

**STAKEHOLDERS' ACCEPTANCE AND PERCEIVED
ATTAINABILITY OF CAVITE STATE UNIVERSITY – TANZA
CAMPUS VISION, MISSION, GOALS, AND OBJECTIVES TOWARDS
EDUCATIONAL ACTIVITIES AND PRACTICES**

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ABSTRACT

This study focused on determining the perception and acceptance of the stakeholders towards the vision, mission, goals, and objectives (VMGO) of Cavite State University – Tanza Campus. It also assessed the attainability and congruence of the VMGO to the educational practices and activities of the said institution. It employed a descriptive research design using a survey questionnaire administered using Google forms. A total of 794 internal and external stakeholders participated in the study using snowball sampling to reach the stakeholders via email and other social media sites before and during the pandemic. Data were tabulated and analyzed using SPSS. Results show that all the internal and external stakeholders are highly aware, moderately understood, and greatly accept the VMGO. Results also show that all the internal and external stakeholders generally perceived that the VMGO is very clear, highly attainable, and highly relevant/congruent. It also reveals no significant differences in the stakeholders' responses regarding their perception of the awareness, understanding, clarity, acceptance, attainability, and congruence to the educational practices, activities, projects, and operations of CvSU. Thus, it is recommended that CvSU-Tanza Campus continue the widest dissemination of the VMGO through various forms, conduct training for the stakeholders to fully understand the VMGO, and encourage the stakeholders to take part in the realization of the VMGO through quality instruction, research, and extension activities.

Keywords: Vision and mission statements, VMGO, Cavite State University, acceptance, attainability, congruence

1.0 INTRODUCTION

Cavite State University (CvSU) envisages being the premier University in historic Cavite (Philippines), recognized for excellence in the development of globally competitive and morally upright individuals. It articulates this vision by providing excellent, equitable, and relevant educational opportunities in the arts, sciences, and technology through quality instruction and responsive research and development activities. It shall produce professional, skilled, and morally upright individuals for global competitiveness (Cavite State University, 2022).

All academic units (i.e., colleges and campuses) within CvSU are required to have goals that align with the University's vision and mission, and all programs within an academic unit are required to have objectives that align with those goals. CvSU – Tanza Campus (TC), one of

its ten campuses, is no exemption as it aims to provide high-quality instruction to produce skilled, morally upright, and globally competitive graduates; develop and pursue advanced research activities through arts, sciences, and technology to support instruction; and develop and conduct extension activities that will empower people and communities. Hence, its program offerings aim to produce graduates who can demonstrate competencies in their fields of specialization or chosen careers and with critical and creative thinking skills, ethical leadership, and morally upright values.

CvSU – TC continuously seeks accreditation from the Accrediting Agency for Chartered Colleges and Universities in the Philippines (AACCUP) for its different programs. Accreditation is a review procedure used to determine whether educational programs meet specific quality standards. Accreditation is not permanent. After being granted, it must be renewed periodically to ensure that the caliber of the educational program is maintained. It culminates in an external quality review by a team of professional experts from the AACCUP officials and senior accreditors, academic program specialists, the AACCUP pool of institutional accreditors, and international experts (Corpuz, n.d). There are ten standards/key result areas in all program accreditation instruments. The ultimate goal is to assess whether the institution has achieved its vision, mission, goals, and objectives (VMGO) through relevant instruction, research, and extension activities.

The efficacy of the VMGO depends on how it is disseminated and understood. To attain this, the stakeholders of an educational institution have to be fully aware of its VMGO and fully accept its implication (Castillo, 2014). Various authors have assessed the awareness, acceptability, and perception of CvSU stakeholders towards its VMGO (Gomez & Basco, 2022; Cahapin, Malabag, Samson, & Santiago, 2022). While these studies focused on the awareness, acceptability, and perception of CvSU stakeholders towards its VMGO, this study has also assessed the stakeholders' perception of the CvSU-TC VMGO and its attainability and congruence to educational activities and practices aside from the factors mentioned above.

Perception of VMGO means how the stakeholders are aware of and how clear they understand and accept the CvSU-TC VMGO. Having clarity of perception about the VMGO means having a clear view or understanding. Hence, if CvSU – TC stakeholders have high clarity of perception towards its VMGO, it is tantamount to say that the vision and mission statements are clearly defined, stated, and reflect what CvSU hopes to become in the future.

On the other hand, having congruency between actual educational practices and activities and the VMGO means that there is a clear consensus that VMGO were clearly defined and that the processes and activities to achieve such are clear and in the correct order.

In view of the preceding statements, this study was conducted to:

1. Determine the perception of CvSU stakeholders towards its VMGO in terms of:
 - a. awareness;
 - b. understanding;
 - c. clarity;

2. Determine the level of acceptance CvSU stakeholders towards its VMGO;
3. Assess the extent of attainability and congruence of the VMGO to educational practices and activities;
4. Determine the significant differences in the stakeholders' perception and level of acceptance towards CvSU-TC VMGO and its attainability and congruence to educational practices and activities.

2.0 METHODOLOGY

The study used a descriptive research method to determine the perception and level of acceptance of the CvSU stakeholders towards its VMGO. Likewise, the attainability and congruence of the said VMGO to the educational practices and activities in the different programs of CvSU-TC were also assessed.

