

Stakeholders Awareness and Acceptance to the Vision, Mission, Goals, and Objectives of Central Philippines State University in San Carlos Campus

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How to cite this article: Mary Carrel C. Arañez, Beberly L. Albia, Domric M. Panunciar, Rollen Jay A. Bloron, Carino G. Mahinay, Ken M. Balogo, Dexter G. Dandan, Aileen P. Belleza, Solimar A. Apurado, Joenecio K. Samulde (2024). Stakeholders Awareness and Acceptance to the Vision, Mission, Goals, and Objectives of Central Philippines State University in San Carlos Campus. *Library Progress International*, 44(6), 21-26

ABSTRACT

The state university's vision, mission, goals, and objectives (VMGO) are the basis of its operations as a road map for the school's purposes and aspirations. This quantitative descriptive research aims to determine the level of awareness and acceptance of CPSU's vision, mission, goals, and objectives in the San Carlos Campus. The study utilized quota sampling to include 208 respondents, comprising students, faculty, staff, parents, and partner linkages. Parents had limited awareness of the university's VMGO whereas the staff had the highest awareness among other stakeholders. Furthermore, staff had the uppermost understanding and stronger acceptance of the VMGO. In contrast, parents had the lowest understanding and acceptance. Lastly, there is a significant difference in the levels of awareness and acceptance of the university's Vision, Mission, Goals, and Objectives (VMGO) between internal and external stakeholders. Thus, the researchers recommend that the university may; (1) adopt more diverse communication strategies to disseminate the institution's VMGO using multiple channels; (2) organize regular assembly meetings for external stakeholders, and; (3) create visually appealing infographics, and posters, and tarpaulins that are strategically displayed in public off campus.

Keywords: Awareness, Acceptance, VMGO, Internal and External Stakeholders.

1. Introduction

The state university's vision, mission, goals, and objectives (VMGO) are the basis of its operations. According to Lobo, J., & Martin, J. (2023), the institution's declarations of its mission and vision serve as a road map for the school's purposes and aspirations. Emphasizing the importance of ongoing efforts to improve stakeholders' awareness, acceptance, and alignment with the vision, mission, goals, objectives, and program outcomes. Several studies have emphasized the significance of organizational vision, mission, goals, and objectives in the educational sector. Santos, Gina, et al., (2020), also stated that a clear and communicated vision and mission in educational institutions positively influenced both staff and student engagement and satisfaction.

The study by Jonyo, B. O., Ouma, C., & Mosoti, Z. (2018), highlighted that many organizations, including private universities, struggle with a lack of clarity and understanding regarding their mission, vision, goals, and objectives. This lack of awareness and acceptance creates challenges in aligning the efforts of stakeholders towards a common purpose and affects the overall organizational performance. Additionally, there's also an issue of misalignment between the stated mission and vision of organizations and their actual practices, resulting in a disconnect between the intended objectives and the implemented strategies. This lack of awareness and misalignment can lead to confusion, and a lack of alignment in efforts, and hinder the overall organizational performance.

Meanwhile, according to Kopaneva, I., & Sias, P. M. (2015), the problem identified around the university's Vision and Mission statements was not their content, but their lack of consistent communication and understanding among stakeholders. Though generally accepted, the Vision and Mission weren't fully grasped or consistently communicated, leading to potential misalignment between aspirations and actions. This gap between the university's theoretical ideals and practical implementation underscores the need for improved communication strategies to align its long-term vision with the day-to-day decisions that shape its progress.

Since its establishment in 2013, the Central Philippines State University - San Carlos Campus has not conducted any formal study assessing stakeholder awareness and acceptance of its Vision, Mission, Goals, and Objectives (VMGO). This lack of evaluation extends even after the institution's VMGO was revised in 2019. Understanding the level of awareness and acceptance of the VMGO among key stakeholders, such as students, faculty, staff, and community partners, is essential for ensuring alignment with the university's strategic direction and fostering a sense of shared commitment to its goals. The

absence of such data hinders the campus from evaluating the effectiveness of its communication and outreach efforts regarding the VMGO and from identifying areas for improvement to enhance stakeholder engagement and institutional development. This research aims to address this gap by exploring the stakeholders' level of awareness, acceptance and perceived relevance of the university's VMGO at the San Carlos Campus. To provide insights that can guide the institution in refining its strategies for communicating and implementing its vision, mission, goals, and objectives more effectively.

