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Awareness and Acceptability of The University's Vision, Mission, Goals, and Objectives in Bachelor of Science in Electrical Engineering Program

Exur B. Dela Cruz, Jasky Razon, Joshua D. Dayao, Kieth Rean C. Garcia, Mark Angel M. Manuel, Genesis C. Tiria, Alma L. Tangcuangco*

Don Honorio Ventura State University, The Philippines

*Correspondence: E-mail: altangcuangco@dhsu.edu.ph

ABSTRACTS

This study focused on determining the awareness and acceptance of the University in the Electrical Engineering Program. The research employed a descriptive research design for the survey method. The survey respondents were the University's internal stakeholders consisting of faculty members and students and external stakeholders. Weighted Mean and Analysis of Variance were utilized to determine any significant differences in the stakeholders' responses. Results showed that the stakeholders, in general, are moderately aware of the University's vision, mission, goals, and objectives. The faculty and alumni were highly aware of the Vision, Mission, Goals, and Objectives (VMGOs), while the parents were least aware. In terms of acceptance of the stakeholders in the VMGO, all stakeholders had very high acceptance of the University's vision, mission, goals, and objectives. In establishing the awareness and acceptability of the VMGO, most stakeholders have agreed on the proposed actions. Based on the findings, it can be concluded that the VMGO of the University is well formulated but not fully understood and not well disseminated based on the high level of acceptance but a moderate level of awareness among stakeholders. Thus, it is recommended that the University constantly works for a more comprehensive effort in disseminating the VMGO through the use of many forms of communication medium.

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1. INTRODUCTION

Vision, mission, objectives, and goals are the first things that define an institution (Pelicano & Lacaba, 2016). The objectives should be clear and need to provide a plan of action. Goals are achievable and measurable targets set for organizations. A vision and mission statement should be used to inspire and motivate the staff and set an achievable objective. One of the oldest universities in Bacolor, Pampanga, already provided a wide variety of programs that helped many Filipinos attain integrity and professionalism in different fields of expertise. Many of the university's students, whose minds and souls were shaped toward Excellence, Professionalism, and Good Governance, were instilled with these principles thanks to the University's Vision, Mission, Goals, and Objectives (VMGOs). For new goals, new opportunities, changes, and addition in displaying the University's current circumstances, the vision and mission must always be indicated (Gallinero & Otig, 2017). A state university's operations should be built around the University's vision, mission, goals, and objectives (VMGO). Everything at the university is only acceptable to the degree that satisfies the University's VMGO. The VMGO is the most essential of all the areas to be examined if a college or institution is seeking accreditation. The VMGO of an institution must be accepted by the executives/faculties and should be disseminated to its members and other stakeholders. Those are the critical factors of an institution's program. According to the Accrediting Agency of Chartered Colleges and University in the Philippines Inc. (AACCUP), all institution at the tertiary level assesses their educational activities, in general, or in part, and find an independent judgment to certify that the institution significantly achieves the objectives, and always aiming to have the equal quality to comparable institutions, this will be achieved through the process of accreditation. Awareness is internal and equivalent to self-consciousness. Under the College of Engineering and Architecture (CEA), the Bachelor of Science in Electrical Engineering (BSEE) is one of this University's several higher education courses. It is a way to help schools attain the quality, purpose, and effectiveness by promoting and enhancing institutions' growth and development (Bentor et al., 2017). The VMGOs of the University guide internal stakeholders; the course BSEE produces graduates with academic excellence in serving the country and providing technological growth. The Bachelor of Science in Electrical Engineering degree has a curriculum that allows students to become analytical, mathematical, and dynamic in diagnosing issues and phenomena, which are vital traits for assessing the expanding demand for electricity, residential design consultation, and problem-solving in construction projects. For school leaders to have better school improvement and organizational change, associations (such as the Integrated Institute of Electrical Engineers - IIEE) are presented revolving around the mission and vision (Gurley et al., 2015).

