

## Research Article

# Awareness, Acceptability, And the Constraints in The Dissemination of The Revised Vision, Mission, And Institutional Goals of One State College in Camarines Sur

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## Abstract:

This study evaluates the level of awareness, the distribution of print and non-print materials, the degree of acceptability in clarity and understandability, and the coherence of the systems and processes in light of the new VMGO of Camarines Sur Polytechnic Colleges. It uses a descriptive research approach, the primary research instrument being a survey questionnaire. The study's participants included external and internal stakeholders, including parents, industry partners, alumni, administrators, instructors, non-teaching staff, and students. The findings indicated that internal stakeholders have a greater understanding of the college's vision, mission, and institutional goals than external stakeholders.

While college authorities and students exhibited a higher level of understanding, both respondents only indicated moderate awareness regarding the program's goals. The VMG has been extensively distributed through print and non-print media. Facebook websites and radio broadcasts are the most popular ways to connect with external stakeholders. At the same time, the curriculum and programs are the most successful way to communicate with internal stakeholders. Both respondents express high levels of approval concerning the VMGO's clarity and comprehensibility, as well as the coherence of the systems and procedures to accomplish the VMG. Given the results, it is suggested that the college continuously strives to promote the VMG more intensively. The administrators and stakeholders must further strengthen educational practices and activities to fulfill the program's objectives, institutional goals, vision, and purpose.

**Keywords:** Awareness, Acceptability, Dissemination, VMG, Institutional Goals, Constraints.

## Introduction

Over the past four decades since its establishment as a higher educational institution on June 10, 1983, the Camarines Sur Polytechnic Colleges has widened the spectrum of providing quality yet affordable education to the people of Rinconada. The Batas Pambansa Bilang 512, which was signed into law by former President Ferdinand E. Marcos, highlighted the mandate of the institution that the College shall primarily provide higher technological professional and vocational instruction in fisheries, trades and technology, arts and sciences, as well as short-term technical or vocational courses, as the Board of Trustees may deem necessary, and shall promote researches in the exploitation and conservation of the natural resources in the province.

It realizes its mandate to provide quality education in the arts, sciences, and technology, geared toward the development of individuals as an integral instrument of change. It takes a leadership role in research, extension, and production to ensure the growth and transformation of a decent way of life for the people and the community it serves.

The installation of the 5<sup>th</sup> College President, Dr. Charlito P. Cadag, ushered in an era of new administrative thrusts and strategic directions to the College with a novel set of challenges and priorities perceived through the understanding of the new administration. Cadag's administration set a new level of aspirations in further fortifying quality in the systems of operation and all other potential strides requisite to the ultimate grasp of Internationalization and ASEAN Integration. The administration crafted and introduced a new CSPC vision, mission, and institutional goals. As included in the CSPC Strategic Plan 2019-2023, CSPC's new Vision, Mission, and Institutional Goals are as follows:

Vision: Polytechnic education at its best for the Bicolanos

Mission: Transforming lives to poverty-free by creating a better future through world-class polytechnic education and technological innovation.

Institutional Objectives: Produce professionally competent graduates who are responsible Filipino and global citizens by providing quality teaching and learning environment; Generate new knowledge and innovative technology responsive to local and international needs; Improve the quality of lives through the conduct of demand-driven and research-based extension services; Strive for optimal performance by sustaining good governance conditions and sound management of the college's resources.

With this new vision and mission, CSPC is shifting toward outcomes-based higher education. Different consultative meetings and stakeholder assemblies were organized to craft program goals aligned with our vision.

According to the Accrediting Agency of Chartered Colleges and Universities (AACCUP), the vision, mission, goals, and objectives should be the basis of the school's operations. If a college or a university is seeking accreditation, the area of VMGO is the most fundamental of all the places to be surveyed. Everything in the university/college is justified only to the extent that it realizes and achieves its VMGO.

