

STAKEHOLDERS' LEVEL OF AWARENESS AND ATTAINABILITY OF CAGAYAN STATE UNIVERSITY VISION AND MISSION AND GRADUATE SCHOOL GOALS AND OBJECTIVES

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Abstract: The purpose of this study, which used a descriptive research methodology, was to evaluate the degree of awareness and attainability of the Cagayan State University vision and mission, as well as the Graduate School aims and objectives, among stakeholders. Data were gathered from 128 respondents, who included faculty members, alumni, students, and school clients/heads, utilizing researcher-created questionnaires. The findings show that stakeholders were well-versed in the CSU vision and purpose, the Graduate School aims, and the program objectives of PhD-Educational Management and MAEd-Educational Management, as well as MAEd-English, MS Teaching Mathematics, and MS Information Technology. Concerning the attainability of the CSU VMGOs, stakeholders perceived that the Graduate School serves its purpose to a large extent in terms of employment and/or promotion, research and development capability, professional development, furthering studies, and developing expertise among its students and graduates. Intensifying distribution methods, curricular input for student research capacity, and further research were all highly suggested.

Keywords: *Graduate School, level of awareness, level of attainability, VMGOs*

I. INTRODUCTION

In the sense of education as an engine of economic growth, the Ambisyon Natin 2040, Philippine Education for All (EFA) of 2015 program and the Philippine Development Plan (PDP) 2011–2016 encapsulate Filipinos' ambitions to better the lives of the disadvantaged sector through the provision of basic education and life skills, thereby assisting them in becoming more self-sufficient. By virtue of Republic Act 7277, also known as the Higher Education Act of 1994, Commission on Higher Education (CHED) monitors, evaluates, and regulates Higher Education Institutions to ensure that educational programs meet certain requirements in relation to global and national development goals. It plays a variety of roles in the exercise of its powers and responsibilities as the overseer of quality higher education in the Philippines.

As articulated in the CMO No.46, series of 2012, CHED defined quality of education through an outcome-based and typology-based quality assurance as a fitness for purpose (how visions, missions, and goals into their overall academic performance are translated), quality as excellence or distinction (HEIs capacity to deliver and perform beyond the minimum standards set by the CHED) and quality as a concept of transformation (HEIs' culture of excellence). Meaning, quality of education should not only be seen on papers but must be demonstrated by how the HEIs operate as an academic institution and ultimately being able to produce the quality of graduates that can actually compete globally (Licuanan, 2016).

Vision and Mission are institutional. The Vision of a particular education institution leads all the people working in it what they foresee that it will become in the future. It can be compared to a bible of that edifice of learning, in which all the administrators, members of the faculty, staff, students,

parents and stakeholders (community members and officials) are expected to be aware of. The Mission, on the other hand, shows the way how the Vision is to be met. It tells what the school would like to produce on their mentee in the future. It also shows how to go about the fulfillment of such a vision.

The goals of an academic unit, like Graduate School, envisioned what they want their graduates to become. It states the purpose of the existence of the said academic unit. The Objectives is taken from every specialization/major in that academic unit. This has to be known to the students who are enrolled for them to be guided what will become of them when they graduate; what are expected of them as graduate in that particular field of endeavor and the polishing of their character as graduate of a university (Lester, 2019). Graduate School provides students with more advanced learning in a specialized discipline or sub-discipline. It gives an in-depth understanding such that the student becomes something of an expert after his or her baccalaureate degree.

In the Philippine context, quality is spelled out by quality of graduates produced and through accreditation that educational institutions establish their reputation among their different stakeholders – students, parents, employers, other institutions, government and funding agencies. Accreditation processes are used for self-improvement and targeted planning for future institutional development. Accreditation enables schools to determine whether a credential from another institution or courses taken elsewhere is of sufficient quality to be accepted.

Over the years, Cagayan State University at Aparri (CSU-Aparri), the largest campus of CSU outside Tuguegarao enables its clientele to improve and articulate their competence. CSU's mandate is always within the spectrum of delivering quality education. It has always been committed to improving from its previous best.