The Electrical Engineering program has a variety of stakeholders who contribute to the department's integrity. All stakeholders, including administrators, alumni, parents, faculty members, and students, should be aware of and accept the educational institution's vision, mission, goals, and objectives to guide and impact the fulfillment of each job and obligation. Within an organization, the solidarity of direction, or purpose, provides a way for authoritative persons to work together toward a standard set of goals (Gurley et al., 2015; Constantino et al., 2020). The planned management procedure for the organization is an essential aspect of VMGO. The institutional mission explains the background of what the institution stands for, the plans to be accomplished after several years are what construct the vision statement, organizational goals are objectives of the company as a whole team by working together, and objectives are both short- and long-term objectives that the institution aims to accomplish.

The university endeavors to generate high-quality graduates through the faculty's innovative teaching methods and the guidance approval of the dean of the College of Engineering and Architecture. By producing graduates who are upstanding, honorable, innovative, and globally competent professionals capable of meeting the needs of industry, government, and civil society, the Electrical Engineering program helps the University to achieve its goals and objectives. Stakeholders play an essential role in evaluating the University's achievement of the VMGO during the accreditation process. The accomplishment of the objectives would pave the way for a more coherent future. The institutions VMGO which are consistent and compatible with the actual implementations at the school that are achievable should be accepted and noted by the stakeholders for better and more productive fulfillment of roles (Estrada, 2018). The stakeholders are categorized as internal and external. Internal stakeholders are faculty personnel, teachers, and students, while external stakeholders include alumni and parents.

The stakeholders must also believe that the VMGO is stated and consistent, congruent with actual educational practices or activities, and attainable. This study aimed to determine the extent of awareness and acceptability of the stakeholders on the University's vision, mission, goals, and objectives in the Electrical Engineering program. The VMGO must be in line with the needs of the stakeholders, building up a group of professionals who will showcase mastery and the authentic principle of honesty and integrity. The study ensures the alignment of the VMGO in the country's CHED memorandum order and development plan. Acceptability is a condition that can be tolerated or permitted. The acceptability evaluation aims to obtain stakeholders' consent for the guidance according to the University's VMGO. The University has already been well known for the accomplishment of its graduates, not just locally but also globally.

The study aims to answer the following:

- (i) To assess the perception of each respondent in every category vis-a-vis Awareness and Acceptability of the VMGO.
- (ii) To identify significant differences (if any) in the assessments of groups of respondents under each category concerning awareness and acceptability of the VMGO.
- (iii) To evaluate and maintain the level of awareness and acceptability of the stakeholders to the VMGO of the University and the electrical engineering program.
- (iv) To propose actions to enhance and sustain the awareness and acceptability of the stakeholders under the program.

2. METHODS

We used a descriptive research design to evaluate stakeholders' awareness and acceptability of the vision, mission, goals, and objectives of the BSEE program. A survey method was used in the investigation, including an online questionnaire. In creating the survey form based on the questions from the objectives of the study to ensure the integrity of the research. The questionnaire was presented through Google Forms and distributed to the study's target respondents through messenger (an online messaging application). The questionnaire has four parts. Part I includes the respondents' demographic profiles. At the same time, Part II contains the level of awareness and acceptability of the VMGO of the respondents. Establishing the awareness and acceptability of the University's VMGO will be found in Part III. Lastly, evaluating the awareness and acceptability of the University's VMGO will be in Part IV. Before the conduct of the study, we asked for consent from the participants to gather all the needed data. After the approval, the respondents were guided and informed

regarding the purpose of the study. The respondents were also informed that participation in the survey is voluntary and participants are always free to withdraw from the study at any time. All of the data gathered from the respondents will be treated with utmost confidentiality under the Data Privacy Law of 2012 and its implementing rules and regulations. Frequency and percent distribution were utilized to determine the profile of the respondents in terms of Age, Sex, Appointment Status, Position, and Length of Service.

The conceptual framework is explained in **Figure 1**.

