

Awareness and Acceptability of the Vision, Mission, Goals and Objectives of the Cotabato State University: College of Business and Public Administration

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Abstract

VMGOs are the touchstone for everything that an educational institution, like the Cotabato State University (CSU), undertakes. VMGO statements are concrete guides for the future of the institution, including its academic programs. The purpose of this study was to prepare the institution for AACUP as it was recommended particularly in Area 1. This study will be used for policy formulation and implementation, and to assess whether there is a need to improve the tool for dissemination or information and whether there is a need to enhance the existing VMGO as the main purpose of this study is to determine the level of awareness and extent of acceptability of the VMGO. A descriptive-survey research was employed in this study. The participants of this study were the stakeholders of the institution which include students, parents, alumni, faculty and staff, and linkages. Based from the results, the respondents perceived that the VMGO is greatly acceptable and they are highly aware which can be supported with the garnered average means of 3.62 and 3.52 respectively. It was concluded that the institution was effective in disseminating the vision, mission, goals, and objectives to the stakeholders. The vision, mission, goals and objectives or the VMGO have a great level of acceptability among its stakeholders. They provide valuable feedback to the institution which could be a baseline data for future planning and innovation measures.

Keywords: Awareness, Acceptability, Vision, Mission, Goals, Objectives

Introduction

VMGOs are the touchstone for everything that an educational institution, like the Cotabato State University undertakes. VMGO statements are concrete guides for the future of the institution, including its academic programs. VMGO statements define collective efforts and align the whole organization towards the accomplishment of programs/projects/activities (Coulter, et al., 2003). The vision, mission, goals, and objectives (VMGO) serve as the cornerstone of an educational institution.

VMGO statements imply a formal commitment by the institution to its stakeholders, sending out the message that its strategies will be formulated with the claims of its stakeholders in mind (Hill & Jones, 2001:45). Robbins, Coulter, and Stuart-Kotze [1] (2003) account that the VMGO statements are the fundamental guides for the future of the institution and its academic programs.

In the Philippines, the primary role of higher education institutions is to gear the students to be competent builders of knowledge in an ever-changing context of time. One way to measure this is through

accreditation. Institutions who submit for accreditation perform better than those non-accredited schools (Dator, 2010 as cited in Estrada, Gascon, Lazalita, 2015). The Accrediting Agency for Chartered Colleges and Universities in the Philippines (AACUP Master Survey Instrument, 2006) explains that in the process of accreditation, the area of VMGO is the most fundamental of all the ten (10) areas to be surveyed, in that it serves as bases of the SUC's operation. Everything in the SUC is justified only to the extent that it realizes its mission, goals and objectives. Everything is determined by the extent of the realization of the VMGO.

According to Biddiscombe and Edmonton's (2006), members of an organization must be aware of their VMGOs because these statements are a key component to strategic management in order to achieve greater heights.

Vision is the category of intentions that are broad, all-intrusive and forward thinking (Kotelnikov, 2014). It is a comprehensive general situation or dream of the future. Jimenez (2010) says that vision is rudimentary because it will provide the school administrators, the teachers, the students, and stakeholders direction and leadership towards collaborative action.

The Mission reflects the mandate/aim of the whole state university or state college. The SUC shall define its mission in accordance with its legal and educational mandate and the thrusts of the government (AACUP Master Survey Instrument, 2006). The mission typically describes what the organization does to achieve its vision. Because the vision is often expressed as a dream or ideal, the mission helps clarify the practical aspects of what the organization will actually do (Deazeley, 2009). For Sevier (2003), a mission statement can serve as a source of inspiration for key stakeholders, especially faculty, staff, and administrators. Further, Emery, (1996); Berg, Csikszentmihalyi, & Nakamura, (2003) point out that clear mission statement also helps stakeholders comprehend how to operate within the organization. A clear mission mediates the relationship between the institution and the stakeholders (Berg, Csikszentmihalyi, & Nakamura, 2003). It helps maintain a clear focus on the priorities of a university. Sevier, (2003) asserts that the success of a mission statement is largely dependent upon the vigor with which it is implemented. As what Meacham and Gaff (2006) aptly said "the mission statement is an institution's formal, public declaration of its purposes and its vision of excellence.