A number of studies have been embarked by different educational institutions in the Philippines to gauge stakeholders' level of awareness and acceptability on VMGO (Garrcia S. et.al, 2021; Constantino et al., 2020; Reusia et al., 2020; Tan & Borres, 2020; Bueno, 2019; Cascolan & Venture, 2019; Nozaleda, 2019; Poliden & Bela-o, 2018; Oboza, 2017; ; Segismundo, 2017; Pelicano & Lacaba, 2016; Castillo, 2014 Villanca l., 2020), the VMGO's relevance and congru-ence (Bentor et al., 2017), as well as its extent of dis-semination (Gallinero & Otig, 2017; Laurente, 2019). In the study of Pelicano (2016) on vision, mission, goals and objectives, these are statements about what the organization wants to become and therefore resonate with all the members of the institution and help them have the sense of ownership and become part of the entire organization. It provides the impression, character and direction of its operations. Estrada (2018) on his study titled Awareness and Acceptability of the Vision, Mission and Institutional Goals of Pangasinan State University and AB Economics Program Objectives determined attainability by structuring the Vision, Mission, Goals and Objectives with the term "acceptance" that VGMOs are generally realized and achieved. Similarly, the same attainability assessment was also employed in another study on Awareness, Acceptance and Perception of Batangas State University Stakeholders towards its Vision, Mission, Goals and Objectives embarked by Castillo, R. (2014).

As standards have shifted from input-based to an Outcomes-based education system, where the focus is for institutions with accredited programs to demonstrate the level of knowledge, skills and attitude demanded by their fields of practice, attainability should be gauged according to specific indicators expected of program offerings in institutions. With this, there is a dearth of literature on attainability of VMGOs along intended program outcomes for graduate school programs in the Philippines.

Based on institutional promotions in relation to its VMGO's, the Accrediting Agency for Chartered Colleges and Universities in the Philippines (AACCUP) sets certain standards of quality excellence. A university is assessed by the degree to which its VMGO are attained and not in comparison with

others. The effectiveness of the VMGO lies in its structure and dissemination. In order to attain this, the constituents of an educational institution have to be aware of its VMGO and fully comprehend the implication of such. Vision. Mission, goals and objectives (VMGO) should be the bases of a state university's operations. If a college or university is seeking accreditation, the area of VMGO is the most fundamental of all the areas to be surveyed. Everything in the university is justified only to the extent that it realizes its VMGO, AACUP 2010.

Research Questions

Understanding the analysis of stakeholders' awareness and attainability of the VGMO is of paramount importance. With the study, the institution is generally benefitted as it is informed of the fulfillment of its functions which may result in further bettering the key roles of each in its quality development and improvement. There is a valid demand among higher education institutions and their stakeholders for an evidence based, data-driven analysis of higher education and its performance. Internally, institutions need such an analysis to underpin decision-making and strategic development. This study seeks to find real data upshots as to how aware stakeholders are in the University vision and mission and if and when the program goals and objectives of the graduate school program are attained.

Specifically, it sought answers to the following queries.