The Vision, Mission, Goals, and Objective (VMGO) guide the institution's future and academic programs (Compelio et al., 2015). A vision statement is used to describe the future state of the organization, i.e., what the organization hopes to become in the future (Gallinero & Otig, 2017; Compelio, Caranto, & David, 2015; Fernandez, 2015; Darbi, 2012; Margareth, Dumo, & Boado, 2016). And without a vision, the school lacks direction (Compelio et al., 2015; Pelicano & Lacaba, 2016).

The mission statement is the touch point that helps the institution determine whether what should be happening is happening (Buckley et al., 2006) and describes its current state and its primary goals or objectives (Barton & Coley, 2011; Compelio et al., 2015; Özdem, 2011; Pelicano & Lacaba, 2016). Additionally, a mission statement is the wind that brings the school to its desired harbor (Salom & Florendo, 2013).

Vision and mission statements provide schools with an essential overview of where they want to go and what they want to be, and the university's core values not only serve as the philosophical underpinnings of the institution's mission but also serve to govern attitudes, behaviors, and decisions in daily activities among stakeholders. (Cacho, 2019)

All academic units (i.e., schools and colleges) of a University must have goals consistent with the University's vision and mission, and all programs under an academic unit must have objectives consistent with the goals of the academic unit (Castillo, 2014).

In accreditation, the VMGO is the most fundamental of all areas, and must be effectively attained and extensively disseminated (Castillo, 2014). All stakeholders must collaborate during its development so that it will be highly acceptable to them and will cooperate for its achievement.

The AACCUP requires that the stakeholders be completely aware and accepting of the VMGO. At the Camarines Sur Polytechnic Colleges, there is a shortage of research revealing the awareness and Acceptability of the College's Vision, Mission, Goals, and Objectives; hence, this study. This was part of the college's strategic plan to attain a higher level of program accreditation.

To realize this goal, this study is about measuring the awareness and Acceptability of the vision, mission, and institutional goals of Camarines Sur Polytechnic Colleges.

## **Objectives of the Study**

The main aim of this study was to determine the level of awareness and acceptability of the internal and external stakeholders regarding the vision, mission, and institutional goals of Camarines Sur Polytechnic Colleges. Specifically, this sought to answer the following research questions:

1. Determine the stakeholders' awareness of the vision, mission, and institutional goals of Camarines Sur Polytechnic Colleges.
2. Determine the level of Acceptability of stakeholders on the vision, mission, and institutional goals of Camarines Sur Polytechnic Colleges in terms of:
  - a. Clarity and understandability
  - b. Congruence with systems and processes
3. Identify the extent of dissemination of the vision, mission, and institutional goals of Camarines Sur Polytechnic Colleges in terms of:
  - a. Print materials
  - b. Non-print materials
4. Identify the constraints in the effective dissemination and heightened awareness and Acceptability of the revised Vision, Mission, and Institutional Goals.

## **Scope and Limitations**

The study assesses the level of dissemination and Acceptability of the new Vision, Mission, and Institutional Goals of the Camarines Sur Polytechnic Colleges.

The respondents are administrators, faculty, administrative staff, students, and external stakeholders. Data was gathered during the 1<sup>st</sup> Semester, SY 2022-2023, using an online questionnaire via Google Forms.

## **Methodology**

This part of the study covers the research design, population sampling, respondents of the study, research instruments, and statistical tools.

**Research Design.** This study used a descriptive research design. It involves sampling the population at a given time, specifically, the cross-sectional design. Moreover, the survey approach will be used as it follows a high degree of structure in both the data collection process and the instrument (Pratap, 2018).

**Research Method.** A descriptive survey method was used in the study. Descriptive is a method designed to describe the nature of

a situation as it exists at the time of the research and to explore the causes of particular phenomena (Sevilla, 1992). Moreover, this involves examining a phenomenon that characterizes it more fully or differentiating it from other phenomena (Dane, 2011).

In the survey method, participants answer questions administered through interviews or questionnaires (Jackson, 2009). After participants answer the questions, researchers describe the responses given. For the survey to be reliable and valid, the questions must be correctly constructed. Questions should be written so they are straightforward and easy to comprehend.

