objectives to these roles. It will be the guide of the institution its operation to attain its roles. Apart from these, it is also important to steer the institution's stakeholders to act in one direction and provide a guide in attaining it. Furthermore, it is important in strategic planning to properly align activities and eliminate irrelevant activities. It is only possible if it is well disseminated, appreciated and observed from the highest official down to the community. Because even how well-crafted the VMGO is, if it is not well observed, it will not have its effect. VMGOs serve as anchors/frameworks for the University's strategic and operational planning and actions. The VMGOs provide the University's constituents and stakeholders the necessary direction and motivation on how they are expected to perform their respective functions and to generate, allocate, and use resources. (Rivera, et. Al, 2016)

Most agree that purpose, vision and mission are extremely important concepts in the business world. At the same time, everyone agrees that these concepts are a tangled chaos. Part of this chaos could potentially stem from the fact that the organization's business purpose, business vision and business mission are rarely given adequate thought and consideration. As pointed out by Drucker (1974 as cited in King et al., 2011, p. 22), "this mission is perhaps the most important single cause of business frustration and business failure."

Stakeholders' Awareness and Acceptability of Vision, Mission, Goal and Objectives

Results show that the stakeholders are generally aware, understand and accept the VMGO. The study also reveals that the stakeholders generally perceive that the VMGO are clearly stated, consistent with each other, congruent to educational practices or activities, and attainable. It also shows that the internal stakeholders, especially the administrators and faculty members, are much aware, understand and accept the VMGO than the external stakeholders. The Vision, Mission, Goal and program objectives offered in the College of Arts and Sciences were highly acceptable to the various stakeholders of the University. (Laurente, 2019)

Results of the study revealed that students are generally “much aware” of the vision and mission of the university. In addition, they are “very much aware” of the goals of the college and program objectives. In terms of their level of acceptance, students “like very much” the institution’s vision and mission; college goals; and program objectives. On the other hand, faculty members are “very much aware” and they “like very much” the vision and mission of the institution. Furthermore, they “like extremely” the goals of the college as well as objectives of the specific curricular programs. The administrative staff were found “much aware” and “like very much” the vision and mission of the institution. Lastly, other stakeholders are “aware” and “like very much” the existing vision and mission of the institution. These findings are indicative that with proper dissemination, students, faculty, staff and other stakeholders are informed of the VMGO of the university with high level of acceptance. (Lacaba, et. Al, 2019)

2.2 Correlation between performance and goal setting

Locke and Latham (1990) developed a wide-ranging theory model linking goal to performance to help clarify the goal setting for performance while considering certain conditions, such as ability task complexity. This theory describes that employees were motivated by clear goals and appropriate feedback; and that working toward a goal provided a major source of motivation to attain the goal and in turn, improve performance. The importance of developing the human resources of an organization is to enhance production

Le Belle as cited by Segumpan supports this claim by pointing out that the most important assets today in any organization are its human assets. They are energies, skills, talents, and knowledge of people which potentially can or should be applied to the production of goods or rendering of useful services. Building people is the key to successful and effective management. Accomplishing the impossible is easy when people are highly motivated; whereas, accomplishing the easy ones becomes impossible when people are not highly motivated

. In a study of Pelicano (2015) on management styles, organizational climates and professional services of school administrators in Philippines, it was found that an adequate working knowledge of different management style helps to create an environment conducive to working, which will then redound to productive educational engagement.

Such cases also apply in Government-assisted organizations. Lacaba and Alde (2015), concluded in their study on organizational maturity of DAR-assisted organizations in the province of Eastern Samar, Philippines that low level organizational maturity among these organizations being studied were attributed to poor organizational management, very limited access to technical and financial assistance, less empowered leaders of the organizations, and less receptive members to organizational plans and activities

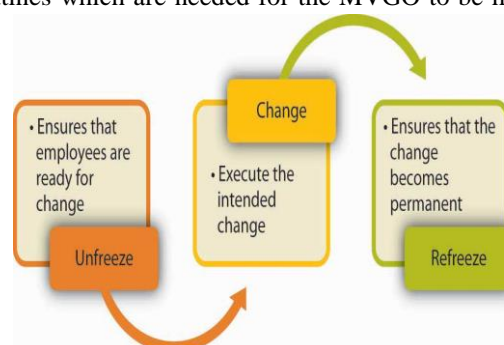
The research reports illustrate the acceptability among students, faculty, administrative staff and other stakeholders of the vision, mission, goals and objectives. The finding reveals that the internal stakeholders generally understand and accept the vision, mission and institutional program objectives together with the responsibility of realizing such objectives in their own capacities.

Furthermore, the stakeholders strongly agree that there is between actual educational practices or activities and the mission, goals and objectives. They also consider that the projects and activities carried out by the faculty and students directly contribute towards the achievement of program outcomes and that the VMGO. The stakeholders generally agree that the vision and mission of PSU are being realized, the goals are being achieved and program objectives are being attained. The internal stakeholders are more positive than the external stakeholders that the vision, mission, institutional goals and program objectives can be realized and achieved. . To respond to this demand in program, what is needed is clearly a new vision for education, not just for information dissemination, of for skills development, to thrive in and contributed by guiding this onslaught towards greater, more equitable interdependence among communities. Along this concept, it can be said that the basis for proper implementation of the human resources management is a clear vision, mission, goals, and objectives of a given institution.

2.3 Theoretical Framework

This study is supported by Kurt Lewin’s change theory model (1947), which is based around a 3-step process (Unfreeze-Change-Freeze) that provides a high-level approach to improvement. It gives a manager or other change agent a framework to implement a change effort, which is always very sensitive and should be as seamless as possible. The Kurt Lewin change theory or model can help a leader do the following three steps: Make a radical change (innovation); Minimize the disruption of the structure’s operations; and make sure that the amendment is adopted permanently. Within this wider framework logic or outcomes models are very closely related, often being used to take a more narrowly practical look at the relationship between inputs and results.

The relevance of this theory to this study is that change is now almost a constant. For social reforms in behavior, people do need to learn to change habits and routines which are needed for the MVGO to be materialized. Figure 1 shows the theoretical framework of this study.