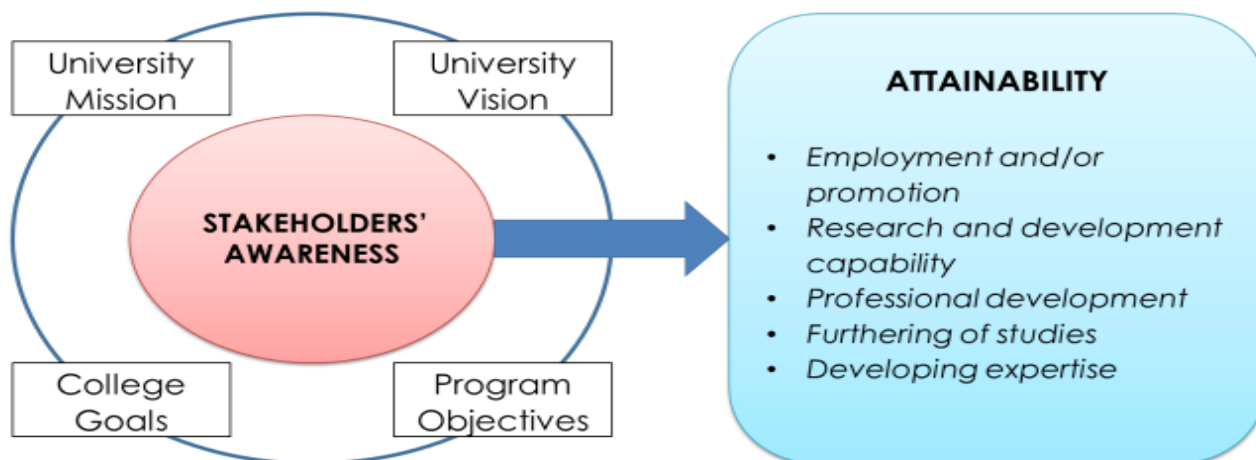
1. What is the level of awareness of the stakeholders on the following purpose statements of CSU?
 - a. CSU Vision and Mission
 - b. Graduate School Goals
 - c. Graduate School Program Objectives
2. What media do the stakeholders encounter the VMGOs of CSU-Aparri Graduate School?
3. What is the attainability of the VMGOs of CSU-Aparri Graduate School along the following purposes for the students and graduates?
 - a. Employment and/or promotion
 - b. Professional development
 - c. Furthering of studies
 - d. Developing expertise
 - e. Research and development capability
4. Is there a significant difference between the levels of awareness of the stakeholders on the VMGOs when grouped according to type of stakeholders?

Framework of the Study

This study has its underpinnings on Dewey's theory on experience (Dewey, 1938 as cited in Hasbun & Rudolph, 2016; Schmidt, 2010), which discussed the value of experience in education and posited that experience comes from the combining of continuity and interaction. He believed that a person's past and present experiences impact his or her future experiences (continuity) and that there are contextual influences that affect the current experience. This present study assumes that what makes the stakeholders stay in the program is because they are aware of its VGMO which ultimately brings them to attainable graduate program outcomes.

For strategic direction, it is critical for an organization to establish a vision, mission, and values. An organization cannot become overly competitive without the individual pillars of strong principles exemplified by a vision to be carried out by a project. An organization cannot define, differentiate, or describe itself to its employees and consumers without establishing a mission, vision, and values to aid in the development of a strategy. The organizational strategy process includes vision, mission, and values. The fundamental building blocks of values like fairness, dignity, respect, and professional conduct are combined and formed into the organization's mission statement. The organization's values

guide how it can achieve its ultimate objective or vision. Since there are no individual steps to provide guidance, a goal or vision cannot be achieved without clear and established principles (Tallant, 2009).



II. METHODOLOGY

Research Design and Participants

This study employed descriptive research design in assessing the level of awareness of the stakeholders on the CSU-Aparri Graduate School VMGOs as well as their perception towards its level of attainability. It also tackled the media to which the stakeholders encounter the VMGOs. Finally, a test of comparison of the level of awareness by stakeholder was done.

The study was conducted at CSU-Aparri Campus. CSU is the first and only state-run comprehensive institution of higher learning in Cagayan. It has shared its historic contribution to the development of tertiary education in the Philippines since 1978 (Student Manual, 2013). The campus offers the degree programs, Master of Arts in Education with specializations in English and Educational Management; Master of Science in Information Technology; Master of Science in Teaching Mathematics and Doctor of Philosophy in Education major in Educational Management.

Participants of the study are internal and external stakeholders of CSU-Aparri Graduate School. Internal stakeholders were 66 students and 11 core faculty members of the Graduate School CSU-Aparri. The external stakeholders were 35 alumni and 16 school-clienteles (represented by the school heads) from which the alumni are affiliated to. Total enumeration was used for the faculty members while random sampling was used for the rest of the stakeholders (students, alumni, school-clienteles) using the past three-year period data, 2018-2020 totaling to 128 respondents.

Instrumentation and Analysis of Data

Permission to collect data on the study site was obtained through channels to obtain records of Graduate School students and alumni at the Registrar's Office. When it was obtained, the researchers contacted each of the target respondents via e-mail informing them of the study backgrounds, study descriptions, intent, and confidentiality agreements and informed consent.