2. Theoretical and Conceptual Framework

This study is grounded in Clemente's 2021 framework on Multisectoral Awareness and Acceptability of the VMGO and the Meaning-Making of the Vision and Mission. The framework emphasizes the interconnectedness of multisectoral awareness and the meaningful construction of the vision and mission. It posits that genuine understanding and acceptance of the VMGO by all stakeholders—including faculty, students, administrators, and the community—is essential for its success. Moreover, the meaning-making process must be inclusive and participatory, ensuring that all voices contribute to shaping a shared vision for the university's future. Applying this theory to the VMGO development process highlights the importance of actively engaging diverse stakeholders to foster a collective understanding and acceptance of the university's goals and objectives. The theoretical focus is on identifying the factors that influence individuals' comprehension, acceptance, and engagement with the organizational vision and mission across different sectors (Clemente, Beatriz G., et al, 2021)

Moreover, by examining the levels of awareness and acceptance of the VMGO among various stakeholders within the university, the research seeks to evaluate the effectiveness of the meaning-making process outlined by Clemente. Furthermore, the study aims to identify areas where increased engagement and communication are needed to enhance understanding and acceptance of the university's vision and mission. Specifically, the research assesses the awareness and acceptance of the VMGO among faculty, staff, students, and other stakeholders at the Central Philippines State University - San Carlos Campus. Through this theoretical lens, the researchers explore how familiar these groups are with the VMGO and whether they perceive it as aligned with their expectations and aspirations for the university.

Conceptually this study aims to assess the level of awareness and acceptance of the vision, mission, goals, and objectives (VMGO) at the Central Philippines State University San Carlos Campus. The study focuses on two key variables, as represented in the schematic diagram. The independent variables include students, faculty, staff, parents, and institutional partners. The dependent variables are the awareness and acceptance of CPSU's vision, mission, goals, and objectives.

Schematic Diagram

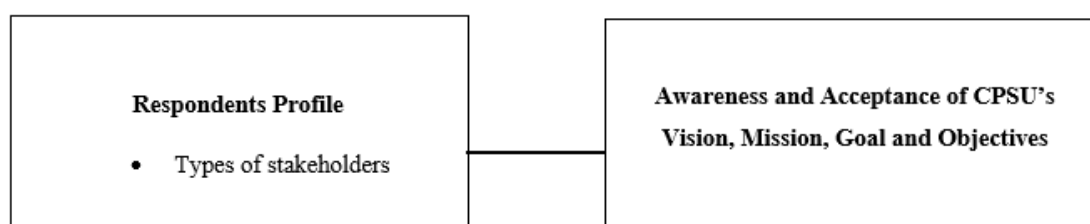


Figure 1. Showing the variables in the study.

Statement of the Problem

The purpose of this study was to point out the awareness and acceptance of the vision, mission, goals, and objectives of Central Philippines State University of all Stakeholders

1. What is the socio-demographic profile of the stakeholders in terms of; Types of stakeholders?
2. What is the level of Awareness and Acceptance of Vision, Mission, Goals, and Objectives?
3. Is there a significant difference in the level of stakeholder Awareness and Acceptance of CPSU Vision, Mission, Goals, and Objectives VMGO when grouped according to their profile?

Hypothesis

The null hypothesis was made based on the research questions and the study conducted.

1. There is no significant difference in the level of stakeholder Awareness and Acceptance of CPSU Vision, Mission, Goals, and Objectives VMGO when grouped according to their profile

3. Methodology

The study uses a descriptive research method according to Ghanad, A. (2023) descriptive research is a method that describes the characteristics of the population or phenomenon studied. It includes survey observational studies and case studies, and the data collected can be qualitative or quantitative. Research respondents are the students, faculty and staff, parents, and partner linkages these diverse groups of respondents could provide a holistic view of the awareness and acceptance of the university's vision, mission, goals, and objectives. A non-probability sampling technique was utilized to select the respondents of the study specifically, the quota sampling technique relies on the non-random selection of a predetermined number or proportion of units. According to Mulisa, F. (2022), this sampling technique is where researchers deliberately select individuals based on specific characteristics to match predetermined quotas for those characteristics within the sample.

Research Instrument

The researchers adapted a tool from Castillo R. (2014) in the study "Awareness, Acceptance, and Perception of Batangas State University Stakeholders towards its Vision, Mission, Goals, and Objectives." The questionnaire consisted of two parts with close-ended questions. The first part gathered respondents' profiles based on their type. The second part featured the close-ended questions on a 4-point Likert scale with 8 statements: 8 assessing awareness and 2 assessing acceptance of the Vision, Mission, Goals, and Objectives. The scale for awareness ranged from 4 (highly aware) to 1 (not aware), and for acceptance, from 4 (greatly accept) to 1 (do not accept).