2.4 Conceptual Framework

Figure 1. Theoretical Framework

The conceptual framework of this study shows the different variables used in this study. The independent variables include assessment of the stakeholders' awareness, Understanding, Congruency, Attitude, and perceived attainability of the VMGO of ParSU. On the other hand, the dependent is acceptability of the VMGO by the stakeholders.

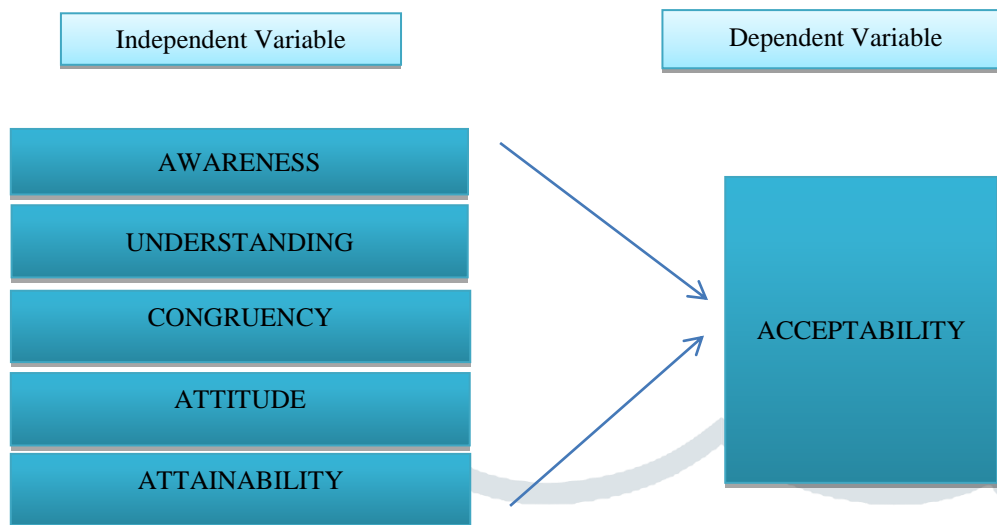


Figure 2. Conceptual Framework of the Study

3. Research Methods

3.1 Research Design

This study employed a descriptive method under the quantitative research design. The study explored on the University stakeholders' level of awareness of the VMGO and tried to assess how their level of awareness influences their level of acceptability of the VMGO. Other parameters like their level of understanding of the VMGO, the congruency of the VMGO to the project and activities conducted by the school, their attitude towards it, and the attainability of the VMGO were also explored in this study.

3.2 Study Population

The respondents of this study are the internal and external stakeholders of Partido State University, Goa Campus composed of students, administrators and faculty, non-teaching staff, alumni, parents/ guardian and industry partners or cooperating agencies. The respondents of the survey consist of 60 stakeholders with 10 respondents per group of stakeholders. They were chosen to provide vital information about the parameters being studied. The master list of the respondents was requested from the Registrar's office and other concerned offices like the Human Resource and Development Office for the list of faculty and staff, and from the Extension Office to get list of community partners.

3.3 Sampling

The method used in choosing the respondents was cluster sampling. The six groups of respondents represent the cluster. However, due to the limitation brought about by the pandemic, only 10 respondents per group were targeted to respond to the survey. The intended respondents based on the list were sent the google survey forms. Those who responded were considered the randomly selected respondents.

3.4 Instrumentation

A researcher-made questionnaire was used in this study. The actual vision, mission and institutional goals statements of the university were included in the survey questionnaire to assess them in terms of stakeholders' awareness, understanding, congruency with activities, practices and operations; attitude, attainability and acceptability. The questionnaire was made using google survey form. Pre-testing of the questionnaire was done before the actual conduct of the study.

3.5 Data Gathering Procedure

Permission to conduct research. Before the conduct of this study, the researchers seek first the permission of the Partido State University, particularly the Dean of the Graduate School to conduct the said study.

Conduct of Survey. The manner of conducting the survey was through the use of an online platforms using google survey form. This was the most feasible way of data collection due to the pandemic.

3.6 Data Analysis and Interpretation

Tabulation of the research data. The data collected, were tabulated using Microsoft Excel. The data were statistically computed through the use of chosen formula of measure of central tendency and correlation.

After the tabulations, the collected data were analyzed and interpreted according to operational definition of terms used in this study.

Weighted Mean- to determine the centrality of the location in selected variables, the formula used is.

Where:

$$wm = \frac{\sum px}{\sum n}$$

wm= weighted mean
n= no of cases
p= no of points gain

x=scale

Likert Scale- A rating scale consists of a set of characteristics or qualities to be judged and scale which indicate the degree to which attribute is present. It used the five-point scale with the following descriptors:

Rating Scale: 5- Very Highly Aware 4 -Highly Aware 3- Moderately Aware 2-Slightly Aware 1-Not Aware	Interpretation 4.20-5.00- Very Highly Aware 3.40-4.19- Highly Aware 2.60-3.39- Moderately Aware 1.80-2.59-Slightly Aware 1.00-1.79- Not Aware
Rating Scale: 5- Very Highly Understandable 4 -Highly Understandable 3- Moderately Understandable 2-Slightly Understandable 1-Not Understandable	Interpretation: 4.20-5.00- Very Highly Understandable 3.40-4.19- Highly Understandable 2.60-3.39- Moderately Understandable 1.80-2.59- Slightly Understandable 1.00-1.79- Not Understandable
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Rating Scale: 5- Very Highly Acceptable 4 -Highly Acceptable 3- Moderately Acceptable 2-Slightly Acceptable 1-Not Acceptable	Interpretation: 4.20-5.00- Very Highly Acceptable 3.40-4.19- Highly Acceptable 2.60-3.39- Moderately Acceptable 1.80-2.59- Slightly Acceptable 1.00-1.79- Not Acceptable
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4. Results and Discussions

4.1 Level of Awareness of the VMGO

Awareness of the Vision Statement. Table 1 shows the level of awareness among stakeholders of the Vision, Mission, Goals and objectives of Partido State University. Among the internal stakeholders, findings show that on the vision statement, the students, and administrators/faculty got a weighted mean 4.40 and 4.30, which shows that they are “very highly aware”. On the other hand, the non-teaching staff got 3.90 indicating that they are “highly aware”. In terms on the external stakeholders, the alumni got the highest weighted mean of 4.40 which shows that they are “very highly aware”, while the community are highly aware with weighted mean of 3.5. However, the parents got the lowest weighted mean of 1.40 indicating that they are “not aware” of the university vision.