A stakeholder survey questionnaire via Google forms was used to gather data from a total of 794 stakeholders consisting of 91 alumna/alumnus, 79 community members or extension clientele, 29 administrators, faculty members and staff, 23 industry linkage and/or partner agencies, 128 parents and/or guardians, and 444 students. The researchers used snowball sampling to reach the stakeholders during the pandemic via any possible means (i.e., email and/or social media sites).

Data were tabulated and analyzed using SPSS. Descriptive statistics using weighted means and standard deviations were used to determine the perception (awareness, understanding, clarity) and level of acceptance of CvSU-TC stakeholders towards its VMGO. The same statistical tools were used to determine the extent of attainability and congruence of VMGO to educational practices and activities. On the other hand, analysis of variance (ANOVA) was used to determine if there are significant differences in the stakeholders' perception and level of acceptance towards CvSU-TC VMGO and its attainability and congruence to educational practices and activities when grouped according to the nature of stakeholders.

The following scale and interpretation were used to better understand the quantitative data:

Table 1. Verbal Interpretation of the Stakeholder's Perception and Acceptance of the VMGO

Weighted Means	Awareness	Understanding	Clarity	Acceptance
3.26 – 4.00	Highly aware	Highly understood	Very clear	Greatly accept
2.51 – 3.25	Moderately aware	Moderately understood	Clear	Accept
1.76 – 2.50	Slightly aware	Slightly understood	Slightly clear	Slightly accept
1.00 – 1.75	Not aware	Not understood	Not clear	Not accept

Table 2. Verbal Interpretation of the Attainability of VMGO and its Relevance and Congruence to Educational Practices and Activities

Weighted Means	Attainability	Relevance and Congruence to Practices and Activities
3.26 – 4.00	Highly attainable	Highly relevant/congruent
2.51 – 3.25	Moderately attainable	Moderately relevant/congruent
1.76 – 2.50	Slightly attainable	Slightly relevant/congruent
1.00 – 1.75	Not attainable	Not relevant/congruent

3.0 RESULTS AND DISCUSSION

3.1 Stakeholders' Profiles

Table 3 shows the internal stakeholders' demographic profile regarding age and sex. The majority (34.48%) of the administrators/faculty/staff range from 28-32 years of age and most (78.83%) of the students range from 18-22 years of age. Female administrators/faculty/staff (75.86%) are more than thrice higher than male administrators/faculty/staff (24.14%). Female students (62.61%) are higher than male students (37.39%).

Table 3. Distribution of Internal Stakeholders according to profiles

Demographic Profiles		Administrators/Faculty/Staff		Students	
		F	%	F	%
Age	18 – 22	2	6.90	350	78.83
	23 – 27	8	27.59	64	14.41
	28 – 32	10	34.48	22	4.95
	33 – 37	9	31.03	8	1.80
Total		29	100.00	444	100.00
Sex	Female	22	75.86	278	62.61
	Male	7	24.14	166	37.39
	Total	29	100.00	444	100.00

Table 4 shows the demographic profile of the external stakeholders in terms of age and sex. Most alumni (68.13%) and community members (83.54) range from 18-22 years of age. The majority (84.38%) of the parents range from 18-22 years of age while many (73.91%) industry partners range from 28-32 years of age. All the female (alumni, parents, and community members) respondents dominate the male (alumni, parents, and community members) respondents. The percentage of female respondents is as follows: 60.44% alumni, 63.28% parents, and 70.89% community members. In contrast, male industry partners dominate female industry partners. 14 out of 23 (60.87%) are male.

Table 4. Distribution of External Stakeholders according to profiles

Demographic Profiles		Alumni (n = 91)		Parents (n = 128)		Community Members (n=79)		Industry Partners (n = 23)	
		F	%	F	%	F	%	F	%
Age	18 – 22	62	68.13	0	0.00	66	83.54	3	13.04
	23 – 27	18	19.78	0	0.00	9	11.39	2	8.70
	28 – 32	8	8.79	0	0.00	4	5.06	17	73.91
	33 – 37	2	2.20	0	0.00	0	0.00	0	0.00
	38 – 42	0	0.00	108	84.38	0	0.00	1	4.35

	43 – 47	1	1.10	13	10.16	0	0.00	0	0.00
	48 – 52	0	0.00	6	4.69	0	0.00	0	0.00
	53 – 57	0	0.00	1	0.78	0	0.00	0	0.00
	Total	91	100.00	128	100.00	79	100.00	23	100.00
Sex	Female	55	60.44	81	63.28	56	70.89	9	39.13
	Male	36	39.56	47	36.72	23	29.11	14	60.87
	Total	91	100.00	128	100.00	79	100.00	23	100.00

Overall, based on the results the high number of students as stakeholders implies that the major clientele of the services offered by the campus are the students.

3.2 Stakeholders' Perception towards CvSU-TC VMGO

Table 5 shows the level of awareness among the internal stakeholders regarding the vision, mission, and goals of the campus and the objectives of the different programs. The results revealed that the internal stakeholders, administrators/faculty/staff, and students, are highly aware of the VMGO of the campus. The integration of the VMGO in the course syllabi and the holding of students' orientation program every first semester of the academic year are some of the practices of the campus for proper information dissemination. In addition, the posting of the VMGO especially in the classroom makes it accessible for the students to read its content.