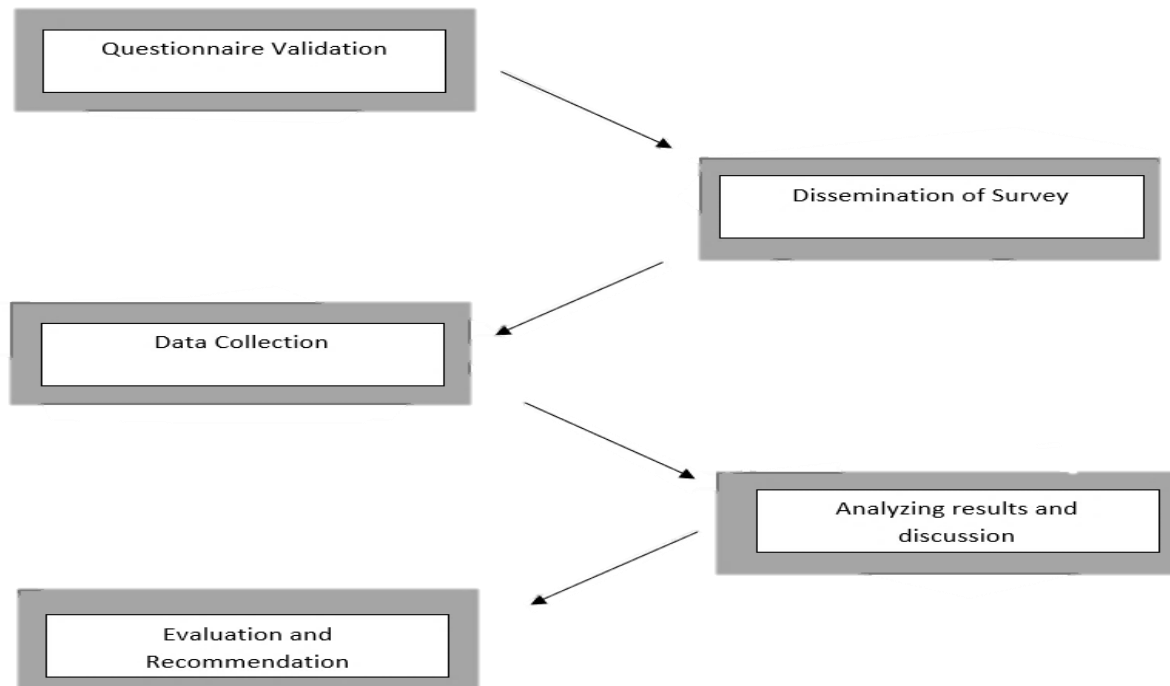


Figure 1. conceptual framework.

In determining the University's VMGO and procuring the excellence of future graduates, we used statistical tools in gathering and interpreting data. A survey questionnaire was provided to assess the awareness and acceptability of the University's vision, mission, and goals, along with the objectives of the Bachelor of Science in Electrical Engineering program. We used a four-point Likert scale or a compulsory Likert scale in eliciting a specific response from the respondents. We employed a strategy to monitor the respondents' perception of information. Each respondent was given a rating from 0 to 3 based on the test performed. We utilized a weighted mean in evaluating data to determine stakeholders' awareness and acceptability of the University's VMGO in the BSEE program.

A scale of 0-3 was used to assess the respondents' awareness and acceptability of the university's VMGO. According to the numerical response, the obtained information and data were treated using the Likert's scale, deriving from the mean range. A mean range of 0 to 0.75 was scored 0-poor, and the verbal description was not aware/not acceptable. A mean range of 0.76 to 1.50 was scored 1-Fair, and the verbal description was slightly aware/slightly acceptable. A mean range of 1.51 to 2.25 was scored 2-Good, and the verbal description was moderately aware/moderately acceptable. Last, a mean range of 2.26 to 3.00 was scored 3-Excellent, and the verbal description was highly aware/highly acceptable.

Descriptive statistics were applied in analyzing and evaluating all gathered data. Statistical graphs such as bar graphs summarized, organized, and processed all the data needed for the results and discussion. Some tables were subjected to inferential statistics. Using the analysis

of variance (ANOVA): Single Factor to determine whether there was a significant difference in the groups' mean scores regarding mission and vision awareness and acceptability.

The demographic profile consisted of students (67.7%), followed by parents (20.1%), alumni (8.9%), and faculty/administrators (2.9%). Many respondents understood that the university's primary clientele of the university's services were students. Most of the respondents were young adults (77.3%) ranging from 18 to 29 years old. Males (76.4%) are higher than females (23.6%), implying that males predominate among stakeholders. Almost all (78.3%) of the surveyed respondents are unemployed. Regarding how many years in the electrical engineering department, (43.8%) are 0.5 to 2.5 years, (54.3%) are 2.6 to 5 years, (1.3%) are 5.1 to 7.5 years, and (0.6%) are 10 to 17 years.