Awareness of the Mission Statement. On the respondents' awareness of the mission statement, findings show that the internal stakeholders - the students and administrators/faculty obtained a weighted mean of 4.50 and 4.40, respectively, which shows that they are "very highly aware"; the non-teaching staff shows that they are "highly aware" with weighted mean of 4.00. Among the external stakeholders, the alumni got the highest weighted mean of 4.40 with verbal description of "very highly aware", followed by the community with weighted mean of 3.9 or highly aware. Parents on the other hand, got 1.60, with verbal description of "not aware".

Awareness of the Institutional Goals and Objective. With regards to the goals and objectives statement, among the internal stakeholders, students and faculty/administrators got a weighted mean of 4.40 and 4.20, respectively with verbal description of "very highly aware", while the non-teaching staff got 3.50, which shows that they are "highly aware". On the external stakeholders, the community got the highest weighted mean of 4.20 with verbal description of "very highly aware", followed by the alumni with weighted mean of 4.1 of highly aware; while the parents got the lowest, with weighted mean of 1.70 with a verbal description of "not aware"

It can be implied from the results that internal stakeholders – the students and administrators/faculty have the highest weighted mean of 4.43 and 4.30, respectively indicating that they are "very highly aware" of University VMGO. Among the external stakeholders, the alumni are generally "very highly aware" of university vision and mission, while the community are "very highly aware" of the goals and objectives. On the other hand, the parents/guardians are "not aware" of the Vision, Mission, Institutional Goals and objectives of the university with weighted mean of 1.57.

Furthermore, the results indicate that on the internal stakeholders, the students and administrators/faculty are properly acquainted and well-informed of the VMGO of the university which can be attributed to that practice of integrating the VMGO in the syllabi of the faculty and is introduced as the first lesson in every course. While on the external stakeholders, it manifests that the parents and the community are generally "not aware" VMGO of the institution.

The findings support the results of the study of Lacaba, et. Al, 2019, that students are generally "much aware" of the vision and mission of the university. In addition, they are "very much aware" of the goals of the college and program objectives. Furthermore, it supports the study of Estrada, Jameson N., 2018 that among the external stakeholders; the alumni group possess the highest level of awareness compared to the parents/guardians and industry partners/linkages who are less aware of the VMGO of their university.

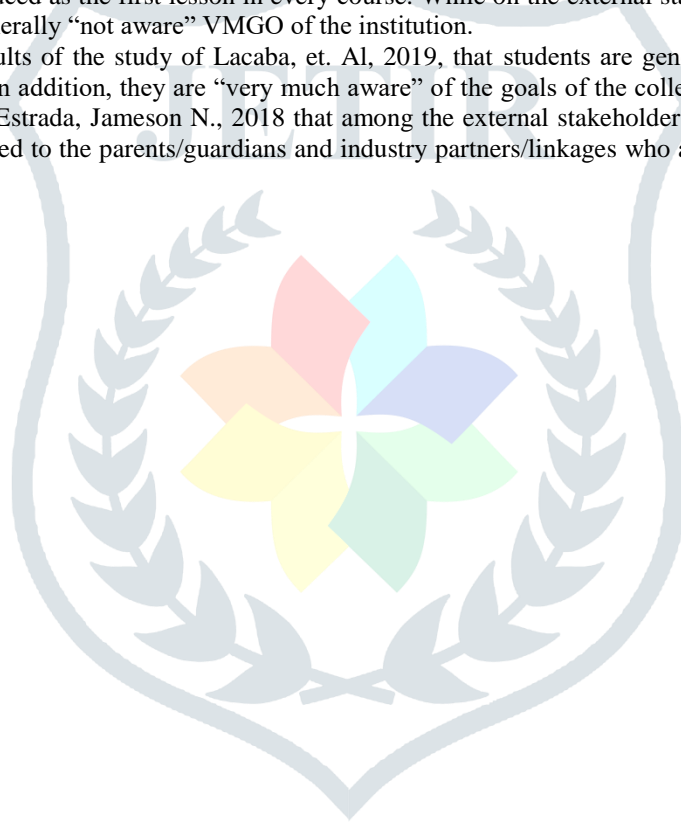


Table 1. Level of awareness of stakeholders on the vision, mission, and institutional goals of Partido State University and objectives.

Indicators	Internal stakeholders						External stakeholders					
	Students		Administrators/ Faculty		Non-teaching staff		Alumni		Parents/ Guardian		Community	
	Weighted Mean	VD	Weighted Mean	VD	Weighted Mean	VD	Weighted Mean	VD	Weighted Mean	VD	Weighted Mean	VD
The leading university in geology, bio-resource science and environmental management in the Bicol Region.	4.40	VHA	4.30	VHA	3.90	HA	4.40	VHA	1.40	NA	3.50	HA
To provide quality instruction in the Arts, Philosophy, Sciences, Technology and other relevant courses and create competitive advantage in research, extension, production, services for socio-economic upliftment of the Bicolanos.	4.50	VHA	4.40	VHA	4.00	HA	4.40	VHA	1.60	NA	3.90	HA
Provide advanced instruction and training to educational leaders specially in the areas of English language education, Mathematics, Science, and instructional management.	4.40	VHA	4.20	VHA	3.50	HA	4.10	VHA	1.70	NA	4.20	VHA
Mean	4.43	VHA	4.30	VHA	3.80	HA	4.17	HA	1.57	NA	3.87	HA