The findings also revealed that the student stakeholders are highly aware that the "VMGO are displayed in bulletin boards" but moderately aware that the "VMGO are printed in brochures, manuals, and other materials, are broadcast in media and/or internet/website, are posted in social media sites (Facebook, Twitter, etc.), and are widely disseminated to the different agencies, institutions, industry sector and the community as a whole". The reason for this may be that bulletin boards are everywhere on the campus and can be found inside some offices of the campus where students are allowed to enter.

In addition, the administrators/faculty/staff stakeholders are highly aware that the "VMGO are posted in social media sites (Facebook, Twitter, etc.)" but moderately aware that the "VMGO are displayed in bulletin boards, are printed in brochures, manuals, and other materials, and are widely disseminated to the different agencies, institutions, industry sector and the community". The reason for this may be that social media are more accessible to administrators, faculty, and staff. Although administrators and faculty members are involved in the formulation and revisions of VMGO and this was always integrated into the course syllabi, the materials and location where they are available and located may not be visible to them.

Generally, the internal stakeholders are highly aware of CvSU's VMGO with the students having the highest mean of 3.41.

Table 5. Awareness of CvSU Internal stakeholders towards its VMGO

Awareness on the CvSU Vision, Mission, Goals and Objectives	Administrators/ Faculty/Staff (of	Students (n= 444)
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	\bar{x}	VI	\bar{x}	VI
1. I am aware of the CvSU vision and mission.	3.93	HA	3.60	HA
2. I am aware of the goals of CvSU – Tanza Campus.	3.59	HA	3.55	HA
3. I am aware of the program educational objectives of the program where I belong.	3.45	HA	3.56	HA
4. I am aware that the VMGO are conspicuously displayed in bulletin boards.	3.10	MA	3.27	HA
5. I am aware that the CvSU VMGO are printed in brochures, manuals and other material.	3.00	MA	3.16	MA
6. I am aware that the CvSU VMGO are broadcast in media and/or internet/website.	3.17	MA	3.14	MA
7. I am aware that the CvSU VMGO are posted in social media sites (Facebook, Twitter, etc.)	3.28	HA	3.25	MA
8. I am aware that the CvSU VMGO are widely disseminated to the different agencies, institutions, industry sector and the community as a whole.	3.10	MA	3.02	MA
Overall Awareness	3.34	HA	3.41	HA

VI – Verbal Interpretation

HA – highly aware

MA – moderately aware

Table 6 shows the level of awareness among the external stakeholders on the vision, mission, and goals of the campus and the objectives of the different programs. The results revealed that the external stakeholders are highly aware of the VMGO of the campus.

The results indicated that the external stakeholders are highly aware that the "VMGO are displayed in bulletin boards." Bulletin boards and electronic boards are displayed in public places within the vicinity of the campus. Alumni and parents are highly aware that the "VMGO is printed in brochures, manuals, and other materials while community members and industry partners are moderately aware. All stakeholders except alumni are moderately aware that the "VMGO are broadcast in media and/or internet/website." All stakeholders are highly aware that the "VMGO are posted in social media sites (Facebook, Twitter, etc.)" It also shows that all stakeholders are moderately aware that the "VMGO are widely disseminated to the different agencies, institutions, industry sector and the community".

Generally, the results indicated that the external stakeholders, alumni, parents, community members, and industry partners, are highly aware of the VMGO of CvSU. This may indicate that the campus had disseminated the vision and mission through various means that are visible to them.

Table 6. Awareness of CvSU External stakeholders towards its VMGO

Awareness on the CvSU Vision, Mission, Goals and Objectives	Alumni (n = 91)		Parents (n = 128)		Community Members (n=79)		Industry Partners (n = 23)	
	\bar{x}	VI	\bar{x}	VI	\bar{x}	VI	\bar{x}	VI

1. I am aware of the CvSU vision and mission.	3.68	HA	3.59	HA	3.62	HA	3.61	HA
2. I am aware of the goals of CvSU – Tanza Campus.	3.64	HA	3.65	HA	3.59	HA	3.48	HA
3. I am aware of the program educational objectives of the program where I belong.	3.58	HA	3.66	HA	3.58	HA	3.57	HA
4. I am aware that the VMGO are conspicuously displayed in bulletin boards.	3.30	HA	3.45	HA	3.29	HA	3.52	HA
5. I am aware that the CvSU VMGO are printed in brochures, manuals and other material.	3.30	HA	3.34	HA	3.24	MA	3.13	MA
6. I am aware that the CvSU VMGO are broadcast in media and/or internet/website.	3.30	HA	3.20	MA	3.24	MA	3.13	MA
7. I am aware that the CvSU VMGO are posted in social media sites (Facebook, Twitter, etc.)	3.31	HA	3.27	HA	3.29	HA	3.26	HA
8. I am aware that the CvSU VMGO are widely disseminated to the different agencies, institutions, industry sector and the community as a whole.	3.22	MA	3.18	MA	3.08	MA	3.04	MA
Overall Awareness	3.45	HA	3.52	HA	3.43	HA	3.39	HA

VI – Verbal Interpretation

HA – highly aware

MA – moderately aware

The researchers also determine the extent of the understanding of the internal and external stakeholders in terms of the vision, mission, and goals of the campus and the objectives of the different programs. Table 7 presents the level of understanding among the internal stakeholders on CvSU's VMGO. Generally, the results showed that understanding of the VMGO is moderately understood by all the internal stakeholders. The administrators/faculty/staff have the highest overall mean of 3.14.