Comparably, the Goals are the aims at the hierarchical structure, i. e., the academic college, and the objectives are the aims at the level of the program, i. e., what the program hopes to produce (AACUP Master Survey Instrument, 2006). According to the goal-setting theory of Locke and Latham (1990) which illustrates that employees are motivated by clear goals and when given appropriate feedback, they altogether work toward those goals and in effect, improves their performances.

There were many studies conducted about the VMGO. In a study conducted by Magalona (2008) who looked into the level of acceptability of the VMGO of PNU-Negros Occidental Campus, it revealed that there was a high level of acceptability of the University's VMGO. A similar study was conducted by Pelicano and Lacaba (2015) investigating about the level of acceptability and awareness of students, faculty and administrative staff on the ESSU-Salcedo campus vision, mission, goals, and objectives. It shows that students, faculty, and administrative staff and other stakeholders are much aware, very much aware and aware of their VMGO respectively. Likewise, it has also been found out in their study that there was a high acceptability of their VMGO among students, faculty, administrative staff and other stakeholders.

Numerous studies regarding the VMGO have been conducted in recent years. A study has shown that the students of a university are aware of its vision, mission, goals, and objectives and that these students

understand and accept these statements, along with the responsibility of realizing such objectives in their own capacities (Castillo, 2014). Another study has similarly concluded that the constituents of a university are aware and keen in knowing the importance of the core principles contained in their VMGOs (Salom & Florendo, 2013). Moreover, the study of Gloria (2005), who also determined the level of acceptability of the revised PSU-Bayambang Campus mission, goals, and objectives, the results showed that the Institution's VMGOs were highly acceptable.

Results of the study will be deemed useful and beneficial for accreditation as Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCCUP) recommended in Area 1 instrument to study the level of awareness and acceptability of the vision, mission, goals and objectives.

The result will also be important to school administrators for policy formulation and implementation, and to assess whether there is a need to revise and improve the existing VMGO.

Faculty members can also benefit from the study by using the VMGOs as their guide and framework in retooling themselves with new and more appropriate teaching strategies and methods.

The researchers of CSU-CBPA believed that there is really a need to pursue this study, not just for the CBPA department itself but also for the whole institution. This will be instrumental and of benefit outcome both tangible and intangible areas and dimensions directly to the development and burgeoning of the institution. The researchers also believed that it is necessary to have continuous survey, the purpose of which is to gather evidences on the levels of awareness, acceptance, and congruency of the University's vision, mission, goals and objectives among its clientele.

This study aimed to determine the levels of awareness, acceptability, and relevance of vision, mission, goals and objectives of Cotabato State University.

Specifically, this study aimed to:

1. Know the extent of awareness among stakeholders on CSU-CBPA's vision, mission, goals and objectives;
2. Know the level of acceptability among stakeholders on CSU-CBPA's vision, mission, goals and objectives;

Methodology

Research Design

This study is quantitative in nature; particularly, a descriptive-survey research was employed in this study to determine the level of awareness and acceptability among students, faculty, staff and other stakeholders on the vision, mission, goals and objectives.

Data Instrumentation

The instrument for data collection was a researcher-made questionnaire. The respondents determined the level of awareness, and acceptability of the vision, mission, of CCSPC and the goals, objectives of CSU-CBPA.

Data Analysis

The data was gathered from the different set of respondents and was treated and interpreted with the use of frequency count, mean, and likert scale. The 4-point likert scale was used in interpreting the results of the questionnaire. From the answered items, the researchers computed for the mean. Referring to the likert scale, the researchers determined the statistical range with the corresponding descriptive equivalent rating. The mean was used to measure the extent of the respondents' awareness and acceptance of the VMGO.

To better understand the quantitative data, the following scale and interpretations was used:

Rating	Range	Description	Description	Description
4	3.50 to 4.00	highly aware	greatly acceptable	Great Extent
3	2.50 to 3.49	aware	Acceptable	Moderate Extent
2	1.50 to 2.49	least aware	slightly acceptable	Minimal Extent
1	1.00 to 1.49	not aware	not acceptable	Not Met

Population and Local

The study was conducted at the College of Business and Public Administration (CBPA), Cotabato State University (CSU). The respondents include CBPA faculty members, alumni, staff and member of the community, students, and their parents or guardians. They served as the respondents who assessed the extent of awareness, and acceptability of the vision, mission, goals, and objectives of CSU. Furthermore, stratified random sampling was used in determining the number of respondents per strata. They were considered for they have direct involvement in the operation of the college.