4.2 Level of Understanding of the VMGO

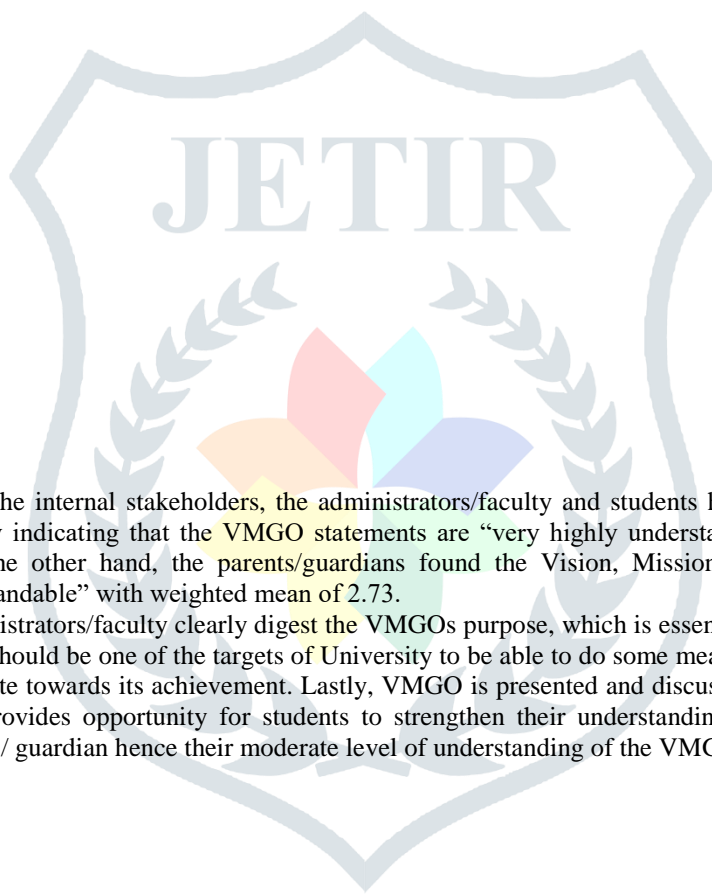
Level of Understanding of the Vision Statement. Table 2 shows the level of understanding among stakeholders on the Vision, Mission, Institutional Goals and objectives of the Partido State University. On the vision statement, the level of understanding among the internal stakeholders showed that students, administrators/faculty and the non-teaching staff got a weighted mean 4.40, 4.70, and 4.30, respectively indicating that they found the mission statement to be “very highly understandable”. In terms on the external stakeholders’ alumni and community got the highest weighted mean of 4.30 which shows that they also found it to be “very highly understandable”. On the other hand, parents/ guardians got the lowest weighted mean of 2.80 which shows that the vision statement was “moderately understandable” to them.

Level of Understanding of the Mission Statement. Findings show that among the internal stakeholders, the students and administrators/faculty obtained a weighted mean 4.50 and 4.80, respectively, indicating that the mission statement is “very highly understandable”; for the non-teaching staff, they found it to be “highly understandable” with weighted mean of 4.00. Furthermore, among the external stakeholders’ alumni got the highest weighted mean of 4.30 with verbal description of “very highly understandable”, followed by the community with a weighted mean of 3.9 or “highly understandable”. Parents on the other hand, got 2.50, with verbal description of “moderately understandable”.

Level of Understanding of the Institutional Goals and Objectives. With regards on the goals and objectives statement, among the internal stakeholders, administrators/faculty got the highest weighted mean of 4.70, followed by 4.3 for students with verbal description of “very highly understandable; while the non-teaching staff got 3.90, which shows that they found it to be “highly understandable”. On the external stakeholders, alumni got the highest weighted mean of 4.20 with verbal

description of “very highly understandable”, followed by 4.1 for the community or “highly understandable”; while the parents got the lowest, with weighted mean of 2.90 with a verbal description of “moderately understandable”

Indicators	Internal stakeholders						External stakeholders					
	Students		Administrators/Faculty		Non-teaching staff		Alumni		Parents/Guardian		Community	
	Weighted Mean	VD	Weighted Mean	VD	Weighted Mean	VD	Weighted Mean	VD	Weighted Mean	VD	Weighted Mean	VD
The leading university in geology, bio-resource science and environmental management in the Bicol Region.	4.40	VHU	4.70	VHU	4.30	VHU	4.30	VHU	2.80	MU	4.30	VHU



Results imply that among the internal stakeholders, the administrators/faculty and students have the highest weighted mean of 4.73 and 4.40, respectively indicating that the VMGO statements are “very highly understandable”. Same trend was observed among the alumni. On the other hand, the parents/guardians found the Vision, Mission, Institutional Goals and objectives to be “moderately understandable” with weighted mean of 2.73.

Overall, students and administrators/faculty clearly digest the VMGOs purpose, which is essential in order to materialize it. It can be understood that parents should be one of the targets of University to be able to do some means for them to understand the VGMO so that they can contribute towards its achievement. Lastly, VMGO is presented and discussed during the orientation program of the university which provides opportunity for students to strengthen their understanding on these. However, no activity is being conducted to parents/ guardian hence their moderate level of understanding of the VMGO.

Table 2. Level of understanding of stakeholders on the Vision, Mission and Goals of PARSU

To provide quality instruction in the Arts, Philosophy, Sciences, Technology and other relevant courses and create competitive advantage in research, extension, production, services for socio-economic upliftment of the Bicolanos.	4.50	VHU	4.80	VHU	4.00	HU	4.30	VHU	2.50	MU	3.90	HU
Provide advanced instruction and training to educational leaders specially in the areas of English language education, Mathematics, Science, and instructional management.	4.30	VHU	4.70	VHU	3.90	HU	4.20	VHU	2.90	MU	4.10	HU
Mean	4.40	VHU	4.73	VHU	4.07	HU	4.27	VHU	2.73	MU	4.10	HU

4.3 Level of Congruency of the VMGO to the Educational Practices, Projects, and Operations

Table 3 shows the assessment of stakeholders on the level of congruency on the vision, mission, and institutional goals of Partido State University to its objectives and educational practices, projects, and operations.