The campus offers an institutional orientation subject for all first-year students which provides an opportunity for them to understand the VMGO through presentation and discussion of its content. Students may know exactly the vision and mission of CvSU but do not fully understand the meaning behind all the statements under the VMGO. There are faculty members who are given a teaching load for this subject but not all were given the opportunity.

Table 7. Understanding of CvSU Internal stakeholders towards its VMGO

Understanding on the CvSU Vision, Mission, Goals and Objectives	Administrators/ Faculty/Staff (n = 29)		Students (n= 444)	
	\bar{x}	VI	\bar{x}	VI
1. The vision of the Cavite State University foresees contribution of CvSU towards the promotion of	3.25	MU	3.20	MU

national identity through development of professions that will provide leadership in the nation.				
2. The vision of Cavite State University encourages an outstanding performance from the school's administrators, faculty members, support staff, and students	3.19	MU	3.11	MU
3. The vision of Cavite State University envisages a situation where the scholarly outputs of the University's faculty members and students are extended to and used by the community	3.19	MU	3.10	MU
4. Its vision portrays CvSU as an academic institution that is concerned with both institutional efficiency and effectiveness in its service delivery to the community.	3.10	MU	3.03	MU
5. The vision of the University describes a condition where CvSU shall contribute to the development of globally competitive and morally upright individuals.	3.21	MU	3.13	MU
6. The mission of the University states that the University shall (a) provide excellent, equitable and relevant educational opportunities; (b) deliver quality instruction and responsive research and development activities; and (c) produce professional, skilled and morally upright individuals	3.11	MU	3.23	MU
7. Its mission directs CvSU to undertake instruction, research and extension.	3.20	MU	3.15	MU
8. Its mission assigns the University to provide, as a major function, undergraduate and graduate programs.	3.14	MU	3.09	MU
9. Its mission allows Cavite State University the offering of arts, sciences, and technology courses.	3.23	MU	3.08	MU
10. The University shall uphold the following core values of truth, excellence, and service.	3.19	MU	3.15	MU
11. The goals of CvSU – Tanza contains specific relevant and quality course offerings in the following field/s of business administration, information technology, and teacher education.	3.12	MU	3.16	MU
12. The goals of the campus indicate that its research and extension activities shall be linked with business organizations, government agencies, and non-government agencies	3.08	MU	3.09	MU
13. The goals of the campus hint that the faculty members of the campus must undertake instruction, research, and extension activities.	3.14	MU	3.20	MU
Overall Understanding	3.14	MU	3.05	MU

VI – Verbal Interpretation HU – highly understood MA – moderately understood

Table 8 presents the level of understanding among the external stakeholders on the vision, mission, and goals of the campus, and the objectives of the different programs. The results revealed that understanding of the VMGO is moderately understood by all the external stakeholders. Both parents and community members have the highest overall mean of 3.10 while the alumni have the lowest overall mean of 3.04.

The VMGO is disseminated in various forms that are visible to external stakeholders. They may be aware of the VMGO but not totally understood all the statements behind the VMGO.

Table 8. Understanding of CvSU External stakeholders towards its VMGO

Understanding on the CvSU Vision, Mission, Goals and Objectives	Alumni (n = 91)		Parents (n = 128)		Community Members (n=79)		Industry Partners (n = 23)	
	\bar{x}	VI	\bar{x}	VI	\bar{x}	VI	\bar{x}	VI
1. The vision of the Cavite State University foresees contribution of CvSU towards the promotion of national identity through development of professions that will provide leadership in the nation.	3.17	MU	3.17	MU	3.25	MU	3.26	MU
2. The vision of Cavite State University encourages an outstanding performance from the school's administrators, faculty members, support staff, and students	3.09	MU	3.24	MU	3.16	MU	3.15	MU
3. The vision of Cavite State University envisages a situation where the scholarly outputs of the University's faculty members and students are extended to and used by the community	3.13	MU	3.21	MU	3.13	MU	3.08	MU
4. Its vision portrays CvSU as an academic institution that is concerned with both institutional efficiency and effectiveness in its service delivery to the community	3.00	MU	3.10	MU	3.05	MU	3.03	MU
5. The vision of the University describes a condition where CvSU shall contribute to the development of globally competitive and morally upright individuals.	3.09	MU	3.14	MU	3.19	MU	3.15	MU
6. The mission of the University states that the University shall (a) provide excellent, equitable and relevant educational opportunities; (b) deliver quality instruction and responsive research and development activities; and (c) produce professional, skilled and morally upright individuals	3.17	MU	3.24	MU	3.26	MU	3.14	MU
7. Its mission directs CvSU to undertake instruction, research and extension.	3.09	MU	3.17	MU	3.13	MU	3.06	MU
8. Its mission assigns the University to provide, as a major function,	3.09	MU	3.14	MU	3.08	MU	3.14	MU