**Respondents/Research participants.** The participants of this study are the internal and external stakeholders of the College. The internal stakeholders are the college officials, faculty, non-teaching staff, and students. The external stakeholders are the alumni, industry partners, community partners, and local government units.

The administrators were the members of the Administrative Council. The academic personnel are the core faculty of the College of Arts and Sciences, while the administrative personnel are those assigned administrative tasks based on their plantilla position. The students must be officially enrolled at the time of data gathering.

The minimum criterion for participation in the survey is that individuals must have at least a year of teaching experience in the College for the academic personnel and a year of experience with the College for the administrative personnel. For the students, the chosen respondent must be at least in the 2<sup>nd</sup> year of their respective program.

A total of 655 were considered as respondents: College officials consisting of the Dean, Program Chairs and Coordinators (9), Faculty both Regular and Contract of Service (70), Students (324), and Non-Teaching Staff (5). External Stakeholders are the Alumni (75), Parents (62), and Industry Partners (10).

**Research instrument.** The study used a researcher-made questionnaire as the primary data-gathering tool. The stakeholder respondents answered a two-part questionnaire titled "*VMGO Survey Questionnaire*." Part I is the sector represented by the respondent, while Part II dwelt on the mode of dissemination, the level of awareness, Acceptability, understanding, and implementation of the GOs; and Part III on the perceived constraints of dissemination, awareness, Acceptability, and compliance of the GOs.

The questionnaire used the four-point Likert scale, and for the level of awareness of the dissemination and extent of dissemination of the GOs, the scale and verbal interpretation are shown in Table 2.

**Table 1: Scale and Verbal Interpretation for the Level of Awareness and Extent of Dissemination of the Goals and Objectives**

Scale	Verbal Interpretation		Range
	Level of Awareness/Acceptability	Extent of Dissemination	
1	Not at all aware/Not at all acceptable	Not at all disseminated	1.00-1.74
2	Slightly aware/Slightly Acceptable	Slightly disseminated	1.75-2.49
3	Moderately aware/Moderately Acceptable	Moderately disseminated	2.50-3.24
4	Highly Aware/Highly Acceptable	Highly disseminated	3.25-4.00

**Table 2: Scale and Verbal Interpretation for the Constraints in the effective dissemination and heightened awareness and Acceptability of the Vision, Mission, Institutional Goals, and Program Objectives**

Scale	Verbal Interpretation	Range
1	Not a Constraint	1.00-1.74
2	Minor Constraint	1.75-2.49
3	Moderate Constraint	2.50-3.24
4	Serious Constraint	3.25-4.00

**Data Gathering Procedure.** Data gathering used the survey method, adopting the questionnaire developed for the study. Interviews and document analysis will supplement the data gathered to validate responses.

**Survey.** The questionnaire was developed to gather the perceptions of the respondents quantitatively. However, due to the pandemic, the questionnaire will be transformed into a soft copy using Google Forms.

**Interview.** Interviews are beneficial for getting the story behind a participant's experiences. The interviewer can pursue in-depth information about the topic. Interviews are helpful as a follow-up to confident respondents to questionnaires, e.g., further to investigate their responses (McNamara, 1999). This was used to ascertain information not covered by the questionnaire. A follow-up question by way of interview was used during the retrieval of the questionnaire. This allowed the researcher to clarify and validate the data provided in the questionnaire.

**Document Analysis.** Document analysis is a social research method and is a crucial research tool in its own right. It is an invaluable part of most triangulation schemes, combining methodologies in studying the same phenomenon (Bowen, 2009). Document analysis was used to elicit data for the dissemination of VMGO.

**Statistical Treatment of Data.** This study used frequency and weighted mean. Frequency was used for the mode of dissemination

of the VMGO, while weighted mean was used for the level of awareness of the dissemination and extent of dissemination of VMGO.

## Results and Discussion

This presents the analysis and interpretation of the data gathered. It presents the level of awareness of the internal and external stakeholders, the extent of dissemination, the level of Acceptability of the internal and external stakeholders in terms of clarity and understandability, and the constraints in the dissemination, awareness, and Acceptability of the new Vision, Mission, and Institutional Goals of Camarines Sur Polytechnic Colleges.