Validity

The survey instruments and interview guide were validated by experts in the field of research. The validators suggested points to improve the instruments.

Results and Discussion

The 340 respondents in this study chosen through stratified random sampling represent the various stakeholders of CSU CBPA – Students (105), CBPA Parents (90), Alumni (95), CBPA Faculty and Staff (20), and Linkages (30).

Moreover, these participants were classified into the profile variables of gender, age and type of stakeholders as shown in Table 1.

Table 1 Profile of the Respondents

Items	Frequency	Percentage
Gender		
Male	152	44.71
Female	188	55.29
Sum	340	100
Age		
16 - 25	104	30.59
26 – 35	85	25
36 – 45	94	27.65
46 - above	57	16.76
Sum	340	100
Type of Stakeholders		
Students	105	30.88
Parents	90	26.47
Alumni	95	27.94

Faculty and Staff	20	5.88
Linkages	30	8.82
Sum	340	100

Table 2 shows the level of awareness of the respondents regarding the vision of the CSU. The average mean 3.50 equivalent to “Highly Aware” which implies that the institution has an ample effort in informing the stakeholders of the vision through effective dissemination and provision of relevant activities and programs. To be a world class education hub for transformative peace and development in Southern Philippines is the vision that respondents are most aware of as quantified with a mean of 3.53 equivalent to “Highly Aware”.

On the other hand, the lowest mean of 3.48 pertaining to a vision to be a world class education for inclusive. According to unicef.org, Inclusive Education means every individual has the right to quality education and learning. They emphasized that inclusive education means real learning opportunities for groups who have traditionally been excluded – not only children with disabilities, but speakers of minority languages too.

Table 2 Mean Responses on Awareness of the CSU Vision

Indicators	Mean	Descriptive Rating
The Cotabato State University shall		
1.be a world class-education hub for		
a. Sustainable	3.50	Highly Aware
b. Inclusive	3.48	Aware
c. Transformative Peace and Development in Southern Philippines	3.53	Highly Aware
Average Mean	3.50	Highly Aware

Table 3 shows the level of awareness among stakeholders on the mission of the institution. It was established that the respondents are highly aware of institution’s mission as shown in the average mean. It is evident that stakeholders are informed and knowledgeable on the institution’s mission to science and technology professionals and promote and undertake extension services with a descriptive mean of 3.58 equivalent to “Highly Aware”. This also signifies that the institution is apparent in producing professionals and this also symbolizes that institution is productive in building relationship in communities through extension services.

The lowest mean of 3.42 with a descriptive rating of “Aware” implies that institution is not as great in promoting about production or resource generation.

Table 3 Mean Responses on Awareness of the CSU Mission

Indicators	Mean	Descriptive Rating
1.The Cotabato State University aims to		
a. produce science and technology professionals	3.58	Highly Aware
b. peace and development advocates	3.54	Highly Aware
2.promote and undertake		

a. research	3.50	Highly Aware
b. extension	3.58	Highly Aware
c. generate resources	3.42	Aware
d. progressive leadership in the fields of specialization	3.53	Highly Aware
Average Mean	3.53	Highly Aware

As presented in Table 4, the composite mean of 3.53 with a descriptive rating of “Highly Aware” discloses that stakeholders are well-informed on the goals of the institution. Moreover, they are very highly aware of the institution’s goal of enhancing and expanding academic program in a community of learning that promotes academic excellence and innovation.

Furthermore, it can be gleaned in the said table that the institution’s goal to establish a transparent, efficient, effective and participative management system towards good governance and modernization of equipment and facilities that support all functions of the University are the lowest in rating yet still highly aware in terms of descriptive rating.

Table 4 Mean Responses on Awareness of the CSU Goals

Indicators	Mean	Descriptive Rating
1. Enhance and expand academic program in a community of learning that promotes academic excellence and innovation.	3.56	Highly Aware
2. Relevant and quality research outputs responsive to the local and global needs.	3.55	Highly Aware
3. Improve the quality of life through extension services and programs dedicated to economic development and the promotion of healthy communities, people, and environments.	3.54	Highly Aware
4. Encourage revenue-generating innovation	3.51	Highly Aware
5. Establish a transparent, efficient, effective and participative management system towards good governance.	3.50	Highly Aware
6. Modernization of equipment and facilities that support all functions of the University.	3.50	Highly Aware
Average Mean	3.53	Highly Aware

Table 5 shows that the level of awareness of the stakeholders on the objectives of the institution is high with an overall mean of 3.52. This evidently signifies that the administration does not fail to disseminate to stakeholders about the purpose of the institution. It may indicate that the administration is doing well in upholding its objectives especially to faculty, staff, and students.