3. RESULTS AND DISCUSSION

Based on the data shown in **Table 1**, parents have the lowest awareness of the university's Vision, Mission, Goals, and Objectives. It needs to be addressed as soon as possible to avoid any misconceptions. On the other hand, faculty members had the highest awareness of the VMGO, followed by alumni, seeing as faculty members were constantly exposed to the information and could easily refer back. The students had an intermediate awareness between the faculty members, alumni, and parents. The students are constantly involved in university activities and are regularly informed of the news. However, some were still unaware due to lack of interest or time constraints. The table showed that the students, faculty/admin members, and alumni had high awareness, which supported the findings of [Rosa and Pantaleon \(2018\)](#) that these stakeholders were all actively involved in the engagement of the VMGO development. Additionally, alumni attained high awareness mean score, which contradicts the findings of some studies ([Constantino et al., 2020](#); [Estrada, 2018](#)), which indicated that the external stakeholders, such as alumni, generally have low awareness of the VMGO. The stakeholders have moderate awareness of the vision, mission, goals, and objectives.

Table 1. Level of awareness of the university's vision, mission, goals, and objectives in the BSEE program.

	Stakeholders' Individual Weighted Mean				Weighted Mean	Verbal Description
	Faculty (n = 9)	Alumni (n = 28)	Students (n = 212)	Parents (n = 64)		
Vision	2.88	2.32	2.25	1.11	2.14	Moderately Aware
Mission	2.77	2.28	2.40	1.11	2.14	Moderately Aware
Goals	2.33	2.43	2.10	0.90	1.94	Moderately Aware
Objectives	2.56	2.57	2.11	0.94	2.05	Moderately Aware

Table 2 shows the data for single-factor analysis of the variance of the awareness in the vision statement. Since there were only nine (9) faculty, therefore selected only nine (9) representatives randomly for the others. Since the p-value of 7.32×10^{-5} is less than 0.05 level of significance, there were significant differences in the mean scores of the stakeholders concerning vision statement awareness, the faculty group was the most aware.

Table 3 shows the data for a single-factor analysis of the variance of the awareness in the mission statement. Since the p-value of 0.0002 is less than the 0.05 level of significance, there are significant differences in the mean scores of the stakeholders concerning mission

statement awareness, the faculty group was the most aware whereas the parent group was the least aware.

Table 2. Single-factor analysis of variance of the awareness in vision statement.

ANOVA: Single Factor

Groups	Count	Sum	Average	Variance
Alumnus	9.00	19.00	2.11	0.61
Student	9.00	21.00	2.33	0.50
Faculty	9.00	26.00	2.89	0.11
Parent	9.00	9.00	1.00	1.00

ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	16.97	3.00	5.66	10.18	0.000073	2.90
Within Groups	17.78	32.00	0.56			
Total	34.75	35.00				

Table 3. Single-factor analysis of variance of the awareness in mission statement.

ANOVA: Single Factor

Groups	Count	Sum	Average	Variance
Alumnus	9.00	19.00	2.11	0.61
Student	9.00	20.00	2.22	0.44
Faculty	9.00	25.00	2.78	0.19
Parent	9.00	9.00	1.00	1.00

ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	14.97	3.00	4.99	8.87	0.0002003	2.90
Within Groups	18.00	32.00	0.56			
Total	32.97	35.00				

Regarding the level of acceptance of the stakeholders on the University's Vision, Mission, Goals, and Objectives, the faculty members had the highest acceptability (see **Table 4**). The administrators had the highest acceptability mean scores, followed by the alumni, students, and parents. The result negates the findings of some studies (Constantino et al., 2020; Estrada, 2018), which mentioned that the external stakeholders, such as the alumni and parents, generally have low acceptability and shared understanding of the VMGO. The ranking was highly correlated to acceptance as well as awareness. The faculty members, alumni, and students were most accepting of the VMGO because they had a sense of belonging and an understanding. This understanding was crucial to provide information that could be used to address the misperceptions of the stakeholders. Based on the data that corresponds to the verbal descriptions, almost all stakeholders accepted the University's VMGO. The VMGO is clear, understandable, and acceptable as assessed by the university stakeholders (Garcia et al., 2021). Because the VMGO was presented as a plan that may take years to complete, and thus even though full acceptance of it was not achieved, there is hope for future approval. It can be taken into consideration when reevaluating the VMGO and its approach.