**Table 3: Level of Awareness of Internal Stakeholders on the Statement of CSPC Vision, Mission, and Institutional Goals**

Indicator	Mean				Weighted Mean	Descriptive Equivalent
	College Officials	Faculty	Non-Teaching	Students		
CSPC Vision	3.92	3.73	3.36	3.71	3.68	Highly Aware
CSPC Mission	3.81	3.62	3.42	3.63	3.62	Highly Aware
Institutional Goals	3.64	3.48	3.28	3.59	3.49	Highly Aware
<b>Overall AWM</b>	3.79	3.61	3.35	3.64	3.60	Highly Aware

The degree to which internal stakeholders are aware of the institution's vision, mission, and goals is displayed in Table 3. CSPC's vision, mission, and institutional goals are well known to the administration, professors, non-teaching personnel, and students. The statement's awareness of vision has the highest weighted mean across all four response categories, whereas institutional aims have the lowest mean. While non-teaching received the lowest mean on vision (3.36), mission (3.42), and institutional goals (3.28), college leaders (dean, program chairs, and coordinators) received the highest mean on vision (3.92), mission (3.81), and institutional goals (3.64). The findings suggest that internal stakeholders know the CSPC institution's vision, mission, and objectives linked to the academic practice of including the VMIG in faculty syllabi, presented during course orientation for each subject.

Furthermore, instructors, administrators, and students can easily access the VMIG's material by putting it in prominent and critical locations, including classrooms, offices, and bulletin boards. Additionally, the VMIG's presence is made known by printing it in various publications, such as informational bulletins, brochures and catalogs, programs and invites, student handbooks, faculty manuals, and other college policy issuances. Additionally, VMIG is introduced and covered at the college's orientation program, giving students and other interested parties a chance to learn about it. Last but not least, VMIG is extensively shared online through the College website and the CSPC Facebook page.

**Table 4: Level of Awareness of External Stakeholders on the Statement of CSPC Vision, Mission, and Institutional Goals**

Indicators	Mean			Weighted Mean	Descriptive Equivalent
	Alumni	Parent	Industry/ Linkages		
CSPC Vision	3.33	2.99	3.25	3.19	Moderately Aware
CSPC Mission	3.18	2.67	3.04	2.96	Moderately Aware
Institutional Goals of CSPC	3.21	2.33	3.06	2.88	Moderately Aware
	3.19	2.66	3.16	3.00	Moderately Aware

The degree to which external stakeholders are aware of the institution's vision, purpose, and institutional goals is displayed in Table 4. As indicated by the average weighted mean of 3.0, industry partners, parents, and alumni are generally reasonably aware. The three response groups know the institution's mission, vision, and objectives. In terms of Vision (3.33), Mission (3.18), and Institutional Goals (3.21), the Alumni had the highest mean. On the other hand, the Parents/Guardian group had the lowest mean scores for Institutional Goals (2.33), Mission (2.67), and Vision (2.99).

The findings suggest that external stakeholders are aware of the institution's vision, mission, and goals, which can be ascribed to the appropriate and extensive distribution of CSPC's VMGO through various channels, such as frequent updates to the university's website and Facebook page, inviting external stakeholders to participate in college and campus events, publishing the VMGO on tarps and other advertising mechanisms, and even using the CSPC Broadcast Center.