4. Results and Discussion

This section presents the data results and discussion of the study, providing an in-depth analysis of the findings. It includes a comprehensive interpretation of the collected data, highlighting key trends and insights related to the awareness and acceptance of the university's vision, mission, goals, and objectives among different stakeholders.

The data presented in the table regarding the stakeholders of CPSU - San Carlos Campus, show the distribution of stakeholders in terms of frequency count and percentage values. The figures illustrate a clear distribution of the various stakeholders, providing insight into the proportions of students, faculty, staff, parents, and external partners on their respective contributions to the awareness and acceptance of the university's vision, mission, goals, and objectives.

Table 1: Stakeholders Profile

Stakeholders	Frequency	Percentage
Students	148	71.15%
Faculty	18	8.65%
Staffs	12	5.77%
Parents	20	9.62%
Partner Linkages	10	4.81%
Total	208	100.0

Table 1 displays the frequency count and percentage distribution of the Central Philippines State University – San Carlos Campus Stakeholders. Students constitute the majority of stakeholders, with a frequency of 148 and a percentage of 71.15%. In contrast, partner linkages represent the minority, with a frequency of 10 and a percentage value of 4.81%. Students usually constitute the largest group within a school, surpassing faculty, staff, and other stakeholders in number. This larger population leads to their greater representation in the study. Additionally, student perspectives are given priority because they play a central role as the primary participants in the educational process and have direct experiences with the school's programs and policies.

The results highlight the importance of recognizing students as the primary stakeholders in education, as emphasized by Gerver, (2014). This view aligns with Malik's, (2018) broader perspective, which identifies a wide array of stakeholders, including parents, teachers, and students, as well as those indirectly impacted, such as government officials and community members. Gali and Schechter (2020) further support this by acknowledging that the success of an educational system depends on the collective involvement of these diverse groups.

The results in Table 2.1. indicate the level of awareness of CPSU's VMGO among stakeholders, as measured by the mean and standard deviation. The mean values reflect the overall trend of stakeholders' knowledge with the VMGOs. The standard deviation highlights the variability in responses, indicating the differences in awareness and acceptance among the various stakeholder groups.

Table 2.1.a: The level of Awareness of Internal stakeholders in CPSU's VMGO

Awareness	STUDENT		FACULTY		STAFF		WEIGHTED		Descriptive interpretation
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	
I am aware of the Vision and Mission of CPSU	3.54	.539	3.56	.784	3.33	.492	3.53	.564	Very High
I am aware of the Goals and Objectives of CPSU	3.49	.541	3.61	.778	3.42	.515	3.50	.565	Very High
I am aware that the VMGO's are displayed in bulletin boards	3.36	.560	3.33	.767	3.50	.522	3.38	.582	Very High
I am aware that the VMGO's are printed in catalogs, manuals, and other materials	3.23	.548	3.39	.778	3.33	.651	3.37	.579	Very High
I am aware that the VMGO is broadcast in media and on the internet/website	3.15	.643	3.39	.778	3.25	.622	3.25	.580	High
I am aware that the VMGO is widely disseminated to the different agencies, institutions, and industry	2.91	.673	3.11	.758	3.17	.577	3.18	.656	High
Overall Awareness	3.27	.429	3.3	.716	3.33	.432	3.53	.564	Very High

Scaling and Descriptive Interpretation

1.00 – 1.75 Very Low (VL); 1.76 – 2.50

Low (L); 2.51 – 3.25 High (H); 3.26 – 4.00 Very High (VH)

Table 2.1.a. presents the level of awareness among various internal stakeholders regarding CPSU's Vision, Mission, Goals, and Objectives (VMGO). Among the groups, staff exhibited the highest level of awareness, with a mean score of 3.33 and a standard deviation of 0.432, categorized as "Very High." Conversely, students recorded the lowest mean score of 3.27 with a standard deviation of 0.429. Overall, the weighted mean of awareness among internal stakeholders is 3.53, also interpreted as "Very High. Internal stakeholders are thoroughly informed about the institution's vision, mission, and goals, for instance, teachers incorporate the VMGO into their syllabus and communicate to students during course orientation for each subject. Moreover, staff especially in administrative offices, are more aware as they are actively engaged in implementing university policies and aligning their tasks with institutional goals, giving them greater familiarity with the VMGO than other stakeholders. The high level of awareness among staff, faculty, and students aligns with the findings of Rosa and Pantaleon (2018), which demonstrated active stakeholder involvement in the development, and understanding of the institution's VMGO (Constantino et al., 2020).