undergraduate and graduate programs.								
9. its mission allows Cavite State University the offering of arts, sciences, and technology courses.	3.09	MU	3.03	MU	3.15	MU	3.14	MU
10. The University shall uphold the following core values of truth, excellence, and service.	3.09	MU	3.21	MU	3.14	MU	3.06	MU
11. The goals of CvSU – Tanza contains specific relevant and quality course offerings in the following field/s of business administration, information technology, and teacher education.	2.91	MU	3.14	MU	3.04	MU	3.15	MU
12. The goals of the campus indicate that its research and extension activities shall be linked with business organizations, government agencies, and non-government agencies	2.96	MU	3.07	MU	3.16	MU	3.13	MU
13. The goals of the campus hint that the faculty members of the campus must undertake instruction, research, and extension activities.	3.13	MU	3.10	MU	3.12	MU	3.06	MU
Overall Understanding	3.04	MU	3.10	MU	3.10	MU	3.08	MU

VI – Verbal Interpretation HU – highly understood MA – moderately understood

Table 9 shows the perception of the internal stakeholders on the clarity of its VMGO.

The administrators/faculty/staff have the highest mean on the perception of the following: the mission clearly reflects CvSU's legal and educational mandate; the Program Objectives are consistent with the goals of CvSU-Tanza; the Program Objectives clearly state the expected outcomes in terms of competencies or technical skills, research and extension capabilities of students and graduates, and students' own ideas, desirable attitudes, and personal discipline.

The students have the highest mean on the perception that the goals of CvSU-Tanza are clearly stated and are consistent with the mission of CvSU, and the Program Objectives clearly state the expected outcomes in terms of critical thinking skills.

Both administrators/faculty/staff have the same meaning for the vision clearly reflects what CvSU hopes to become in the future, the Program Objectives clearly state the expected outcomes in terms of moral character and aesthetic and cultural values.

Generally, the results revealed that the perceived clarity on the vision, mission, goals, and objectives of CvSU is very clear to the internal stakeholders with the administrator/faculty/staff having the highest overall mean of 3.69.

Table 9. Perceived Clarity of CvSU Internal stakeholders towards its VMGO

Perceived Clarity on the CvSU Vision, Mission, Goals and Objectives	Administrators/ Faculty/Staff	Students
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	(n = 29)		(n= 444)	
	\bar{x}	VI	\bar{x}	VI
1. The vision clearly reflects what CvSU hopes to become in the future	3.69	VC	3.69	VC
2. The mission clearly reflects CvSU's legal and educational mandate.	3.69	VC	3.64	VC
3. The goals of CvSU – Tanza are clearly stated and are consistent with the Mission of CvSU.	3.62	VC	3.65	VC
4. The program objectives are consistent with the goals of CvSU – Tanza.	3.62	VC	3.59	VC
5. The program objectives clearly state the expected outcomes in terms of competencies or technical skills of students and graduates.	3.62	VC	3.60	VC
6. The program objectives clearly state the expected outcomes in terms of research and extension capabilities of students and graduates.	3.69	VC	3.58	VC
7. The program objectives clearly state the expected outcomes in terms of students' own ideas, desirable attitudes and personal discipline.	3.72	VC	3.62	VC
8. The program objectives clearly state the expected outcomes in terms of moral character.	3.62	VC	3.62	VC
9. The program objectives clearly state the expected outcomes in terms of critical thinking skills.	3.55	VC	3.58	VC
10. The program objectives clearly state the expected outcomes in terms of aesthetic and cultural values	3.59	VC	3.59	VC
Overall Perceived Clarity	3.69	VC	3.68	VC

VI – Verbal Interpretation

VC – very clear

Table 10 presents the perception of the external stakeholders on the clarity of its VMGO.

Parents have the highest mean on the perception that the vision clearly reflects what CvSU hopes to become in the future and the Program Objectives clearly state the expected outcomes in terms of moral character.

Alumni have the highest mean on the perception of the following: the mission clearly reflects CvSU's legal and educational mandate; the Goals of CvSU – Tanza are clearly stated and are consistent with the Mission of CvSU; the Program Objectives are consistent with the goals of CvSU – Tanza; the Program Objectives clearly state the expected outcomes in terms of competencies or technical skills, research and extension capabilities of students and graduates, students' own ideas, desirable attitudes and personal discipline, moral character, critical thinking skills, and aesthetic and cultural values.

Generally, the results revealed that the perceived clarity on the vision, mission, goals, and objectives of CvSU is very clear to the external stakeholders. Alumni have the highest mean of 3.77 while community members have the lowest mean of 3.63.