The main data gathering tool used in the study was a researcher-made survey instrument which dealt with the awareness of the University Vision and Mission, the Graduate School Goals and Program Objectives, media where such are disseminated and attainability of the VMGO along five intended indicators. The instrument was floated through Google Forms due to restrictions attributed to COVID-19 protocols.

Frequencies, ranks and five-point rating scales and weighted means were used. Level of awareness was interpreted as 5 for very much aware, 4 for much aware, 3 for aware, 2 for somewhat aware and 1 for not aware. Level of attainability was interpreted as 5 for to a very great extent, 4 for to a great

extent, 3 for to a moderate extent, 2 for to some extent and 1 for no extent. One-way analysis of variance with post-hoc test using least significant difference was used for comparison test at 0.05 level of significance.

III. RESULTS AND DISCUSSION

Level of Awareness of the Stakeholders on the CSU-Aparri Graduate School VMGOs

CSU Vision and Mission. At a closer look at Table 1, worth noting is the higher mean on “educating for the best” (4.83) in the vision statement and “through high quality instruction” (4.83) in its mission statement which both highlights stakeholders’ awareness of CSU as a higher education institution’s role to educate/ instruct at its best by giving quality education other than the four other priority thrusts of the institution. At the general point, the data presents the general synthesis that the vision and mission of the university is clear to the stakeholders which showcases high extent of awareness of its core business, realized services and expected deliverables in the multi-fold functions it stands for.

Table 1. Level of awareness of the stakeholders on the CSU vision and mission

Statements	WM	DV
CSU Vision		
1. Transforming lives ...	4.80	V. M. Aware
2. ...by educating for the best.	4.83	V. M. Aware
OWM (CSU Vision)	4.82	V. M. Aware
CSU Mission		
1. Cagayan State University is committed to transform the lives of people and community...	4.82	V. M. Aware
2. ...through high quality instruction, ...	4.83	V. M. Aware
3. ...innovative research, ...	4.77	V. M. Aware
4. ...development, ...	4.78	V. M. Aware
5. ...production and, ...	4.77	V. M. Aware
6. ...extension.	4.75	V. M. Aware
OWM (CSU Mission)	4.79	V. M. Aware

Graduate School Goals. As shown in Table 2, the stakeholders are very much aware that the CSU-Aparri Graduate School put highest importance on according qualified individuals the opportunities for advanced education (4.66) through commitment for quality (4.65) and excellence (4.65). Overall, the stakeholders are very much aware of the goals of Graduate School which means that the purposes it serves are properly communicated among its internal and external clienteles.

Table 2. Level of awareness of the stakeholders on the CSU-Aparri Graduate School goals

Statements	WM	DV
1. To accord qualified individuals the opportunities for advanced education...	4.66	V. M. Aware
2. ...in the fields deemed relevant to enhance the much needed development in Region 2, in general...	4.59	V. M. Aware
3. ...and Cagayan Province in particular.	4.58	V. M. Aware
4. To actualize the commitment for quality...	4.65	V. M. Aware
5. ...and excellence...	4.65	V. M. Aware
6. ...through carefully organized...	4.63	V. M. Aware
7. ...and strongly supported programs of instruction.	4.58	V. M. Aware
OWM (GS Goals)	4.62	V. M. Aware

Graduate School Program Objectives. The CSU-Aparri Graduate School offers five graduate education programs: Doctor of Philosophy in Education major in Educational Management, Master of Arts in Education major in Educational Management, Master of Arts in Education major in English, Master of Science in Teaching Mathematics and Master of Science in Information Technology.

As apparent in Table 3, the stakeholders are very much aware about the objectives for PhD-EM (4.44) and MAEd-EM (4.30) programs which mean that they recognize the purpose of the Graduate School in developing leadership and management skills among future education leaders of the community at all levels across various educational and administrative settings.

On the other hand, on programs that gear towards development of mastery along specific discipline particularly on English (4.19), Mathematics (4.10) and Information Technology (4.11), the stakeholders were much aware of their objectives. This means that some of the stakeholders are not that informed about the purposes of these programs. Enrolment data from the Office of Campus Registrar for these programs were lowest among the five program offerings of Graduate School. This implies that the low enrolment could be attributed to the lower level of awareness among the stakeholders.