Table 2.1.b: The level of Awareness of External stakeholders in CPSU's VMGO

Awareness	PARENTS		LINKAGES		WEIGHTED		Descriptive interpretation
	Mean	SD	Mean	SD	Mean	SD	
I am aware of the Vision and Mission of CPSU	2.10	.852	2.30	1.25	2.17	.986	Low
I am aware of the Goals and Objectives of CPSU	2.10	.852	2.40	1.17	2.20	.961	Low
I am aware that the VMGO's are displayed in bulletin boards	2.10	.852	2.20	1.22	2.13	.973	Low
I am aware that the VMGO's are printed in catalogs, manuals, and other materials	1.90	.852	2.10	1.19	1.97	.964	Low
I am aware that the VMGO is broadcast in media and on the internet/website	1.65	.813	2.00	1.05	1.77	.898	Low
I am aware that the VMGO is widely disseminated to the different agencies, institutions, and industry	1.50	.688	2.10	.99	1.70	.837	Low
Overall Awareness	1.89	.745	2.18	1.1	1.98	.875	Low

Scaling and Descriptive Interpretation

1.00 – 1.75 Very Low (VL); 1.76 – 2.50

Low (L); 2.51 – 3.25 High (H); 3.26 – 4.00 Very High (VH)

Table 2.1.b shows the level of awareness of external stakeholders regarding CPSU's Vision, Mission, Goals, and Objectives (VMGO). Among the groups, parents exhibited the lowest mean awareness score of 1.89, with a standard deviation of 0.785, which is interpreted as *Low*. Furthermore, the overall weighted mean for external stakeholders was 1.98, similarly categorized as *Low*. Parents tend to have lower awareness of the university's VMGO due to limited involvement in daily campus activities and a focus on their child's academic progress. Moreover, this contrasts with the studies by Manapsal, et al. (2019) and Aquino and Rivano, (2022), which emphasize that partner linkages and parents are also highly informed about the university's VMGO. Table 2.2 illustrates the level of acceptance of CPSU's Vision, Mission, Goals, and Objectives (VMGO) among stakeholders, as assessed through the mean and standard deviation. The mean values represent the overall trend in stakeholders' taking with the VMGO, while the standard deviation underscores the variability in responses, reflecting differences in awareness and acceptance across the various stakeholder groups.

Table 2.2.a: The level of Acceptance Internal Stakeholder of CPSU's VMGO

Acceptance	STUDENT		FACULTY		STAFF		WEIGHTED		Descriptive interpretation
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	
I understand and accept the Vision and Mission of CPSU	3.52	.553	3.44	.616	3.83	.389	3.52	.554	Very High
I understand and accept the Goals and Objectives of CPSU	3.45	.551	3.67	.594	3.42	.515	3.57	.550	Very High
Overall Acceptance	3.486	.5049	3.56	.539	3.63	.377	3.55	.5280	Very High

Scaling and Descriptive Interpretation

1.00 – 1.75 Very Low (VL); 1.76 – 2.50

Low (L); 2.51 – 3.25 High (H); 3.26 – 4.00 Very High (VH)

Table 2.2.a. presents the level of acceptance of CPSU's Vision, Mission, Goals, and Objectives (VMGO) among internal stakeholders. Among the groups, staff achieved the highest mean score of 3.63, with a standard deviation of 0.377, interpreted as *Very High*. The overall weighted mean was 3.55, also categorized as *Very High*. Staff being actively involved in university operations and aligned with institutional goals, have a deeper understanding and stronger acceptance of the VMGO. Their roles in implementing strategies give them a vested interest in its success.

Consistent with the findings of Nozaleda, B. M. (2019), the VMGO is deemed acceptable from the perspective of internal stakeholders. However, in Nozaleda's study, students demonstrated the highest level of acceptance of the VMGO, followed by faculty members and administrators.