Table 10. Perceived Clarity of CvSU External stakeholders towards its VMGO

Perceived Clarity on the CvSU Vision, Mission, Goals and Objectives	Alumni (n = 91)		Parents (n = 128)		Community Members (n=79)		Industry Partners (n = 23)	
	\bar{x}	VI	\bar{x}	VI	\bar{x}	VI	\bar{x}	VI
1. The vision clearly reflects what CvSU hopes to become in the future	3.76	VC	3.78	VC	3.66	VC	3.70	VC
2. The mission clearly reflects CvSU's legal and educational mandate.	3.74	VC	3.73	VC	3.57	VC	3.70	VC
3. The goals of CvSU – Tanza are clearly stated and are consistent with the Mission of CvSU.	3.77	VC	3.73	VC	3.63	VC	3.74	VC
4. The program objectives are consistent with the goals of CvSU – Tanza.	3.74	VC	3.65	VC	3.62	VC	3.57	VC
5. The program objectives clearly state the expected outcomes in terms of competencies or technical skills of students and graduates.	3.77	VC	3.66	VC	3.59	VC	3.57	VC
6. The program objectives clearly state the expected outcomes in terms of research and extension capabilities of students and graduates.	3.74	VC	3.68	VC	3.54	VC	3.61	VC
7. The program objectives clearly state the expected outcomes in terms of students' own ideas, desirable attitudes and personal discipline.	3.70	VC	3.69	VC	3.62	VC	3.61	VC
8. The program objectives clearly state the expected outcomes in terms of moral character.	3.67	VC	3.69	VC	3.58	VC	3.65	VC
9. The program objectives clearly state the expected outcomes in terms of critical thinking skills.	3.70	VC	3.68	VC	3.53	VC	3.57	VC
10. The program objectives clearly state the expected outcomes in terms of aesthetic and cultural values	3.69	VC	3.66	VC	3.62	VC	3.52	VC
Overall Perceived Clarity	3.77	VC	3.75	VC	3.63	VC	3.70	VC

VI – Verbal Interpretation

VC – very clear

Table 11 shows the level of acceptance of the internal stakeholders on its VMGO.

Students have the highest mean on the acceptance of the vision and mission of CvSU, the objectives of the program where they belong, and the responsibility of realizing such objectives in their own capacity. Both administrators/faculty/staff and students have the same mean of 3.83 on the acceptance of the Goals of CvSu-Tanza Campus.

Generally, the results indicate that the VMGO is greatly accepted by the administrators/faculty/staff, and students. Students have the highest overall mean of 3.84.

Table 11. Level of Acceptance of CvSU Internal stakeholders towards its VMGO

Level of Acceptance on the CvSU Vision, Mission, Goals and Objectives	Administrators/ Faculty/Staff (n = 29)		Students (n= 444)	
	\bar{x}	VI	\bar{x}	VI
1. I accept the vision and mission of CvSU.	3.76	GA	3.84	GA
2. I accept the goals of CvSU – Tanza Campus.	3.83	GA	3.83	GA
3. I accept the objectives of the program where I belong.	3.72	GA	3.79	GA
4. I accept the responsibility of realizing such objectives in my own capacity.	3.66	GA	3.73	GA
Overall Level of Acceptance	3.83	GA	3.84	GA

VI – Verbal Interpretation

GA – greatly accepted

Table 12 shows the level of acceptance of the internal stakeholders on its VMGO.

Parents have the highest mean of acceptance of the Vision, Mission of CvSU, and the responsibility of realizing such objectives in their own capacity. Alumni have the highest mean on the acceptance of the objectives of the program where they belong.

Generally, the results revealed that the vision and mission of CvSU, the goals of CvSU – Tanza Campus, the objectives of the program where the external stakeholders belong, and the responsibility of realizing such objectives in their own capacity are greatly accepted by external stakeholders. Parents have the highest overall mean of 3.88 while the community members have the lowest overall mean of 3.76.

Table 12. Level of Acceptance of CvSU External stakeholders towards its VMGO

Level of Acceptance on the CvSU Vision, Mission, Goals and Objectives	Alumni (n = 91)		Parents (n = 128)		Community Members (n=79)		Industry Partners (n = 23)	
	\bar{x}	VI	\bar{x}	VI	\bar{x}	VI	\bar{x}	VI
1. I accept the vision and mission of CvSU.	3.85	GA	3.88	GA	3.73	GA	3.87	GA
2. I accept the goals of CvSU – Tanza Campus.	3.85	GA	3.87	GA	3.76	GA	3.83	GA
3. I accept the objectives of the program where I belong.	3.85	GA	3.84	GA	3.75	GA	3.74	GA
4. I accept the responsibility of realizing such objectives in my own capacity.	3.79	GA	3.81	GA	3.63	GA	3.65	GA
Overall Level of Acceptance	3.86	GA	3.88	GA	3.76	GA	3.83	GA

VI – Verbal Interpretation

GA – greatly accepted

Table 13 presents the perception of the internal stakeholders on the attainability of the VMGO.

The administrators/faculty/staff have the highest mean on the attainability of the Objectives of the program. The students have the highest mean on the attainability of the Goals of CvSU – Tanza and the Vision and Mission of CvSU.

Generally, the results revealed that the Vision, Mission, Goals, and Objectives of the program are highly attainable by the internal stakeholders. Students have the highest overall mean of 3.59.