Table 4. Level of acceptability in university's vision, mission, goals, and objectives in the BSEE program.

	Stakeholders' Individual Weighted Mean				Weighted Mean	Verbal Description
	Faculty (n = 9)	Alumni (n = 28)	Students (n = 212)	Parents (n = 64)		
Vision	3.00	2.75	2.71	2.30	2.64	Highly Accepted
Mission	3.00	2.79	2.67	2.30	2.61	Highly Accepted
Goals	3.00	2.86	2.66	2.25	2.60	Highly Accepted
Objectives	3.00	2.82	2.64	2.23	2.58	Highly Accepted

Table 5 shows a single-factor analysis of the variance of the acceptability in the vision statement. Since the p-value of 0.171218 is greater than the 0.05 level of significance, there were no significant differences in the mean scores of the group of stakeholders concerning vision statement acceptability. This concludes that all stakeholders were the same in accepting the vision statement.

Table 5. Single-factor analysis of variance of the acceptability in vision statement.

ANOVA: Single Factor				
Groups	Count	Sum	Average	Variance
Alumnus	9.00	26.00	2.89	0.11
Student	9.00	26.00	2.89	0.11
Faculty	9.00	27.00	3.00	0.00
Parent	9.00	23.00	2.56	0.53

ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	1.00	3.00	0.33	1.78	0.17	2.90
Within Groups	6.00	32.00	0.19			
Total	7.00	35.00				

Table 6 shows a single-factor analysis of the variance of the acceptability in the mission statement. Since the p-value of 0.171218 is greater than the 0.05 level of significance, therefore there were no significant differences in the mean scores of the stakeholders concerning mission statement acceptability. Therefore, all stakeholders had accepted the mission statement.

Table 7 showed the concerned respondents in establishing the awareness and acceptability of VMGO. According to the first row until the last row, most respondents answered yes. It means that the stakeholders were willing to add another exam about the VMGO after the entrance exam. The majority agreed to have an orientation about the VMGO for every freshman electrical engineering student. More than half of the sample size agreed to undertake an annual test of awareness and acceptability of the VMGO for second, third, and 4th-year electrical engineering students. Most respondents agreed to add trivia questions about the VMGO during electrical engineering days.

Table 6. Single-factor analysis of variance of the acceptability in mission statement.

ANOVA: Single Factor				
Groups	Count	Sum	Average	Variance
Alumnus	9.00	26.00	2.89	0.11
Student	9.00	26.00	2.89	0.11
Faculty	9.00	27.00	3.00	0.00
Parent	9.00	23.00	2.56	0.53

ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	1.00	3.00	0.33	1.78	0.17	2.90
Within Groups	6.00	32.00	0.19			
Total	7.00	35.00				

Table 7. Establishing the awareness and acceptability of VMGO.

Questions	Frequency (n=313)	Percentage (%)
Willing to add another exam about the VMGO after the entrance exam?		
Yes	181.0	57.8
No	132.0	42.2
Agree to have an orientation about the VMGO for every freshman EE student?		
Yes	288.0	92.0
No	25.0	8.0
2nd year, 3rd year, and 4th year EE students should undertake an annual test of awareness and acceptability of VMGO?		
Yes	217.0	69.3
No	96.0	30.7
In Electrical Engineering days, aside from electrical questions, it should be allowed to add trivia questions about the VMGO?		
Yes	247.0	78.9
No	66.0	21.1

Figure 2 shows an evaluating the Awareness and Acceptability of University's Vision, Mission, Goals, and Objectives.

The respondents were evaluated in terms of which is the vision, mission, goals, and objectives. The table exhibited how many stakeholders knew the University's VMGO statement; most of the stakeholders, mainly the students and faculty members, knew what the VMGO statement was. Half of the alumni who participated in the study answered correctly, while most parents were unaware of the university's VMGO statement. Few students picked different answers, implying that some were unaware of the VMGO statement. It was observable in the bar graph that 46% to 47% of the stakeholders were not adequately informed regarding the Goals and Objectives of the Electrical Engineering

Program in the university; this event might be a result of a lack of proper dissemination of information regarding the VMGO of the University to the stakeholders. The awareness and acceptability of the university's vision, mission, goals, and objectives (VMGO) and its degree programs are crucial in accomplishing institutional thrusts and licenses (Garcia et al., 2021). To guarantee its implementation, an educational institution must be aware of its VMGOs, which are found in the structure and distribution of the VMGO and the constituents of the VMGO.