**Table 5: The extent of Dissemination of the CSPC Vision, Mission, and Institutional Goals as perceived by Internal and External Stakeholders**

Indicators	Internal Stakeholders				External Stakeholders				Weighted Mean	Descriptive Equivalent
	College Officials	Faculty	Non-Teaching	Students	Alumni	Parents	Industry Partner			
Print										
Displayed in Bulletin Boards	3.76	3.89	3.69	3.88	3.26	3.21	3.21	3.56	Highly Disseminated	
Printed Catalogs, manuals, and other materials	3.95	3.93	3.87	3.82	3.28	3.17	3.27	3.61	Highly Disseminated	
Integrated in School Syllabi	4.0	4.0	3.78	4.0	3.25	3.12	3.09	3.60	Highly Disseminated	
Posted in tarpaulins and other advertisements	3.89	3.93	3.95	3.98	3.29	3.21	3.49	3.68	Highly Disseminated	
Included in newsletters, yearbooks, and other publications	3.92	3.85	3.74	3.94	3.87	3.29	3.03	3.66	Highly Disseminated	
AWM	3.90	3.92	3.81	3.92	3.52	3.2	3.22	3.62	Highly Disseminated	
Non-Print										
Disseminated during the general orientation of students, faculty, and non-teaching staff of the college	3.87	3.84	3.57	3.96	3.23	3.41	3.19	3.58	Highly Disseminated	
Broadcast live via a radio channel	3.35	3.36	3.24	3.42	3.59	3.68	3.36	3.42	Highly Disseminated	
Posted on the Facebook page and other fan pages of the college	3.32	3.29	3.26	3.97	3.89	3.78	3.91	3.63	Highly Disseminated	
Recited during the Flag ceremony every Monday	3.86	3.68	3.56	3.89	3.21	3.10	3.12	3.49	Highly Disseminated	
Discussed during meetings and other assemblies	3.93	3.45	3.33	3.45	3.12	3.31	3.23	3.40	Highly Disseminated	
AWM	3.67	3.52	3.39	3.74	3.41	3.46	3.36	3.50	Highly Disseminated	

<b>Overall AWM</b>	<b>3.79</b>	<b>3.72</b>	<b>3.6</b>	<b>3.83</b>	<b>3.47</b>	<b>3.33</b>	<b>3.29</b>	<b>3.56</b>	<b>Highly Disseminated</b>
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Table 5 shows the extent of dissemination of the Vision, Mission, and Institutional Goals of CSPC as perceived by the internal and external stakeholders.

Regarding the dissemination, the internal stakeholders, such as the College officials (3.79), Faculty (3.720, Non-Teaching (3.6), and even the students (3.83), believe that the VMIG is Highly Disseminated. This is both for the print and the non-print mode of dissemination.

Among the external stakeholders, the Industry Partner has the lowest appreciation of the extent of dissemination, with only an average weighted mean of 3.29, although verbally interpreted as Highly Disseminated.

Interestingly, a perfect score of 4.0 was rated by the students, college officials, and faculty on the integration of VMIG in the course syllabi. This has been due to the internal policy that all syllabi should bear a standard format and style, part of which is the incorporation of the VMIG. The findings imply that among the stakeholders, the college officials, faculty, and students are the most aware of the extent of dissemination. This can be supported by the fact that teachers have established a high level of awareness since access to or updates on their syllabi and discussions of VMIG with students are done repeatedly.

**Table 6: Level of Acceptability of the Internal and External Stakeholders in terms of Clarity and Understandability of the Vision, Mission, and Institutional Goals**

Indicators	Internal Stakeholders				External Stakeholders			Weighted Mean	Descriptive Equivalent	
	College Officials	Faculty	Non-Teaching	Students	Alumni	Parents	Industry Partner			
Clarity and Understandability										
The VMIG states what the institution hopes to become.	3.76	3.89	3.69	3.88	3.29	3.24	3.31	3.58	High Acceptability	
The VMIG is simple and easily memorized.	3.95	3.81	3.87	3.82	3.32	2.9	3.01	3.52	High Acceptability	
The words used in the VMIG are specific and not open to many interpretations	3.70	3.65	3.53	3.51	3.31	3.19	3.21	3.44	High Acceptability	
The VMIG is clear and concise.	3.45	3.51	3.43	3.48	3.26	3.21	3.25	3.37	High Acceptability	
AWM	3.72	3.72	3.63	3.67	3.30	3.14	3.20	3.48	High Acceptability	

Table 6 shows the Acceptability of the Internal and External Stakeholders regarding the Clarity and Understandability of the CSPC Vision, Mission, and Institutional Goals.