Level of Congruency of the Vision to the Educational Practices, Projects, and Operations. In terms of the congruency between actual educational practices and activities and the Vision of the University, the students on the internal stakeholders got the highest weighted mean of 4.40 were they perceived that it is “very highly congruent”, while administrators/faculty and the non-teaching staff got 4.10 and 4.00, respectively with verbal description of “highly congruent”. With regards to the external stakeholders, the alumni and community got 4.10 which had a verbal description of “highly congruent”, while parents on the other hand got 3.00 with verbal description of “moderately congruent”.

Level of Congruency of the Mission Statement to the Educational Practices, Projects, and Operations. Between actual educational practices or activities and the mission of PSU, the students and administrators/faculty got the highest weighted mean of 4.20 with verbal descriptions of “very highly congruent”, while the non-teaching staff found it to be “highly congruent” with weighted mean of 4.10. With regards on the external stakeholders, the alumni got 4.20 with verbal description of “very highly congruent”, the community got 3.9 or highly congruent, while the parents got 3.30 with verbal description of “moderately congruent”.

Level of Congruency of the Goals to the Educational Practices, Projects, and Operations. As to the congruency between actual educational practices or activities and the goals and objectives of PSU, the students got the highest weighted mean of 4.30 with verbal descriptions of “very highly congruent”, while the administrators/faculty and non-teaching staff found it to be “highly congruent” with weighted mean of 4.10 and 4.00. With regards to the external stakeholders, alumni and community got 4.00 with verbal description of “highly congruent”, while parents got 3.30 with verbal description of “moderately congruent”.

Level of Congruency of the Objectives to the Educational Practices, Projects, and Operations. In terms on the congruency between actual educational practices and activities and the objectives of the Departments, on the internal stakeholders the students and non-teaching staff got the highest weighted mean of 4.40 and 4.30 with verbal descriptions of “very highly congruent”, while the administrators/faculty got 3.90 with verbal description of “highly congruent”. With regards on the external stakeholders, the community got the highest weighted mean of 4.20 with verbal descriptions of “very highly congruent”, while parent found it to be “moderately congruent” with weighted mean of 3.20.

Level of Congruency of the Educational Practices, Projects, and Operations Directly Contributing Towards the Achievement of Program Outcomes. As to the Projects and activities carried out by the faculty and students directly contributing towards the achievement of the program outcomes, the students and administrators/faculty got the highest weighted mean of 4.30 with verbal description of “very highly congruent”, while the non-teaching staff found it to be “highly congruent” with weighted mean of 3.70. With regards on the external stakeholders, alumni and community got the highest weighted mean of 4.30 with verbal description of “very highly congruent”. On the other hand, parent got the lowest weighted mean of 3.30 with verbal description of “moderately congruent”.

As to the VMGO as the bases of all the University’s operations, on the internal stakeholders generally they found it to be “very highly congruent” with weighted mean of 4.50 and 4.20, on the external stakeholders, the community got the highest weighted mean of 4.50 with verbal descriptions of “very highly congruent”, then the parents found it to be “moderately congruent” with weighted mean of 3.30.

In terms the congruency between actual educational practices and activities and the Vision, Mission, Goals and objectives of the University the internal and external stakeholders strongly agree that the projects and activities carried out by the faculty and students directly contribute towards the achievement of program outcomes and that the VMGO are the bases of all PSU’s operations.

The results implied that students are oriented enough towards VGMO, and parents should be given an equal attention towards it.



Table 3. Assessment of stakeholders on the level of congruency of the vision, mission, and institutional goals of Partido State University to its objectives and educational practices, projects, and operations.

Indicators	Internal Stakeholders						External stakeholders					
	Students		Administrators/ Faculty		Non-teaching staff		Alumni		Parents/ Guardian		Community	
	Weighted Mean	VD	Weighted Mean	VD	Weighted Mean	VD	Weighted Mean	VD	Weighted Mean	VD	Weighted Mean	VD
There is congruency between actual educational practices and activities and the Vision of the University	4.40	VHC	4.10	HC	4.00	HC	4.10	HC	3.40	MC	4.10	HC
There is congruency between actual educational practices and activities and the Mission of the University.	4.20	VHC	4.20	VHC	4.10	HC	4.20	VHC	3.40	MC	3.90	HC
There is congruency between actual educational practices and activities and the Goals of the University.	4.30	VHC	4.00	HC	4.10	HC	4.00	HC	3.30	MC	4.00	HC
There is congruency between actual educational practices and activities and the objectives of the department I belong.	4.40	VHC	3.90	HC	4.30	VHC	4.00	HC	3.20	MC	4.20	VHC
Projects and activities carried out by the faculty and students directly contribute towards the achievement of the program outcomes.	4.30	VHC	4.30	VHC	3.70	HC	4.30	VHC	3.30	MC	4.30	VHC
VMGO are the bases of all the University's operations.	4.20	VHC	4.50	VHC	4.20	VHC	4.10	HC	3.30	MC	4.50	VHC
Mean	4.30	VHC	4.17	HC	4.07	HC	4.12	HC	3.30	MC	4.16	HC

4.4 Level of Attitude of the Stakeholders on the Realization of the VMGO of the University

Table 4 shows the level of attitude of stakeholders towards the vision, mission, and institutional goals and objectives of Partido State University.

Level of Attitude of the Stakeholders on the Realization of the Vision of the University. As to the attitude or level of agreement of the internal stakeholders on the statement that the Vision of the University is being realized, the students got the highest weighted mean of 4.40 followed by the administrators and faculty with 4.3, with verbal description of “very highly agree”. As to the external stakeholders the community got the highest weighted mean of 4.60 with verbal description of “very highly agree”, while the parents got the lowest weighted mean of 3.70 obtaining a verbal description of “highly agree”.

Level of Attitude of the Stakeholders on the Realization of the Mission of the University. With regards on the realization of the Mission of the university, the students got the highest weighted mean of 4.50 followed by the administrators and faculty with 4.3 with verbal description of “very highly agree”; while the non-teaching staff got the lowest weighted mean of 3.90 with verbal description of “highly agree”. As to the external stakeholders the community got the highest weighted mean of 4.40 followed by the alumni with 4.3 with verbal description of “very highly agree”, while the parents got the lowest weighted mean of 3.70 with verbal description of “highly agree”.