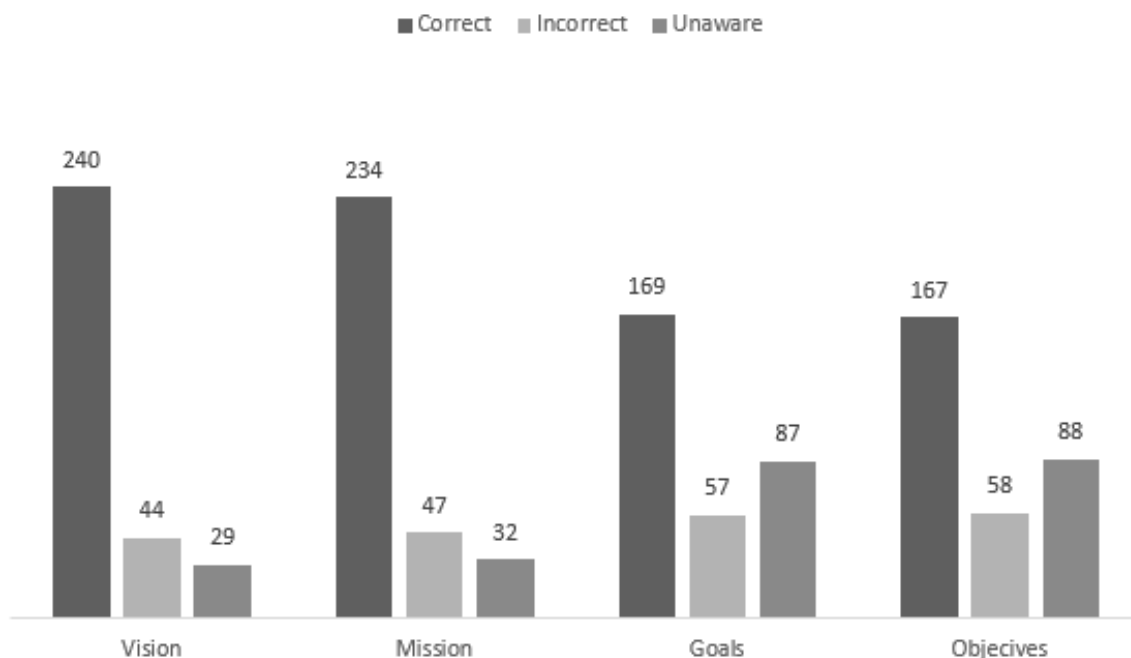


Figure 2. Evaluating the awareness and acceptability of university's vision, mission, goals, and objectives.

Based on the results of the open-ended question in the last part of the survey questionnaire that is composed of suggestions to boost the awareness and acceptability of the VMGO in the BSEE department, the emergent themes include having an orientation about the VMGO, webinar/seminar discussing the importance of VMGO, activities/programs that promotes the awareness of VMGO, dissemination through various types of media and, exams/evaluation about the VMGO.

In the stakeholders' awareness of the university's vision and mission, in general, the stakeholders were moderately aware of the vision and mission of the university, both with an overall weighted mean of 2.14. The faculty group was the most aware, and the parents were the least aware of the vision and mission.

In terms of stakeholder awareness of the university's goals and program objectives, stakeholders were moderately aware in general of the university's goals and program objectives, with an overall weighted mean of 1.94 and 2.05 respectively. The alumni were the most aware of the program's goals and objectives, while parents were the least aware.

Regarding the acceptability of the university's vision and mission by stakeholders, the stakeholders generally accepted the university's vision and mission, with overall high acceptability. The vision and mission were widely accepted by all stakeholders, whether internal or external.

Concerning the acceptability of the stakeholders of the university's goals and program objectives, generally, the stakeholders were highly acceptable of the goals and program objectives with overall high acceptability. All stakeholders had high acceptability regarding the goals and program objectives.