Table 13. Attainability of the VMGO as perceived by CvSU Internal stakeholders

Attainability of the CvSU Vision, Mission, Goals and Objectives	Administrators/ Faculty/Staff (n = 29)		Students (n= 444)	
	\bar{x}	VI	\bar{x}	VI
1. The Objectives of the program where I belong are being attained.	3.59	HAt	3.52	HAt
2. The Goals of CvSU – Tanza are being achieved.	3.52	HAt	3.55	HAt
3. The vision and mission of CvSU are being realized.	3.55	HAt	3.64	HAt
Overall Attainability	3.52	HAt	3.59	HAt

VI – Verbal Interpretation HAt – highly attainable

Table 14 presents the perception of the external stakeholders on the attainability of the VMGO.

Alumni have the highest mean on the attainability of the Vision, Mission, and Objectives of the program. Both alumni and the industry partners have the highest mean on the attainability of the goals of CvSU – Tanza.

Generally, the results reveal that the vision, mission, goals, and objectives of the program are highly attainable by the external stakeholders. Alumni have the highest overall mean of 3.70.

Table 14. Attainability of the VMGO as perceived by CvSU External stakeholders

Attainability of the CvSU Vision, Mission, Goals and Objectives	Alumni (n = 91)		Parents (n = 128)		Community Members (n=79)		Industry Partners (n = 23)	
	\bar{x}	VI	\bar{x}	VI	\bar{x}	VI	\bar{x}	VI
1. The Objectives of the program where I belong are being attained.	3.69	HAt	3.56	HAt	3.43	HAt	3.57	HAt
2. The Goals of CvSU – Tanza are being achieved.	3.65	HAt	3.61	HAt	3.49	HAt	3.65	HAt
3. The vision and mission of CvSU are being realized.	3.69	HAt	3.67	HAt	3.54	HAt	3.65	HAt

Overall Attainability	3.70	HAt	3.64	HAt	3.52	HAt	3.65	HAt
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VI – Verbal Interpretation

HAt – highly attainable

Table 15 presents the perception of the internal stakeholders on the congruence of the VMGO.

The administrators/faculty/staff have the highest mean on the congruence of the following: the actual educational practices and activities that are consistent with the Objectives of the program; the projects and activities carried out by the faculty and students directly contribute toward the achievement of the program outcomes, and the VMGO are the bases of all CvSU operations.

The students have the highest mean on the congruence of the actual educational practices and activities that are consistent with the Goals of CvSU – Tanza. Both the administrators/faculty/staff have the same mean on the congruence of the actual educational practices and activities that are consistent with the Mission of CvSU.

Generally, the results reveal that based on the perception of the internal stakeholders, the Vision, Mission, Goals, and Objectives of the program are highly relevant/congruent with the actual educational practices, activities, projects, and operations of CvSU. The administrators/faculty/staff have the highest overall mean of 3.55.

Table 15. Congruence of the VMGO as perceived by CvSU Internal stakeholders

Congruence of the CvSU Vision, Mission, Goals and Objectives	Administrators/ Faculty/Staff (n = 29)		Students (n= 444)	
	\bar{x}	VI	\bar{x}	VI
1. The actual educational practices and activities are consistent with the mission of CvSU.	3.48	HRC	3.48	HRC
2. The actual educational practices and activities are consistent with the goals of CvSU – Tanza.	3.45	HRC	3.53	HRC
3. The actual educational practices and activities are consistent with the objectives of the program where I belong.	3.48	HRC	3.44	HRC
4. The projects and activities carried out by the faculty and students directly contribute toward the achievement of the program outcomes	3.62	HRC	3.52	HRC
5. The VMGO are the bases of all CvSU operations.	3.59	HRC	3.52	HRC
Overall Congruence	3.55	HRC	3.50	HRC

VI – Verbal Interpretation

HRC – highly relevant/congruent

Table 16 presents the perception of the external stakeholders on the congruence of the VMGO.

Alumni have the highest mean on the congruence of the following: the actual educational practices and activities are consistent with the Mission of CvSU, the Goals of CvSU – Tanza, and the Objectives of the program; the projects and activities carried out by the faculty and students directly contribute toward the achievement of the program outcomes; and the VMGO are the bases of all CvSU operations.

Generally, the results reveal that based on the perception of the external stakeholders, the Vision, Mission, Goals, and Objectives of the program are highly relevant/congruent with the actual educational practices, activities, projects, and operations of CvSU. Alumni have the highest overall mean of 3.70.

Table 16. Congruence of the VMGO as perceived by CvSU External stakeholders

Congruence of the CvSU Vision, Mission, Goals and Objectives	Alumni (n = 91)		Parents (n = 128)		Community Members (n=79)		Industry Partners (n = 23)	
	\bar{x}	VI	\bar{x}	VI	\bar{x}	VI	\bar{x}	VI
1. The actual educational practices and activities are consistent with the mission of CvSU.	3.70	HRC	3.59	HRC	3.59	HRC	3.48	HRC
2. The actual educational practices and activities are consistent with the goals of CvSU – Tanza.	3.66	HRC	3.61	HRC	3.65	HRC	3.52	HRC
3. The actual educational practices and activities are consistent with the objectives of the program where I belong.	3.62	HRC	3.57	HRC	3.42	HRC	3.48	HRC
4. The projects and activities carried out by the faculty and students directly contribute toward the achievement of the program outcomes	3.67	HRC	3.60	HRC	3.53	HRC	3.52	HRC
5. The VMGO are the bases of all CvSU operations.	3.60	HRC	3.58	HRC	3.51	HRC	3.48	HRC
Overall Congruence	3.70	HRC	3.61	HRC	3.53	HRC	3.52	HRC

VI – Verbal Interpretation

HRC – highly relevant/congruent

Differences in the Stakeholders' Perception of the CvSU VMGO

This section makes clear the differences or similarities in the responses among all the internal and external stakeholders of CvSU – Tanza.