Table 2.2.b: The level of Acceptance of External Stakeholders of CPSU's VMGO

Acceptance	PARENTS		LINKAGES		WEIGHTED		Descriptive interpretation
	Mean	SD	Mean	SD	Mean	SD	
I understand and accept the Vision and Mission of CPSU	1.60	.883	2.30	1.252	1.83	1.053	Low
I understand and accept the Goals and Objectives of CPSU	1.65	.875	2.20	1.135	1.83	1.053	Low
Overall Acceptance	1.62	.741	2.25	1.184	1.83	1.053	Low

Scaling and Descriptive Interpretation

1.00 – 1.75 Very Low (VL); 1.76 – 2.50

Low (L); 2.51 – 3.25 High (H); 3.26 – 4.00 Very High (VH)

Table 2.2.b shows the acceptance of CPSU's Vision, Mission, Goals, and Objectives (VMGO) among external stakeholders. Among the groups, parents had the lowest mean score of 1.62, with a standard deviation of 0.741, interpreted as *Very Low* and the overall weighted mean for external stakeholders was 1.83, which is categorized as *Low*. Parents, with less direct interaction, focus more on their child's academic progress, making the VMGO less relevant or understood from their perspective. In contrast to Aquino and Rivano, (2022) findings of high stakeholder acceptance of the institution's VMGO, this study shows that not all stakeholders share the same level of recognition. While Diola et al. (2019) emphasize the importance of a strong awareness and acceptance of VMGO for institutional development, this highlights the need for increased efforts to improve awareness and acceptance, particularly among parents and partner linkages. The data results in Table 3, analyzed using the Kruskal-Wallis H-Test, reveal a significant difference in the level of awareness and acceptance of CPSU's VMGO among its stakeholders. This suggests that the degree of awareness and acceptance varies notably across different stakeholder groups, indicating that factors influencing these perceptions may differ among students, faculty, staff, and other stakeholders.

Table 3: The Difference of Acceptance and Awareness of CPSU Stakeholders

STAKEHOLDER	AWARENESS	ACCEPTANCE
Student	113.8 _a	112.34 _a
Faculty	136.81 _a	130.61 _a
Staff	117.38 _a	143.92 _a
Parents	23.13 _b	23.48 _b
Partner Linkages	54.85 _b	56.25 _b
p-value	.00	.00
Conclusion	significant	significant

Table 3: shows that there is a significant difference in awareness and acceptance of CPSUs VMGO among its stakeholders with a p-value of .00. However, stakeholders with the same letters in their mean ranks are not significantly different from one another. Internal stakeholders, such as students, teachers, and staff, are deeply involved in the university's daily operations, programs, and decision-making processes, giving them greater exposure to and understanding of the VMGO. Their roles require alignment with institutional goals, which enhances their awareness and acceptance. They also participate more frequently in meetings, orientations, and training where the VMGO is discussed. In contrast, external stakeholders, like parents and partner linkages, have less interaction with the university's internal workings and engage primarily during specific occasions. Their focus on personal interests, such as their child's education or collaborative goals, leads to less engagement with broader institutional objectives like the VMGO.

Similar to the findings of Castillo (2014) a significant difference between internal and external stakeholders' awareness, acceptance, and understanding of the institution's Vision, Mission, Goals, and Objectives (VMGO) was found. Internal stakeholders demonstrate a higher level of awareness, and acceptance due to their closer involvement in university operations (Nozaleda, 2019). Nonetheless, the university's efforts in disseminating the VMGO have generally led to positive awareness and acceptance across all groups.

In summary, there is a notable difference in the levels of awareness and acceptance of the university's Vision, Mission, Goals, and Objectives (VMGO) between internal and external stakeholders. Internal stakeholders, such as students, teachers, and staff, are deeply involved in daily operations and policy implementation, which enhances their understanding and acceptance of the VMGO. They actively participate in discussions and training related to the VMGO. In contrast, external stakeholders, like parents and partners, have less direct interaction with the university's internal activities and focus more on personal or specific interests, leading to lower levels of engagement with the VMGO. This disparity highlights the impact of involvement on stakeholder awareness and acceptance. In conclusion, internal stakeholders have a deeper understanding and acceptance of the university's VMGO due to their active involvement, while external stakeholders show lower engagement due to limited interaction.

5. Recommendation

Based on the conclusions drawn from the study, the following recommendations are proposed to enhance the awareness and acceptance of the Central Philippines State University-San Carlos Campus Vision, Mission, Goals, and Objectives (VMGO) among its stakeholders:

1. The researchers recommend that the university adopt more robust and diverse communication strategies to disseminate information about the institution's VMGO. Utilizing multiple channels such as social media, newsletters, and emails allows the university to reach a broader audience, particularly external stakeholders like parents and partner linkages.
2. The school may organize regular assembly meetings for stakeholders, including parents and institutional partners, to communicate the university's plans and VMGO effectively. To serve as a platform for open dialogue, fostering engagement and collaboration among the stakeholders, and helping external parties become more familiar with the institution's direction and objectives.
3. The researchers recommend creating visually appealing materials such as infographics, posters, and tarpaulins. These should be strategically displayed in public spaces both on and off campus.

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