Table 3. Level of awareness of the stakeholders on the CSU-Aparri Graduate School program objectives

Statements	WM	DV
Doctor of Philosophy in Education- Major in Educational Management		
1. Critically examine the broader, cultural, institutional, organizational, and social contexts relevant to education across the lifespan.	4.44	V. M. Aware
2. Advance the role of scientific research in education policy, reform and practice and apply research skills in the planning, design, implementation and evaluation of public policy and large-scale reforms in education.	4.43	V. M. Aware
3. Provide sound and ethical educational leadership at all levels with the ability to drive significant and sustainable improvement in educational institutions.	4.45	V. M. Aware
OWM (PhD-EM)	4.44	V. M. Aware

Continuation of Table 3

Master of Arts in Education- Major in Educational Management		
1. Demonstrate effective and informed leadership at the school and district level to meet the educational needs of learners from diverse backgrounds and cultures.	4.30	V. M. Aware
2. Administer their educational systems or their school assemblages in a legally and ethically defensible manner.	4.30	V. M. Aware
3. Conduct productive researches and serve as systematic workers across various educational and administrative settings.	4.31	V. M. Aware
OWM (MAEd-EM)	4.30	V. M. Aware

Master of Arts in Education- Major in English

1. Assume leadership in curriculum development and pedagogical planning in the field of English Language Teaching.	4.19	M. Aware
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2. Construct dynamic, collaboratively negotiated methods of teaching and learning in literature, writing, and the language arts.	4.18	M. Aware
3. Produce effective pedagogical aids and approaches for the benefit of both students and teachers.	4.20	V. M. Aware
OWM (MAEd-English)	4.19	M. Aware
Master of Science in Teaching Mathematics		
1. Examine the behavioral cognitive and social emotional development of learners across all ages with the end view of designing effective learning technologies methods in Mathematics.	4.10	M. Aware
2. Apply current development in Mathematics teaching to curriculum planning and supervision.	4.08	M. Aware
3. Utilize advanced research skills and knowledge to address the perennial challenge in Mathematics Teaching.	4.11	M. Aware
OWM (MST-Math)	4.10	M. Aware
Master of Science in Information Technology		
1. Initiate advanced and cutting edge information systems in a broad range of settings and occupations.	4.12	M. Aware
2. Apply technical research skills and critical understanding of the fast growing field of information technology in the development and management of tools and technologies for exchanging information primarily in the business context.	4.10	M. Aware
3. Effectively assume leadership positions in work systems that handle information technology and related endeavors.	4.13	M. Aware
OWM (MSIT)	4.11	M. Aware

Media where the Stakeholders Encounter the VMGOs of CSU-Aparri Graduate School

Evident in Table 4, of the ten practices, professors and Graduate Student Council discuss it during general assembly and orientation (115); Graduate School professors discuss it in class during the first meeting (113); reading some documents/ materials containing the VMGOs (108); seeing it in bulletin boards, brochures, catalogs, manuals and other printed media (107) and seeing the same posted on the building, in the classroom, billboards and to other areas in the institution (103) are the top media where the stakeholders encounter the VMGOs. The finding implies that the faculty members still take the lead in promoting the VMGO to its stakeholders. On the other hand, result also shows that the electronic and social media were the least commonly used mode of dissemination.

Table 4. Ways of disseminating the CSU Graduate School VMGOs

Media	Freq.	Rank
1. Professors and Graduate Student Council discuss it during general assembly and orientation	115	1
2. Professors discuss it in class during the first meeting	113	2
3. I read some documents/ materials containing the university vision, mission and the graduate school goal and program objectives	108	3
4. I saw it in bulletin boards, brochures, catalogs, manuals and other printed media	107	4
5. I have seen it posted on the building, in the classroom, billboards and to other areas in the institution	103	5
6. I have heard and read it on social media platforms	88	6
7. I read it in the official university and campus webpages	33	7

8. I saw it printed in college T-shirts, hoodies and other school merchandises	17	8
9. I heard it from student leaders in the program I am enrolled into	9	9
10. I heard and seen it over the television and radios	7	10