Its objectives on increasing the number of completed S&T-based researches and publishing research-based papers or articles output in reputable journals or international refereed publications such as Elsevier, Scopus and Thomson Reuters Journals are in moderate extent of awareness. Validly, this is because

majority of the respondents are students and less participants on faculty members of the institution where understandably, it is more imperative for faculty of the institution to publish articles for their professional growth and development and promotion.

According to the similar study of Valencia (2017), the level of awareness of the parents and partner agencies is moderately high only. Understandably, this is because these participants are not so familiar with the research endeavor as one of the four functions of the institution.

Table 5 Mean Responses on Awareness of the CSU Objectives

Indicators	Mean	Descriptive Rating
1. Continuously increase retention and graduation rates for all students while closing the gaps in student success;	3.53	Highly Aware
2. Improve students' access to quality higher and advanced education through implementation of affirmative action programs such as scholarship, and financial grants, and inclusive admission programs;	3.50	Highly Aware
3. Facilitate student mobility in national and international setting;	3.54	Highly Aware
4. Improve employability of graduates;	3.50	Highly Aware
5. Improve competencies and skills of faculty through advanced studies, relevant trainings and external exposure;	3.52	Highly Aware
6. Recruits, retains, and recognizes diverse, high-quality faculty and staff;	3.58	Highly Aware
7. Upgrade the quality of instruction through program accreditation in compliance with national and international standards; and	3.51	Highly Aware
8. Improve the performance in the licensure examination.	3.50	Highly Aware
9. Increase the number of completed S&T-based researches;	3.42	Aware
10. Develop S&T-based products and/or innovations with academic and commercial value;	3.49	Aware
11. Strengthen external partnerships, collaborations, and funding opportunities for research and extension;	3.53	Highly Aware
12. Publish research-based papers or articles output in reputable journals or international refereed publications such as Elsevier, Scopus and Thomson Reuters Journals;	3.42	Aware
13. Utilize and/or commercialize research output/s;	3.49	Aware
14. Generate citations for research-based papers; and	3.45	Aware

15. Increase number of intellectual products and scholarly works with patent and/or copyright.	3.50	Highly Aware
16. Provide extension services that will enhance the transfer of mature technologies generated by the university to various stakeholders;	3.55	Highly Aware
17. Enhance and improve awareness of and access to research, technical, entrepreneurial, and professional development services;	3.57	Highly Aware
18. Generate new infrastructure of knowledge and technologies for food security and poverty alleviation;	3.49	Aware
19. Maintain technology demonstration farm for farmers for trainings and technology transfer;	3.50	Highly Aware
20. Formulate functional mechanism for monitoring and evaluation of extension and training programs; and	3.53	Highly Aware
21. Provide compensation package or incentives to faculty members in the conduct of extension services.	3.55	Highly Aware
22. Provide project managers and coordinators development opportunities and basic skills in accounting, theories and application of project management;	3.53	Highly Aware
23. Develop partnership with government and private establishments to engage in feasible business ventures;	3.58	Highly Aware
24. Increase institutional Income and profits through existing and new IGPs; and	3.55	Highly Aware
25. Maximize utilization of university's resources.	3.51	Highly Aware
26. Improve the implementation of policies and best practices in the overall management of the university;	3.55	Highly Aware
27. Improve efficiency and effectiveness of managers, faculty and administrative staff;	3.53	Highly Aware
28. Develop the culture of excellence among internal and external stakeholders;	3.50	Highly Aware
29. Review/restructure the administrative and academic organizations of the university;	3.50	Highly Aware
30. Observe fairness, equity, and justice in dealing with all various stakeholders;	3.55	Highly Aware
31. Standardize processes and procedures according to global standards (ISO Certification); and	3.50	Highly Aware
32. Strengthen the financial management system of the university.	3.50	Highly Aware
33. Provide the state-of-the-art physical facilities and equipment;	3.50	Highly Aware
34. Upgrade physical facilities and Equipment;	3.53	Highly Aware