Level of Attitude of the Stakeholders on the Realization of the Institutional Goals of the University. As to the attitude of the stakeholders on the institutional goals of the University that are being achieved, all of the internal stakeholders “very highly agree” with the students getting the highest weighted mean of 4.60 followed by 4.5 and 4.2 from the school administrators/ faculty, and staff/ employees, respectively. Among the external stakeholders, the community got the highest weighted mean of 4.50 with verbal description of “very highly agree”, while the alumni and the parents got a weighted mean of 4.1 and 3.40 with verbal description of “highly agree”.

Level of Attitude of the Stakeholders on the Realization of the Department Objectives of the University. As to the attitude of the stakeholders on the objectives of the program/department are being attained, the administrators/faculty got the highest weighted mean of 4.60 with verbal description of “very highly agree”. On the external stakeholders the community got the highest weighted mean of 4.50 with verbal description of “very highly agree”, while the parents got the lowest weighted mean of 3.40 with verbal description of “highly agree”.

The results indicate that students and administrators/faculty have very positive attitude towards university’s VGMO, and they “very highly agree” that the VMGOs are being realized at the university and department / program levels. This kind of attitude must also be developed among the external stakeholders particularly among the parents / guardians so they can support the University in the realization of the VMGO. It was noteworthy though that the community have very positive attitude and they very highly agree that the VMGO of the University are being realized.

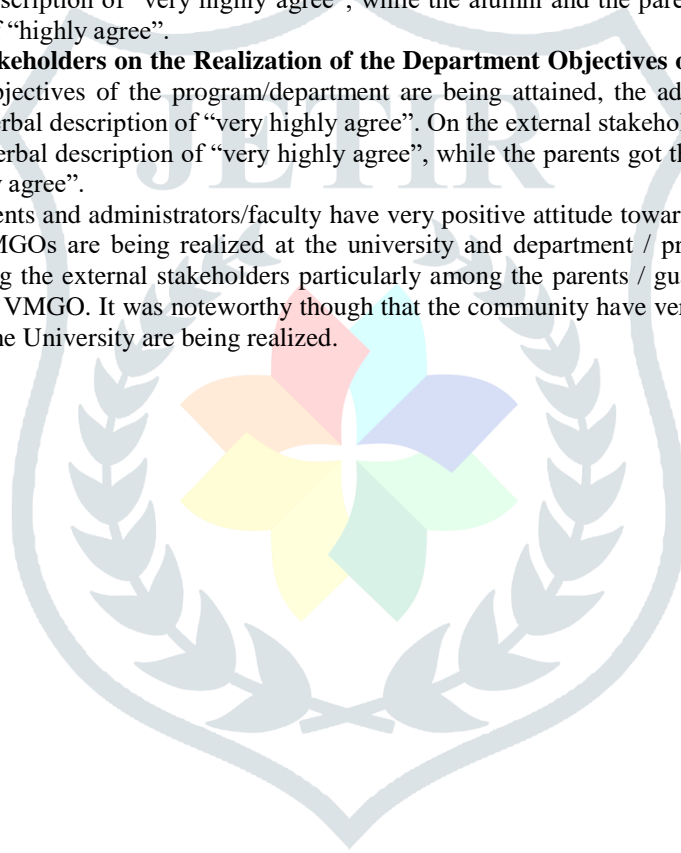


Table 4. Level of Attitude of stakeholders towards the Realization of the VMGO of ParSU

Indicators	Internal stakeholders						External stakeholders					
	Students		Administrators/Faculty		Non-teaching staff		Alumni		Parents/ Guardian		Community	
	Weighted Mean	VD	Weighted Mean	VD	Weighted Mean	VD	Weighted Mean	VD	Weighted Mean	VD	Weighted Mean	VD
I agree that the Vision of the University is being realized.	4.40	VHA	4.30	VHA	4.00	HA	4.00	HA	3.70	HA	4.60	VHA
I agree that the Mission of the University is being realized.	4.50	VHA	4.40	VHA	3.90	HA	4.10	HA	3.60	HA	4.40	VHA
I agree that the institutional goals of the University are being achieved.	4.60	VHA	4.50	VHA	4.20	VHA	4.10	HA	3.70	HA	4.50	VHA
I agree that the objectives of the Program/department where I belong are being attained.	4.50	VHA	4.60	VHA	4.20	VHA	4.10	HA	3.40	HA	4.50	VHA
Mean	4.50	VHA	4.45	VHA	4.08	VHA	4.08	HA	3.60	HA	4.50	VHA

4.5 Stakeholders' Assessment on the Level of Attainability of the VMGO of the University

Table 5 shows the stakeholder's assessment on the level of attainability of the vision, mission, institutional goals and objectives of Partido State University.

Level of Attainability of the Vision of the University. Findings show that among the internal stakeholders, the administrators/faculty got a weighted mean of 4.30 followed by the students with 4.2, indicating that they found the vision statement to be "very highly attainable". In terms on the external stakeholders, the alumni got the highest weighted mean of 4.10 which shows that they also found it to be "very highly attainable". The parents/guardian got the lowest weighted mean of 3.20 with a verbal description of "moderately attainable".

Level of Attainability of the Mission Statement of the University. On the mission statement, findings show that all of the internal stakeholders, the administrators/faculty. Students and staff obtained very high weighted mean of 4.50, 4.4 and 4.2, respectively which shows that the mission of the university is "very highly attainable". Furthermore, among the external stakeholders' alumni and community got the highest weighted mean of 4.20 with verbal description of "very highly attainable". Parents on the other hand, got 3.50, with verbal description of "highly attainable".

Level of Attainability of the Goals and Objectives of the University. With regards to the attainability of the goals and objectives statement, among the internal stakeholders, administrators/faculty got the highest weighted mean of 4.70 with verbal description of "very highly attainable", the students and non-teaching staff got 4.10 and 3.80, respectively, which show that they found the goals and objectives to be "highly attainable". On the external stakeholders, community got the highest weighted mean of 4.20 with verbal description of "very highly attainable", while parents got the lowest, with weighted mean of 3.30 with a verbal description of "moderately attainable"

Findings imply that faculty and administrators are very optimistic in the attainment of the VMGO as they are in the forefront in its formulation and execution. Hence, they are expected to be highly instrumental in achieving the desired goals of the university or be the drivers of VMGO's realization. The same is expected with the students. However, the University must strive hard to empower the parents to believe that the VMOG of the University are highly attainable and they have roles to play in its realization, especially in the kind of support that they provide to their children while studying in the University.