In establishing the awareness and acceptability of VMGO, most stakeholders had agreed on the proposed actions to establish the awareness and acceptability of the VMGO. Having orientation about the VMGO for every first-year EE student gathered the most approval from the respondents, while only half of the respondents approved adding another exam about the VMGO after the entrance exam.

In evaluating the understanding and acceptability of the university's VMGO, the stakeholders were generally aware of the VMGO statements. It demonstrated that faculty, students, and alumni were the most knowledgeable about the VMGO, but parents were the least aware because most are oblivious. It proved that most external stakeholders, particularly parents, are unaware of the VMGO. It also proved that the stakeholders (except most parents) already knew the VMGO statement, to maintain awareness and acceptability we provided a list of recommendations.

In this research, the alumni and faculty members had high levels of awareness and acceptance of the university's Vision, Mission, Goals, and Objectives. While students assessed a high acceptance on VMGO acceptability, yet fell short of awareness being moderately aware. In the same summary, parents had a high level of acceptance but only a low level of awareness of the institution's VMGO, given that parents rarely visit the campus. All of the verbal descriptions of the computed weighted means are based on the Likert scale mentioned in the last part of the methods.

The proposed solution involved students familiarizing the university's VMGO and explaining to parents what the VMGO's purpose is, rather than only defining it during parent/instructor meetings. It provides parents with a profound comprehension of what the students might become and achieve as an outcome of the BSEE degree.

The data acquired during the investigation showed that all stakeholders had high acceptability of the university's VMGO, but some lacked awareness. In ways to achieve the last objective of the study, which is to propose actions to enhance and maintain the awareness and acceptability of the stakeholders to the university's VMGO under the BSEE program, we listed several recommendations:

- (i) First-year students should be given a VMGO orientation and must learn and memorize the VMGO at the very least throughout the first year.
- (ii) At the beginning of each semester, there will be a motivational presentation (seminar or webinar) from instructors with field and academic Electrical Engineering expertise to raise each student's interest in learning Electrical Engineering and motivate students to complete the BSEE course.
- (iii) VMGO should be mentioned in each Electrical Engineering subject's syllabus. Discuss/say it on the first day of each semester's class, along with the course outline, class rules, etc.
- (iv) State the university and BSEE program's vision, mission, goals, and objectives during the flag ceremony.
- (v) Professor/instructors may add a few additional (1-3) VMGO questions to the midterm and final exams.
- (vi) In all classrooms, students could create info graphs and posters promoting VMGO, create new signs, or improve current ones (if rooms are already full of posters).
- (vii) IIEE officers may create a Facebook page or a website where students and officers could publish quotes about the VMGO and electrical safety to encourage present and future

Electrical Engineering students to pursue a Bachelor of Science in Electrical Engineering (BSEE).

- (viii) The VMGO will be primarily presented during the IIEE officers' monthly campaign of VMGO and/or VMGO hour once a week. (facilitated by IIEE officers). Afterward, future EE events, student queries, and scheduling group study of higher years teaching first-year students complex Electrical Engineering (EE) courses should be discussed.
- (ix) Every event, such as EE days/CEA days, should include the VMGO and elaborate its purpose. Once a year, activities such as video production, essay writing, poster making, and other VMGO-related activities are held.
- (x) The Goals and Objectives of BSEE should be posted on the bulletin board of the EE building or put up on the wall of the EE building.
- (xi) During recognition and graduation days, students and parents could perhaps recite the University's Vision and Mission, as well as the Goals and Objectives of the BS Electrical Engineering programs.
- (xii) In every Parent/Teacher meeting, the VMGO should be mentioned and adequately explained to the parents.
- (xiii) Parents attending campus activities could be given flyers outlining the University's Vision and Mission, as well as the Goals and Objectives of the BS Electrical Engineering Program.

4. CONCLUSION

Since the study only included a small sample of stakeholders, specifically alumni, future studies may consist of more batches of alumni to have a more extensive selection regarding awareness and acceptability. Because this study only includes four stakeholders, future studies may consider assessing more stakeholders such as industry partners, LGUs, and non-teaching staff to obtain more diverse perspectives.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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