35. Establishment of functional and sustainable internet connectivity;	3.51	Highly Aware
36. Enhance information and management technology resources.	3.55	Highly Aware
37. Develop CSU website for better access of information of all stakeholders;	3.51	Highly Aware
38. Upgrade library holdings that promotes intellectual advancement, productive learning, relevant researches, and quality education; and	3.53	Highly Aware
39. Center for halal education and innovation.	3.56	Highly Aware
Average Mean	3.52	Highly Aware

Table 6 shows the summary of the extent of awareness of the institution’s vision, mission, goals and objectives with a mean of 3.52 respectively. The highest mean of 3.53 with a descriptive rating of “Highly Aware” revealed that stakeholders are very much aware on the CSU mission and goals. Locke and Letham (1990) account on their goal setting theory which illustrates that employees are motivated by clear goals and when given appropriate feedback, they altogether work toward those goals and in effect, improves their performances. Goals are the aims at the hierarchical structure, i.e., the academic college (AACUP Master Survey Instrument, 2006).

The awareness of the VMGO as depicted in table 6 is proven to be “Highly Aware” as quantified with a mean of 3.52. the rating is expected because in the formulation and consultation of the VMGO, representatives of the stakeholders are taken in consideration thus their concerns are fully addressed in each revisions.

There was a study in the past years that shown that the students of a university are aware of its vision, mission, goals, and objectives and that these students understand and accept these statements, along with the responsibility of realizing such objectives in their own capacities (Castillo, 2014). Another study has similarly concluded that the constituents of a university are aware and keen in knowing the importance of the core principles contained in their VMGOs (Salom & Florendo, 2013).

Table 6 Summary of the Extent of Awareness of the CSU VMGO

Indicators	Mean	Descriptive Rating
Mean Responses on Awareness of the CSU Vision	3.50	Highly Aware/Great Extent
Mean Responses on Awareness of the CSU Mission	3.53	Highly Aware/Great Extent
Mean Responses on Awareness of the CSU Goals	3.53	Highly Aware/Great Extent
Mean Responses on Awareness of the CSU Objectives	3.52	Highly Aware/Great Extent
Overall Mean	3.52	Highly Aware/Great Extent

Table 7 shows that the respondents find the institution’s vision highly acceptable with an overall mean of 3.59. Its vision to be a world class education hub for transformative peace and development in Southern

Philippines got the great extent of acceptability with a mean of 3.61. Jimenez (2010) says that vision is rudimentary because it will provide the school administrators, the teachers, the students, and stakeholders direction and leadership towards collaborative action. It is imperative that vision has highly acceptable rating from the stakeholders because vision is the category of intentions that are broad, all-intrusive and forward thinking (Kotelnikov, 2014). It is a comprehensive general situation or dream of the future.

Table 7 Mean Responses on Acceptability of the CSU Vision

Indicators	Mean	Descriptive Rating
The Cotabato State University shall		
1.be a world class-education hub for		
a. Sustainable	3.56	Greatly Acceptable
b. Inclusive	3.59	Greatly Acceptable
c. Transformative Peace and Development in Southern Philippines	3.61	Greatly Acceptable
Average Mean	3.59	Greatly Acceptable

Table 8 shows the mean responses on the acceptability of the institution’s mission. As shown, the overall mean is high with 3.60 rating. The results illustrate that the participants find the mission highly acceptable. Emery, (1996); Berg, Csikszentmihalyi, & Nakamura, (2003) point out that clear mission statement also helps stakeholders comprehend how to operate within the organization. As what Meacham and Gaff (2006) aptly said “the mission statement is an institution’s formal, public declaration of its purposes and its vision of excellence.

Table 8 Mean Responses on Acceptability of the CSU Mission

Indicators	Mean	Descriptive Rating
1.The Cotabato State University aims to		
a. produce science and technology professionals	3.57	Greatly Acceptable
b. peace and development advocates	3.62	Greatly Acceptable
2.promote and undertake		
a. research	3.59	Greatly Acceptable
b. extension	3.60	Greatly Acceptable
c. generate resources	3.59	Greatly Acceptable
d. progressive leadership in the fields of specialization	3.63	Greatly Acceptable
Average Mean	3.60	Greatly Acceptable

Table 9 shows the level of acceptability of the institution’s goals. The overall mean of 3.64 equivalent to highly acceptable or great extent of acceptability. This implies that the institution was effective in upholding its goals. The highest mean of 3.71 equivalent to “Highly Acceptable” stresses that the institution is effective in enhancing and expanding academic program in a community of learning that promotes academic excellence and innovation and in improving the quality of life through extension

services and programs dedicated to economic development and the promotion of healthy communities, people and environments.