The findings reveal that the internal stakeholders generally understand and accept that the VMIG is clear and easily understood. The College officials (3.76), Faculty (3.89), Students (3.88), and Non-Teaching Personnel (3.69) have very high Acceptability on the statement that the VMGO clearly states and reflects what the institution hopes to become in the future. It is analogous to the response of the external stakeholders' alumni (3.29), Industry partner (3.31), and Parents (3.24) that they highly accepted the VMIG as a reflection of the aspiration of the institution.

The conciseness and clarity of the Vision, Mission, and Institutional Goals are generally perceived as highly acceptable by Internal and External stakeholders (X=3.48).

**Table 7: Level of Acceptability of the Internal and External Stakeholders in terms of Congruence of Systems and Processes with the new Vision, Mission, and the Institutional Goals of CSPC**

<b>Internal Stakeholders</b>	<b>External Stakeholders</b>
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Indicators	College Officials	Faculty	Non-Teaching	Students	Alumni	Parents	Industry Partner	Weighted Mean	Descriptive Equivalent
<b>Congruence with Systems and Processes</b>									
There is congruency and consistency between actual educational practices and activities and the institution's VMIG	3.92	3.85	3.74	3.94	3.54	3.41	3.43	3.69	High Acceptability
The VMIG inspires employee commitment, fosters client engagement, and helps boost the college's performance.	3.87	3.84	3.57	3.26	3.27	3.19	3.15	3.45	High Acceptability
The VMIG aligns with the values the college wants its people to exhibit as they perform their work.	3.35	3.36	3.24	3.42	3.32	3.07	3.25	3.28	High Acceptability
The activities and processes of the College are responsive and generally contribute to the total vision of the institution.	3.32	3.29	3.26	3.43	3.34	3.29	3.31	3.32	High Acceptability
<b>AWM</b>	<b>3.62</b>	<b>3.59</b>	<b>3.45</b>	<b>3.51</b>	<b>3.37</b>	<b>3.24</b>	<b>3.29</b>	<b>3.43</b>	<b>High Acceptability</b>

**\*V – Vision; M – Mission; IG – Institutional Goals**

Table 7 shows the level of acceptance of the internal and external stakeholders in terms of congruency of the systems and processes with the Vision, Mission, and Institutional Goals. All groups (both the internal and external) have their highest means on the perception that the activities and programs are congruent and consistent with the achievement of the VMIG (3.69) and the lowest mean on the perception that the VMIG are aligned to the values that the college wants its people to exhibit as they perform their work (3.28)

The administrators (3.92) and the students (3.94) got the highest mean score across indicators, where they generally perceived

congruency between actual educational practice and the Vision, Mission, and Institutional Goals. They also 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 VMIG is the basis of all CSPC's operations.

Generally, both the internal and external stakeholders have a high level of acceptance of the unity of CSPC's systems and processes with the vision, mission, and institutional goals. ( $X=3.43$ )

**Constraints in the Effective Dissemination, Heightened Awareness, and Acceptability of the Vision, Mission, and Institutional Goals of CSPC as perceived by the Internal and External Stakeholders**

Constraints are restrictions that impose restrictions on something's ability to happen. Due to these constraints, the dissemination, awareness, and acceptance of the CSPC Vision, Mission, and Institutional Goals may not fully attain their full extent.

*Constraints in the Dissemination of the CSPC VMGO.* Table 8 shows that traditional communication media/materials (3.37) ranked as a Serious Constraint. The students (3.78), Parents (3.43), Industry partners (3.35), Faculty (3.43), Alumni (3.32), and College Officials (3.25) perceived it as a Serious Constraint, while the Non-Teaching Personnel (3.04) considered it a Moderate Constraint.