Perception of the Stakeholders towards the Level of Attainability of the CSU-Aparri Graduate School VMGOs

Employment and/or promotion of students and graduates. As revealed in Table 5, the stakeholders perceived that the CSU-Aparri Graduate School, to a very great extent, produced competent students/graduates who can spur and sustain leadership and innovation (4.73), with chances on promotion (ranking system) (4.73), with acquired workforce flexibility (4.74), prepared for higher educational roles and duties (4.80) and can do extra miles in their profession (4.74). This finding indicates that it fulfills its set target for its graduates employment and/or promotion of graduates. Secondary data on a tracking record of Graduate School students and alumni revealed that those who obtained education finishing qualifications expected for higher positions wait only within two years, in average, for promotion opportunities.

Table 5. Attainability of the Cagayan State University-Aparri Graduate School VMGOs with respect to employment and/or promotion of students and graduates

Statements	WM	DV
1. Prepares students/graduates on higher educational roles and duties	4.80	TAVG Extent
2. Equips students/graduates with acquired workforce flexibility	4.74	TAVG Extent
3. Allows students/graduates to do extra miles in their profession	4.74	TAVG Extent
4. Produces competent students/graduates who spur and sustain leadership and innovation	4.73	TAVG Extent
5. Produces capable students/graduates with chances on promotion (Ranking system)	4.73	TAVG Extent
OWM	4.75	TAVG Extent

Professional development of students and graduates. As regards professional development of graduates, Table 6 shows that the CSU-Aparri Graduate School culminates and provides opportunities for students and graduates for more professional development such as additional seminars or trainings other than curricular offerings (4.61), professional experiences (4.69), skills (4.80) and advanced competencies on creative and effective teaching and learning (4.73) to a very great extent. This implies that it caters the needs of its clientele along professional development and skills honing.

Table 6. Attainability of the Cagayan State University-Aparri Graduate School VMGOs with respect to professional development of students and graduates

Statements	WM	DV
1. Enhances professional skills of students/graduates	4.80	TAVG Extent
2. Produces students/graduates with advanced competencies on creative and effective teaching and learning	4.73	TAVG Extent
3. Expands knowledge and skillset along professional specialization	4.73	TAVG Extent
4. Provides professional experiences to students/graduates	4.69	TAVG Extent
5. Provides students/graduates with additional seminars or trainings other than curricular offerings	4.61	TAVG Extent
OWM	4.71	TAVG Extent

Furthering of studies among students and graduates. Table 7 presents findings that the CSU-Aparri Graduate School prepares the students and graduates not only for their current needs but also for their future endeavors. It hones them with advanced knowledge and skills in a specialize field of study for professional practice (4.76) by culminating love for teaching and learning (4.72) and fostering deeper commitment and motivation (4.71) for continuing professional development through advanced and graduate education. Tracer records on the graduates of CSU-Aparri Graduate School reveal that most of them continue in pursuing Doctorate degrees after finishing their Masteral courses. This is also corroborated by the data from the Campus Registrar that the enrollment rate in the PhD program of the campus is booming whereas majority were also MA graduates of the campus.

Table 7. Attainability of the Cagayan State University-Aparri Graduate School VMGOs with respect to furthering of studies among students and graduates

Statements	WM	DV
1. Hones students/graduates with advanced knowledge and skills in a specialize field of study for professional practice	4.76	TAVG Extent
2. Culminate love for teaching and learning among students/graduates	4.72	TAVG Extent
3. Equips students/graduates with knowledge and skills relevant to furthering of their studies	4.71	TAVG Extent
4. Fosters a deeper commitment and motivation to furthering of studies among students/graduates	4.68	TAVG Extent
5. Instills vigor on continuous personal and professional growth and development	4.68	TAVG Extent
OWM	4.71	TAVG Extent

Developing expertise among students and graduates. Apparent in Table 8, finding shows that the CSU-Aparri Graduate School produces students and graduates that are expert in their own fields by cultivating their potentials (4.74), fostering a deeper commitment and motivation to help other professionals (4.70), equipping leadership and managerial skills (4.70) to address training needs of their colleagues (4.67). This finding means that the CSU-Aparri Graduate School attained, to a very great extent, one of its purpose as mandated by the law for a higher education institution that offers graduate education.