Table 9 Mean Responses on Acceptability of the CSU Goals

Indicators	Mean	Descriptive Rating
1. Enhance and expand academic program in a community of learning that promotes academic excellence and innovation.	3.71	Greatly Acceptable
2. Relevant and quality research outputs responsive to the local and global needs.	3.65	Greatly Acceptable
3. Improve the quality of life through extension services and programs dedicated to economic development and the promotion of healthy communities, people, and environments.	3.71	Greatly Acceptable
4. Encourage revenue-generating innovation	3.55	Greatly Acceptable
5. Establish a transparent, efficient, effective and participative management system towards good governance.	3.59	Greatly Acceptable
6. Modernization of equipment and facilities that support all functions of the University.	3.63	Greatly Acceptable
Average Mean	3.64	Greatly Acceptable

The acceptability of the institution’s objectives as depicted in Table 10 is proven to be highly acceptable as quantified with an overall mean of 3.64. The rating is expected because in the formulation and consultation of the VMGO, representatives of the stakeholders are taken into consideration thus their concerns are addressed in each revisions. The highest mean of 3.79 justifies that graduate employability is an essential aspect of the higher education industry. Higher Education Institution (HEIs) were pressured to produce graduates ready to enter national and international labor markets equipped with the necessary skills to perform graduate-level jobs (Patterson, 2019). The respondents’ perspective on improving employability of graduates is greatly acceptable as evidently shown in the said table.

Table 10 Mean Responses on Acceptability of the CSU Objectives

Indicators	Mean	Descriptive Rating
1. Continuously increase retention and graduation rates for all students while closing the gaps in student success;	3.76	Greatly Acceptable
2. Improve students’ access to quality higher and advanced education through implementation of affirmative action programs such as scholarship, and financial grants, and inclusive admission programs;	3.75	Greatly Acceptable
3. Facilitate student mobility in national and international setting;	3.66	Greatly Acceptable

4. Improve employability of graduates;	3.79	Greatly Acceptable
5. Improve competencies and skills of faculty through advanced studies, relevant trainings and external exposure;	3.60	Greatly Acceptable
6. Recruits, retains, and recognizes diverse, high-quality faculty and staff;	3.59	Greatly Acceptable
7. Upgrade the quality of instruction through program accreditation in compliance with national and international standards; and	3.61	Greatly Acceptable
8. Improve the performance in the licensure examination.	3.72	Greatly Acceptable
9. Increase the number of completed S&T-based researches;	3.59	Greatly Acceptable
10. Develop S&T-based products and/or innovations with academic and commercial value;	3.59	Greatly Acceptable
11. Strengthen external partnerships, collaborations, and funding opportunities for research and extension;	3.60	Greatly Acceptable
12. Publish research-based papers or articles output in reputable journals or international refereed publications such as Elsevier, Scopus and Thomson Reuters Journals;	3.59	Greatly Acceptable
13. Utilize and/or commercialize research output/s;	3.62	Greatly Acceptable
14. Generate citations for research-based papers; and	3.61	Greatly Acceptable
15. Increase number of intellectual products and scholarly works with patent and/or copyright.	3.59	Greatly Acceptable
16. Provide extension services that will enhance the transfer of mature technologies generated by the university to various stakeholders;	3.60	Greatly Acceptable
17. Enhance and improve awareness of and access to research, technical, entrepreneurial, and professional development services;	3.65	Greatly Acceptable
18. Generate new infrastructure of knowledge and technologies for food security and poverty alleviation;	3.70	Greatly Acceptable
19. Maintain technology demonstration farm for farmers for trainings and technology transfer;	3.63	Greatly Acceptable
20. Formulate functional mechanism for monitoring and evaluation of extension and training programs; and	3.59	Greatly Acceptable
21. Provide compensation package or incentives to faculty members in the conduct of extension services.	3.67	Greatly Acceptable
22. Provide project managers and coordinators development opportunities and basic skills in	3.60	Greatly Acceptable