**Table 8: Constraints in the Dissemination of Vision, Mission, and Institutional Goals of CSPC**

	Internal Stakeholders				External Stakeholders					
Indicators	College Official s	Facult y	Non- Teachin g	Student s	Alum ni	Paren ts	Industr y Partner	Weight ed Mean	Descriptive Equivalent	
Use of traditional communication media/materials	3.25	3.43	3.04	3.78	3.32	3.43	3.35	3.37	Serious Constraint	
Programs and activities to disseminate the VMIG are not periodically done	3.25	3.26	3.1	3.31	3.25	3.31	3.27	3.25	Serious Constraint	
No ready materials for dissemination	2.1	2.4	2.3	2.9	2.4	2.7	2.9	2.52	Moderate Constraint	
No program/policy in VMIG dissemination	3.25	3.3	3.21	3.42	3.21	3.25	3.41	3.29	Serious Constraint	
No office was assigned to disseminate the VMIG	2.9	2.7	2.1	2.08	3.1	3.21	3.18	2.75	Moderate Constraint	
AWM	2.95	3.02	2.75	3.09	3.06	3.18	3.22	3.04	Moderate Constraint	

Having no ready materials for dissemination (2.52) and no office assigned to disseminate the VMIG (2.75) are considered Moderate Constraints by Internal and External Stakeholders.

Generally, the constraints in disseminating the VMIG of CSPC are Moderate ( $X = 3.04$ ).

*Constraints in the Awareness of the CSPC VMIG.* Table 10 shows that the limited dissemination of the VMGO is a severe constraint according to College Officials (3.30), Faculty (3.28), Non-Teaching (3.28), Students (3.69), Alumni (3.29), and Industry Partners (3.31). Similarly, limited activities and programs geared toward VMGO Awareness are perceived as a Serious Constraint.

The following are also considered Moderate constraints: Stakeholders not given a copy of the VMIG (2.62), Stakeholders not conscious of the VMIG (2.55), and limited discussion of the VMIG (2.42).

**Table 9: Constraints in the Awareness of the VMGO**

	Internal Stakeholders				External Stakeholders				
Indicators	College Official s	Facult y	Non- Teachin g	Student s	Alum ni	Paren ts	Industr y Partner	Weight ed Mean	Descriptive Equivalent
Dissemination of VMIG is limited	3.30	3.29	3.28	3.69	3.29	3.19	3.31	3.33	Serious Constraint
Not conscious of the VMIG	2.55	2.57	2.44	2.54	2.65	2.65	2.45	2.55	Moderate Constraint



Stakeholders were not given a copy of the VMIG	2.75	2.86	2.48	2.51	2.65	2.41	2.67	2.62	Moderate Constraint
Limited activities and programs geared toward VMIG awareness	3.35	3.29	3.36	3.48	3.43	3.61	3.47	3.43	Serious Constraint
Limited discussion of the VMIG	2.45	2.43	2.24	2.53	2.34	2.41	2.56	2.42	Moderate Constraint
AWM	2.88	2.88	2.76	2.95	2.87	2.85	2.82	2.87	Moderate Constraint

Generally, the internal and external stakeholders perceived that the constraints on the awareness of the VMIG were moderate ( $X=2.87$ ).

The result can be justified by the high awareness level of the internal stakeholders (3.60), as shown in Table 3, and the moderate awareness level of the external stakeholders (3.0), as shown in Table 4.

**Table 10: Constraints in the Acceptability of the VMIG**

Indicators	Internal Stakeholders				External Stakeholders				Descriptive Equivalent
	College Officials	Faculty	Non-Teaching	Students	Alumni	Parents	Industry Partner	Weighted Mean	
Limited understanding of the VMIG	2.75	2.44	2.86	2.65	2.87	2.99	3.02	2.80	Moderate Constraint
Low awareness of the VMIG	3.12	3.56	3.32	3.25	3.32	3.29	3.28	3.31	Serious Constraint
Limited explanation of the VMIG when disseminated	2.5	2.52	2.63	2.72	2.83	2.99	2.93	2.73	Moderate Constraint
It is not consistent with what the organization is doing.	2.69	2.57	2.44	2.62	2.32	2.51	2.52	2.52	Moderate Constraint
Stakeholders' expectation is not aligned with the VMIG	1.69	1.79	1.44	1.65	1.85	1.90	1.51	1.69	Not a Constraint
Average	2.55	2.57	2.53	2/58	2.64	2.74	2.65	2.61	Moderate Constraint

*Constraints in the CSPC VMIG Acceptability.* Table 10 shows that the college officials (3.12), faculty (3.56), non-teaching (3.32), students (3.25), and even the external stakeholders, Alumni (3.32), parents (3.29) and Industry partners (3.28) perceived that low awareness of the VMIG is a Serious Constraint in the Acceptability of the VMIG.