Differences in Perception of the CvSU Stakeholders to its VMGO

Table 17 indicates the test of the differences in the perception of the CvSU stakeholders to its VMGO using the F statistics. It is evident that there is no significant difference, $F(5, 788) = 0.847, p > 0.05$, among the responses of the internal (administrators/faculty/staff, and

students) and external (alumni, parents, community members, and industry partners) stakeholders regarding their awareness of the CvSU VMGO. This implies that the internal and external stakeholders have similar levels of awareness of the CvSU VMGO. Likewise, no significant differences are observed among the responses of the internal and external stakeholders in their understanding, $F(5, 788) = 0.704, p > 0.05$, perceived clarity, $F(5, 788) = 0.365, p > 0.05$, and level of acceptance $F(5, 788) = 0.439, p > 0.05$, of the CvSU VMGO.

Table 17. Analysis of Variance on the Differences in the Stakeholders' Perception and Acceptance of the CvSU VMGO

Perception and Acceptance of the CvSU Vision, Mission, Goals and Objectives		Sum of Squares	df	Mean Square	F	Sig.
Awareness	Between Groups	1.577	5	0.315	0.847	0.516
	Within Groups	293.251	788	0.372		
	Total	294.827	793			
Understanding	Between Groups	0.468	5	0.094	0.594	0.704
	Within Groups	124.183	788	0.158		
	Total	124.651	793			
Perceived Clarity	Between Groups	1.360	5	0.272	1.088	0.365
	Within Groups	196.882	788	0.250		
	Total	198.242	793			
Level of Acceptance	Between Groups	0.786	5	0.157	0.964	0.439
	Within Groups	128.535	788	0.163		
	Total	129.321	793			

Differences in the Stakeholders' Perceived Level of Attainability and Congruence of the CvSU VMGO to Educational Activities and Practices

Table 18 indicates the test of differences in the perception of the CvSU stakeholders on the attainability and congruence of its VMGO. No significant differences are observed among the responses of the internal and external stakeholders in their perceived level of attainability, $F(5, 788) = 1.339, p > 0.05$, and perceived level of congruence, $F(5, 788) = 2.183, p > 0.05$ of the CvSU VMGO to its educational activities and practices.

Table 18. Analysis of Variance on the Differences in the Stakeholders' Perceived Level of Attainability and Congruence of the CvSU VMGO to Educational Activities and Practices

Attainability of the CvSU Vision, Mission, Goals and Objectives		Sum of Squares	df	Mean Square	F	Sig.
Overall Attainability	Between Groups	2.024	5	0.405	1.339	0.245
	Within Groups	238.212	788	0.302		
	Total	240.237	793			
Overall Perceived Congruence	Between Groups	3.643	5	0.729	2.183	0.054
	Within Groups	263.038	788	0.334		
	Total	266.681	793			

4.0 CONCLUSIONS AND RECOMMENDATIONS

The study assessed the perception and acceptance of the different stakeholders towards the CvSU – Tanza Campus VMGO and their attainability and congruences to educational practices. Based on the findings, the following conclusions are drawn:

1. All the internal and external stakeholders are highly aware of the Vision and Mission of CvSU, Goals and the Objectives of the different programs of CvSu – Tanza Campus.
2. All the internal and external stakeholders moderately understood all the statements in the Vision and Mission of CvSU, Goals and the Objectives of the different programs of CvSu – Tanza Campus.
3. The clarity of the Vision and Mission of CvSU, Goals and the Objectives of the different programs of CvSu – Tanza Campus are very clear as perceived by all the internal and external stakeholders.
4. The Vision and Mission of CvSU, Goals and the Objectives of the different programs of CvSu – Tanza Campus are greatly accepted as perceived by all the internal and external stakeholders.
5. The Vision and Mission of CvSU, Goals and the Objectives of the different programs of CvSu – Tanza Campus are highly attainable as perceived by all the internal and external stakeholders.
6. The Vision and Mission of CvSU, Goals and the Objectives of the different programs of CvSu – Tanza Campus are highly relevant/congruent to the educational practices, activities, projects, and operations of CvSU as perceived by all the internal and external stakeholders.
7. All the responses among the internal and external stakeholders have no significant difference regarding their perception on the awareness, understanding, clarity, acceptance, attainability, and congruence to the educational practices, activities, projects, and operations of CvSU.

Based on the above conclusions, the following recommendations are made:

1. Tanza Campus should continue its practices in the widest dissemination of the VMGO through various forms of communication media and ensure that it is properly disseminated to all areas that can reach all the stakeholders.
2. The campus should conduct a training on how the stakeholders will be able to fully understand all the statements behind the VMGO.
3. Activities for instruction, research, and extension should be sustained to encourage the stakeholders to take part on the realization of the VMGO.

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