accounting, theories and application of project management;		
23. Develop partnership with government and private establishments to engage in feasible business ventures;	3.61	Greatly Acceptable
24. Increase institutional Income and profits through existing and new IGPs; and	3.61	Greatly Acceptable
25. Maximize utilization of university's resources.	3.59	Greatly Acceptable
26. Improve the implementation of policies and best practices in the overall management of the university;	3.59	Greatly Acceptable
27. Improve efficiency and effectiveness of managers, faculty and administrative staff;	3.60	Greatly Acceptable
28. Develop the culture of excellence among internal and external stakeholders;	3.59	Greatly Acceptable
29. Review/restructure the administrative and academic organizations of the university;	3.58	Greatly Acceptable
30. Observe fairness, equity, and justice in dealing with all various stakeholders;	3.64	Greatly Acceptable
31. Standardize processes and procedures according to global standards (ISO Certification); and	3.60	Greatly Acceptable
32. Strengthen the financial management system of the university.	3.61	Greatly Acceptable
33. Provide the state-of-the-art physical facilities and equipment;	3.63	Greatly Acceptable
34. Upgrade physical facilities and Equipment;	3.70	Greatly Acceptable
35. Establishment of functional and sustainable internet connectivity;	3.73	Greatly Acceptable
36. Enhance information and management technology resources.	3.73	Greatly Acceptable
37. Develop CSU website for better access of information of all stakeholders;	3.68	Greatly Acceptable
38. Upgrade library holdings that promotes intellectual advancement, productive learning, relevant researches, and quality education; and	3.60	Greatly Acceptable
39. Center for halal education and innovation.	3.67	Greatly Acceptable
Average Mean	3.64	Greatly Acceptable

Table 11 shows the summary of the level of acceptability of the CSU vision, mission, goals and objectives with a mean of 3.62 with a descriptive rating of Greatly Acceptable. The findings run parallel to the findings of Gloria (2005), who also determined the level of acceptability of the revised PSU-Bayambang Campus mission, goals, and objectives. The results showed that the Institution's VMGOs were highly acceptable.

The highest mean is shown on the total mean responses on acceptability of the CSU goals and objectives with a mean of 3.64 and with a descriptive rating of Greatly Acceptable, respectively. According to the AACCCUP Master Survey Instrument, the Goals are the aims at the hierarchical structure, i. e., the academic college, and the objectives are the aims at the level of the program, i. e., what the program hopes to produce. Furthermore, the goal-setting theory of Locke and Latham (1990) illustrates that employees are motivated by clear goals and when given appropriate feedback, they altogether work toward those goals and in effect, improves their performances.

Table11 Summary of the Level of Acceptability of the CSU VMGO

Indicators	Mean	Descriptive Rating
Mean Responses on Acceptability of the CSU Vision	3.59	Greatly Acceptable /Great Extent
Mean Responses on Acceptability of the CSU Mission	3.60	Greatly Acceptable /Great Extent
Mean Responses on Acceptability of the CSU Goals	3.64	Greatly Acceptable /Great Extent
Mean Responses on Acceptability of the CSU Objectives	3.64	Greatly Acceptable /Great Extent
Overall Mean	3.62	Highly Aware/Great Extent

Summary of Findings

The study employed descriptive-survey research to determine the level of awareness and acceptability among students, faculty, staff and other stakeholders on the vision, mission, goals and objectives. From the stakeholders, 340 were taken as respondents which was categorized as students, parents, alumni, faculty and staff, and linkages. Based from the results, the respondents perceived that the VMGO is greatly acceptable and they are highly aware which can be supported with the garnered average means of 3.62 and 3.52 respectively.

Moreover, these participants were classified into the profile variables of gender, age and type of stakeholders as shown in Table 1.

Conclusion

Based on the Findings, the following conclusions were drawn:

1. The institution was effective in disseminating the vision, mission, goals, and objectives to the stakeholders. Moreover, the stakeholders are well-informed to the touchstone that educational institution undertakes. The institution must therefore continue with its present endeavor of regularly disseminating the VMGOs to its stakeholders.
2. The vision, mission, goals and objectives or the VMGO have a great level of acceptability among its stakeholders. They provide valuable feedback to the institution which could be a baseline data for future planning and innovation measures.

Recommendations for Further Study

1. A Study on the relevance, congruency and extent of implementation of the VMGO of Cotabato State University.
2. A Study on the dissemination system of the VMGO of the Cotabato State University.

3. An inferential study on the significant difference of the awareness and acceptability of VMGO of the Cotabato State University when grouped according to gender, age and type of stakeholders.

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