Table 5. Stakeholders' assessment on the level of attainability of the VMGO of ParSU

Indicators	Internal stakeholders						External stakeholders					
	Students		Administrators/Faculty		Non-teaching staff		Alumni		Parents/ Guardian		Community	
	Weighted Mean	VD	Weighted Mean	VD	Weighted Mean	VD	Weighted Mean	VD	Weighted Mean	VD	Weighted Mean	VD
The leading university in geology, bio-resource science and environmental management in the Bicol Region.	4.20	VHA	4.30	VHA	3.90	HA	4.10	HA	3.20	MA	4.00	HA
To provide quality instruction in the Arts, Philosophy, Sciences, Technology and other relevant courses and create competitive advantage in research, extension, production, services for socio-economic upliftment of the Bicolanos.	4.40	VHA	4.50	VHA	4.20	VHA	4.20	VHA	3.50	HA	4.20	VHA
Provide advanced instruction and training to educational leaders specially in the areas of English language education, Mathematics, Science, and instructional management.	4.10	VHA	4.70	VHA	3.80	HA	3.90	HA	3.30	MA	4.20	VHA
Mean	4.23	VHA	4.50	VHA	3.97	HA	4.07	HA	3.33	MA	4.13	HA

4.6 Stakeholder's Assessment on the Level of Acceptability of the VMGO of ParSU

Table 6 shows the stakeholders' assessment on the level of acceptability of the Partido State University's vision, mission, institutional goals and objectives.

Level of Acceptability of the Vision of ParSU. Findings show that the vision statement of the university was found to be "very highly acceptable" to all the internal stakeholders – the administration/ faculty, staff and employees, and students with weighted mean of 4.50, 4.30 and 4.20, respectively. In terms of the external stakeholders, the alumni and the community got the highest weighted mean of 4.10 which shows that it is "highly acceptable". The parents got the lowest weighted mean of 3.10 with a verbal description of "moderately acceptable".

Level of Acceptability of the Mission of ParSU. Mission statement was also rated by the internal stakeholders – the administrators/faculty; students; and staff to be "very highly acceptable" with weighted mean of 4.70, 4.40 and 4.20, respectively. In terms of the external stakeholders, the alumni and the community got the highest weighted mean of 4.40 and 4.20 which shows that the mission statement is "very highly acceptable" to them. The parents got the lowest weighted mean of 3.30 with a verbal description of "moderately acceptable".

Level of Acceptability of the Goals and Objectives of ParSU. With regards to the goals and objectives statement, among the internal stakeholders, the students and administrator/ faculty got the highest weighted mean of 4.60 and the staff got 4.20 with verbal description of "very highly acceptable". On the external stakeholders, the alumni and the community got the highest weighted mean of 4.30 and 4.20 which shows that it is "very highly acceptable". The parents got the lowest weighted mean of 3.50 with a verbal description of "highly acceptable".

Findings imply that all of the internal stakeholders assessed the VMGOs to be very highly acceptable. This supports the study of Castillo 2014, that the internal stakeholders, especially the administrators and faculty members, accept the VMGO than the external stakeholders. On the other hand, the parents/guardians seem to believe that the VMGO of the University are moderately acceptable. This may be due to the fact that they are not aware of it in the first place. Findings indicate that there is a need for the school to exert extra effort to orient the external stakeholders, especially the parents and guardians on the University VMGO to empower them to accept and provide support in its realization. University's VGMO.

Table 6. Level of Acceptability of the University's VMGO by Stakeholders

Indicators	Internal stakeholders						External stakeholders					
	Students		Administrators/Faculty		Non-teaching staff		Alumni		Parents/ Guardian		Community	
	Weighted Mean	VD	Weighted Mean	VD	Weighted Mean	VD	Weighted Mean	VD	Weighted Mean	VD	Weighted Mean	VD
The leading university in geology, bio-resource science and environmental management in the Bicol Region.	4.20	VHA	4.50	VHA	4.30	VHA	4.10	HA	3.10	MA	4.10	HA
To provide quality instruction in the Arts, Philosophy, Sciences, Technology and other relevant courses and create competitive advantage in research, extension, production, services for socio-economic upliftment of the Bicolanos.	4.40	VHA	4.70	VHA	4.20	VHA	4.20	VHA	3.30	MA	4.40	VHA
Provide advanced instruction and training to educational leaders specially in the areas of English language education, Mathematics, Science, and instructional management.	4.60	VHA	4.60	VHA	4.20	VHA	4.20	VHA	3.50	HA	4.30	VHA
Mean	4.40	VHA	4.60	VHA	4.23	VHA	4.17	HA	3.30	MA	4.27	VHA

4.7 Correlation between Awareness and Acceptability of PSU VMGO – Mission, Vision and Goals & Objectives

The level of awareness and acceptance of the participants were obtained along the parameters of mission, vision and goals & objectives of ParSU. Results of Pearson correlation revealed strong relationship between awareness and acceptability on Vision ($r = 0.775$), Mission ($r = 0.757$) and goals & objectives ($r = 0.728$). The strong positive correlation implies that one who have high level of awareness of the mission, vision and goals & objectives, will tend to have high level of acceptance of each, as well. It shall be noted that all correlations obtained are highly significant ($p < 0.001$).

Table 7. Correlation between the Stakeholders' Level of Awareness and Acceptability of ParSU VMGO

VARIABLES	Awareness	Acceptability	Correlation Coefficient	P-value	Coefficient of Determination (r^2)
Vision	3.65	4.05	0.775	0.000	0.66
Mission	3.80	4.20	0.757	0.000	
Goals & Objectives	3.68	4.23	0.728	0.000	
Over-all	3.71	4.16	0.812	0.000	

Over-all, there is significant and very strong positive correlation between level of awareness and level of acceptability ($r = 0.812$, $p < 0.001$). The coefficient of determination 0.66 implies that 66% of the variation on the level of acceptability is influenced/attributed by/to the level of awareness by the respondents.