On the other hand, limited understanding of the VMGO (2.80), limited explanation of the VMGO when disseminated (2.73), and inconsistencies with what the organization is doing (2.52) are perceived to be a Moderate Constraint as perceived by both stakeholders.

Noteworthy is the response of internal and external stakeholders, who have perceived that stakeholders' expectations are not aligned with the VMIG, which they have rated as Not a Constraint with a Weighted Mean of 1.69.

Generally, the constraints in the Acceptability of the VMIG ( $X=2.61$ ) are Moderate.

## Conclusions and Recommendations

The findings indicate that the Vision, Mission, and Institutional Goals (VMIG) of Camarines Sur Polytechnic Colleges are predominantly well communicated, comprehended, and embraced by internal and external stakeholders, but to differing extents. Internal stakeholders—specifically college officials, faculty, and students—exhibit elevated awareness, primarily due to the continual incorporation of the VMIG into academic and administrative protocols, including its presence in course syllabi, orientation

programs, and prominent display in key locations. External stakeholders have a moderate awareness, although they demonstrate relatively lower levels of familiarity, with parents registering the lowest average scores across the variables.

In both print and digital formats, dissemination initiatives are seen as highly effective, particularly within the institution, bolstered by policy-driven practices and a robust digital presence. The VMIG is considered transparent, comprehensible, and indicative of the institution's ambitions, with significant alignment observed between CSPC's systems, processes, and articulated objectives.

Nevertheless, moderate limitations endure in distribution, awareness, and acceptability. This encompasses dependence on conventional communication channels, restricted initiatives aimed at VMIG awareness, and inadequate, readily available dissemination resources. Although limited understanding is a substantial obstacle to acceptability, discrepancies between institutional practices and the VMIG and misalignments in stakeholder expectations are typically not regarded as critical concerns. The study highlights that CSPC has achieved robust internal alignment with its VMIG and implemented effective dissemination strategies; however, it must enhance outreach to external stakeholders, modernize communication methods, and diversify engagement activities to foster greater awareness, acceptance, and alignment with the institution's vision, mission, and goals.

It is advised that CSPC enhance its interaction with external stakeholders, especially parents, alumni, and industry partners, by offering tailored orientation sessions and developing communication materials specific to each stakeholder that effectively convey the Vision, Mission, and Institutional Goals (VMIG) in accessible and applicable formats. Dissemination techniques must be broadened and modernized by including digital platforms, short-form videos, infographics, interactive information, and enhanced utilization of the CSPC Broadcast Center, podcasts, and community radio. The incorporation of the VMIG should encompass not only course syllabi but also institutional events, training programs, student activities, and outreach initiatives, accompanied by reflection sessions to enhance comprehension. The prioritization of standardized, readily accessible VMIG kits—both printed and digital—is essential, alongside the development of bilingual or localized versions to accommodate diverse audiences. To enhance awareness, activities like an annual “VMIG Week” comprising exhibitions, competitions, and acknowledgment of VMIG-driven projects may be planned, supplemented by media partnerships for extensive promotion. Additionally, a designated agency or individual must be appointed to organize, monitor, and evaluate VMIG dissemination and awareness initiatives, guaranteeing ongoing enhancement through frequent assessments. Ultimately, recognized limits must be mitigated by diminishing dependence on conventional communication means, offering consistent updates or refresher sessions, and implementing novel strategies to maintain elevated levels of awareness and acceptance among all stakeholders.

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