Table 8. Attainability of the Cagayan State University-Aparri Graduate School VMGOs with respect to developing expertise among students and graduates

Statements	WM	DV
1. Cultivates the potentials of students/graduates to be experts in their own field	4.74	TAVG Extent
2. Fosters a deeper commitment and motivation to help other professionals	4.70	TAVG Extent
3. Equips students/graduates with leadership and managerial skills to direct others	4.70	TAVG Extent
4. Develops students/graduates that address training needs to other professionals	4.67	TAVG Extent
5. Develops network of intellectuals of the same expertise for programs offered	4.66	TAVG Extent
OWM	4.70	TAVG Extent

Research and development capability of students and graduates. In Table 9, although CSU-Aparri Graduate School attained its purpose to equip its students and graduates research and development capabilities to a very great extent as indicated by the overall weighted mean of 4.59, this is the lowest among the five aspects involved in the assessment. Despite that, it thrives by enriching the students and graduates on research methodologies, statistics and research writing (4.62) through integration of research and creative work in its curriculum (4.59) and quality research performance or reputation (4.59). Developing research-related capabilities among its students and graduates (4.56) is the least attained, though still to a very great extent, which implies that there is an apparent room for improvement along the student-research program of the CSU-Aparri Graduate School.

Table 9. Attainability of the Cagayan State University-Aparri Graduate School VMGOs with respect to research and development capability of graduates

Statements	WM	DV
1. Enriches students/graduates on research methodologies, statistics, and research writing	4.62	TAVG Extent
2. Promotes the culture of research and creative work in its curricular offerings	4.59	TAVG Extent
3. Produces students/graduates in the program who are self-directed researchers	4.59	TAVG Extent
4. Keeps quality research performance or reputation	4.59	TAVG Extent
5. Develops research-related capabilities of students/graduates	4.56	TAVG Extent
OWM	4.59	TAVG Extent

Comparison of the Stakeholders' Level of Awareness on the CSU-Aparri Graduate School VMGOs

The respondents of the study were grouped as Faculty Members, Alumni, Students and School Clienteles. Their levels of awareness on the CSU-Aparri Graduate School VMGOs were compared using one-way analysis of variance. Table 10 presents the results of the comparison. Findings reveal that there is significant difference among the level of awareness of the stakeholders on the CSU Vision and Mission as reckoned by the F-ratios of 6.078 ($p=0.001$) and 4.331 ($p=0.006$) respectively. On the other hand, no significant differences were found on the levels of awareness of the stakeholders on the Graduate School goals and program objectives.

On the levels of awareness of the stakeholders on the CSU Vision, the faculty members (5.00), alumni (4.94), students (4.80) and school clienteles (4.47) are all very much aware of the CSU Vision, however, since the ANOVA tells that there is a significant difference among these, post-hoc analysis using LSD was used to determine where this difference exist. Findings show that the school clienteles' level of awareness is significantly lower than the other stakeholders when compared pairwise as can be reckoned from the mean differences of 0.53, 0.47 and 0.33 respectively with faculty members being the highest.

This result is similar for CSU Mission. Apparently, even if the faculty members (4.94), alumni (4.93), students (4.76) and school clienteles (4.49) are all very much aware of it, the school clienteles is significantly lower than the other stakeholders as suggested by the mean differences of 0.45, 0.44 and 0.27 respectively with the faculty members being the highest.

Table 10. ANOVA table for the comparison of the level of awareness of the stakeholders on the CSU-Aparri Graduate School VMGOs

Source	SS	df	MS	F	p	SI
CSU Vision						
Between	2.876	3	0.959	6.078	0.001	Sign.
Within	19.559	124	0.158			
Total	22.436	127				

<i>Post-hoc test using LSD</i>			<i>Mean Differences</i>		
<i>Group</i>	<i>Mean</i>	<i>SD</i>	<i>Fac.</i>	<i>Alum.</i>	<i>Stud.</i>
<i>Faculty</i>	5.00	0.00	-		
<i>Alumni</i>	4.94	0.20	0.06	-	
<i>Students</i>	4.80	0.48	0.20	0.14	-
<i>Clienteles</i>	4.47	0.46	0.53*	0.47*	0.33*