5. Conclusion and Recommendations

In terms of the level of awareness, the students which got 4.43 followed by the administrators/faculty with 4.30 indicating that they are "very highly aware" and the lowest was the parents with 1.57 indicating that they are "not aware" of the University VMGO. Concerning on the level of understanding of the stakeholders on PSU VMGO, the students, administrators, and alumni obtained a weighted mean of 4.27, 4.33, and 4.63, respectively with a verbal description of "very highly understandable". The lowest was noted on parents with 2.73 which is described as "moderately understandable". In terms of the level of congruency of the vision, mission, institutional goals and objectives to the programs, projects and activities implemented at Partido State University, the students assessed it as "very highly congruent" with a weighted mean of 4.3. The parents /guardians on the other hand assessed it as "moderately congruent" with a weighted mean of 3.13. With respect on the level of attitude of stakeholders towards the realization of the vision, mission, institutional goals and objectives of Partido State University, the students, and administrators/ faculty "very highly agree" that the VGMO are being realized, being achieved and attained with weighted mean of 4.50, and 4.45, respectively. For the external stakeholders, the community very highly agree that the VMGO of the University are

being realized with a weighed mean of 4.5, however, the parents got the lowest weighted mean of 3.6 which means “highly agree”. On the level of acceptability of the VMGO to the stakeholders on the Partido State University, all the internal stakeholders got very high weighted indicating that they find the VMGO “very highly acceptable”. The parents on the hand find VGMO to be “moderately acceptable” with weighted mean of 3.30. The level of awareness and acceptance of the participants were obtained along the parameters of mission, vision and goals & objectives of PSU. Results of Pearson correlation revealed strong relationship between the stakeholders’ level of awareness and their level of acceptability on Vision ($r = 0.775$), Mission ($r = 0.757$) and goals & objectives ($r = 0.728$). The correlations obtained are highly significant ($p < 0.001$).

It can be concluded that students and administrators/faculty are properly acquainted and well-informed of the VMGO of the university which can be attributed to that practice of integrating the VMGO in the syllabi of the faculty and is introduced as the first lesson in every course. Parent and guardians are not aware of the VMGO of the University. Overall students, administrators/faculty and alumni clearly understand the VGMO of the University, which is essential in order for it to be materialized. The results implied that students are convinced that the University is implementing programs, projects and activities that are highly congruent with its VMGO, while the parents do not see it that way. The students, administrators/ faculty and the community have very positive attitude towards university’s VGMO, and they are convinced that the VMGO are being realized by the University. As to the stakeholder’s assessment on the level of attainability of the vision, mission, institutional goals and objectives of Partido State University, the students and administrators/faculty assessed it as “Very highly attainable” with a weighted mean of 4.27 and 4.50, respectively. Parents find the VGMO to be “moderately attainable” with weighted mean of 3.33. The students, and faculty / administrators are very optimistic that the VMGO of the University are highly attainable, but parents assess it as moderately attainable. The internal stakeholders – the students, administrators / faculty and non-teaching staff believe that the VMGO of the University are very highly acceptable, but to the parents/ guardians, it is moderately acceptable. It can be concluded that there is strong positive correlation between awareness and acceptability; that a person or group with high level of awareness of the mission, vision, goals and objectives of the university will tend to have high level of acceptance of each, as well. Over-all, there is significant and very strong positive correlation between level of awareness and level of acceptability ($r = 0.812$, $p < 0.001$). The coefficient of determination 0.66 implies that 66% of the variation on the level of acceptability is influenced/attributed by/to the level of awareness.

Proper and wider dissemination of PSU’s VMGO through various channels such as regular updates of PSU’s fan page and University website, publication of PSU VMGO in school journals, and broadcast media like local radio is crucial to create a higher level of awareness on the VMGO, especially among external stakeholders like parents, guardians, and the community. The institution should establish a motivation and reward system to encourage stakeholders to strive harder and give their best efforts in enhancing their awareness of the VMGO. Inviting stakeholders, especially parents, during university and campus activities such as anniversaries, recognition programs, assemblies, and meetings in a virtual format can help orient them about the VMGO of the University. Continuous improvement of stakeholder awareness on PSU VMGO through constant feedback is vital.

The University must target parents primarily in disseminating the VMGO to help them better understand it, enabling them to contribute to its achievement. Consistently presenting and discussing the VMGO during the university's orientation program provides students with opportunities to enhance their understanding. Additionally, conducting orientation activities on the VMGO for external stakeholders is essential. Educational practices and activities in the university must be thoroughly reviewed and strengthened to fully realize the mission, vision, goals, and objectives of the institution. Activities implemented at the University must cater to the development needs of every stakeholder. The school must establish rapport with external stakeholders, especially parents and alumni, so they can contribute to the realization of the VMGO. The university should empower non-teaching staff and employees to contribute to the realization of the VMGO. The university must provide means for parents to establish trust and a strong connection with the institution, fostering strong belief in the attainability of its VMGO. Posting and disseminating the university's achievements can inform both internal and external stakeholders that the University's VMGO is attainable, building their confidence. To strengthen the level of acceptability of the PSU VMGO, especially among external stakeholders, the school must enhance their level of awareness and understanding of the VMGO. Translation of VGMO into the local dialect or national language can be another approach to consider, acknowledging that not everyone is comfortable with a foreign language.

The Partido State University should continuously work on more extensive dissemination efforts to make the VMGOs known to all major stakeholders, especially parents/guardians who lack awareness and understanding of the VMGO. Educational practices and activities in the university should be further reinforced for the realization and attainment of the vision, mission, goals, and objectives of the University. Evaluation of stakeholder awareness and acceptability of the VMGO in all campuses should be consistently implemented. Further studies should explore factors influencing stakeholder acceptance and best practices in VMGO dissemination to realize the University's VMGO and maximize stakeholder acceptability.

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