**significant at 0.05 level of significance*

CSU Mission

Between	2.486	3	0.829	4.331	0.006	Sign.
Within	23.729	124	0.191			
Total	26.215	127				

<i>Post-hoc test using LSD</i>			<i>Mean Differences</i>		
<i>Group</i>	<i>Mean</i>	<i>SD</i>	<i>Fac.</i>	<i>Alum.</i>	<i>Stud.</i>
<i>Faculty</i>	4.94	0.20	-		
<i>Alumni</i>	4.93	0.21	0.01	-	
<i>Students</i>	4.76	0.53	0.18	0.18	-
<i>Clienteles</i>	4.49	0.48	0.45*	0.44*	0.27*

**significant at 0.05 level of significance*

Graduate School Goals

Between	1.606	3	0.535	1.466	0.227	Not sign.
Within	45.290	124	0.365			
Total	46.896	127				

Post-hoc test not necessary.

PhD-EM Objectives

Between	4.186	3	1.395	1.685	0.174	Not sign.
Within	102.677	124	0.828			
Total	106.863	127				

Post-hoc test not necessary.

Continuation of Table 10

MAEd-EM Objectives

Between	1.231	3	0.410	0.369	0.776	Not sign.
Within	137.913	124	1.112			
Total	139.143	127				

Post-hoc test not necessary.

MAEd-English Objectives

Between	3.017	3	1.006	0.667	0.574	Not sign.
Within	186.916	124	1.507			
Total	189.933	127				

Post-hoc test not necessary.

MST-Math Objectives

Between	3.046	3	1.015	0.672	0.571	Not sign.
Within	187.230	124	1.510			
Total	190.275	127				

Post-hoc test not necessary.

MSIT Objectives

Between	5.959	3	1.986	1.395	0.248	Not sign.
Within	176.608	124	1.424			
Total	182.568	127				

This means that there is a gap between what the institutions where the students of CSU are affiliated know about the CSU vision and mission and the actual CSU vision and mission. This can be attributed from the fact that most of the VMGO dissemination strategies concentrate on using documents, posts and bulletin boards which rarely reach other institutions. This implies that CSU-Aparri Graduate School must consider partnering with other institutions such as local Deped officials to properly orient them about the VMGOs. Following also an emerging modality, electronic and social media may also reach the other external stakeholders.

IV. CONCLUSION AND RECOMMENDATION

Findings of the study reveals that the alumni, faculty members, school clienteles and students of Cagayan State University-Aparri Graduate School are very much aware of the university vision and mission, the Graduate School goals and the program objectives for PhD-Educational Management and MAEd-Educational Management while mush aware of the program objectives of MAEd-English, MS Teaching Math and MS Information Technology. The school clienteles represented by their school heads, however, have the lowest level of awareness especially on the university vision and mission.

Faculty members still take the lead in promoting the VMGO to its stakeholders by discussing it during general assemblies, orientations, first meeting and school documents and buildings. Channeling it through online media, however, seems to be needing room for improvement.

Further, the stakeholders perceived that the VMGOs of the Graduate School serves to a very great extent its purpose towards employment and/or promotion, research and development capability, professional development, furthering of studies and developing expertise among its students and graduates. But greater room for improvement is needed in equipping students' research and development capabilities.

In the light of these aforementioned findings, the following are highly recommended to the CSU-Aparri Graduate School:

1. Sustain its usual practice of discussing VMGOs as preliminaries to courses but must improve its dissemination strategies by considering online media and platforms in promoting its VMGOs
2. While the level of awareness perceived by stakeholders is still relatively high on the program objectives for MAEd-English, MS Teaching Mathematics and MS in Information Technology, a review must be conducted to articulate its comprehensibility
3. Forge agreements with the institutions to which its students are affiliated for better dissemination of its VMGOs to its school clienteles
4. Consider implementing research capability building and assistance through student-faculty and alumni-faculty research collaborations.
5. Review its curriculum by integrating research development on its course offerings
6. Conduct similar researches that gear towards the study of the VMGOs

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