

# Awareness and Acceptability of the CSU Philosophy, Vision, Mission, Goals, and Objectives, and the Graduate School Philosophy, Vision, Mission, Goals, and Objectives

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## Abstract

The vision and mission of the Commission on Higher Education (CHED) in the Philippines serve as a compass for the country's higher education institutions. This study aimed to determine the level of awareness and acceptability of the philosophy, vision, mission, goals, and objectives of Cagayan State University, as well as the philosophy, vision, mission, goals, and objectives of the graduate school, along with the objectives of the graduate school programs across disciplines. The descriptive research design was utilized for this particular investigation. Respondents included graduate school students from the different programs, the administrators, faculty members, and staff from Cagayan State University, as well as parents, alumni, and other stakeholders who were chosen using purposive sampling. The results of the study reveal that the respondents are very much aware, and they highly accepted the University philosophy, vision, mission, goals, and objectives, together with the graduate philosophy, vision, mission, goals, and objectives. Moreover, the respondents are very much aware, and they highly accepted the objectives of the doctorate and master's degree programs across disciplines, except for the program objectives of Agriculture along Animal Science, wherein the respondents have only moderate awareness and partial acceptance, while moderate awareness also along objectives of Physics and Psychology.

Keyword: awareness, acceptability, mission, goals, objectives, vision, philosophy

## Introduction

The philosophy, vision, mission, goals and objectives (PVMGO) of any institution would articulate where the institution is heading. It provides the frameworks of the organization's systemic planning, implementation, monitoring, and evaluation, including feedbacking. Anchored on the PVMGO, every single element or action in the institution, or all decision-making, all programs, and all strategies are led to the same direction. Hence, it is necessary according to Kraaijenbrink, J. (2021) that organizations should be mission and vision-driven and this must be clearly understood by the people in the organization in order to live with it.

The higher education institutions in the Philippines are guided by the vision-mission of the Commission on Higher Education (CHED). It is a part of the institutions to have their own vision-mission since these serve as fundamental basis of their existence in the education parlance in carrying out quality and excellence. Hence, as envisioned by the Commission on Higher Education, the Philippine higher education system is equitable and producing locally responsive, innovative, and globally competitive graduates and lifelong learners; while its mission is to promote equitable access and ensure quality and relevance of higher education institutions and their programs.

In the light of the vision-mission of CHED, the Cagayan State University exemplifies the CHED vision-mission in theory and practice through the University philosophy, vision, mission, goals and objectives as it continually inspires the young to expand their knowledge from the perspectives of instruction, research, extension, and production. These thrust of the University reveal that the university plays an indispensable role to bring about holistic human formation through research endeavors, instructional services, community involvement, and with the deliberate effort for quality and excellence in all its curricular, co-curricular and extra-curricular programs and activities. The Cagayan State University specifically expresses these undertakings in the University's philosophy which states that "The University serves the individual by providing the student with a nurturing environment for optimal human flourishing. It serves the community by offering programs responsive to individual and social needs." In like manner, these undertakings are guided by the University vision which states that "CSU is a University with global stature in the arts, culture, agriculture and fisheries, the sciences as well as technological and professional fields;" and in its mission which states that "Cagayan State University shall produce globally competent graduates through excellent instruction, innovative and creative research, responsive public service and productive industry and community engagement" (Administrative Manual and Academic Manual, 2017). Hence, the Cagayan State University Vision-Mission gives a panoramic view of the kind of education every CSUan receives which is reflective of the global education. Along with this, CSU is dedicated to the wholesome development of competent leaders and responsible citizens of their communities, country and the world through various programs, innovative projects and encompassing activities across disciplines.

Through the years, Cagayan State University has its globally-competitive edge in the different programs the University offers along, arts, culture, agriculture and fisheries, technological and professional fields; and the University provides the best learning environment with the state-of-the-art programs and facilities along instruction which includes techno-pedagogical knowledge and skills; innovative and creative researches to address the gaps and challenges of the current educational trends; responsive public service that includes competent visionary and servant leadership; and productive industry and community engagement to strengthen international linkages for other educational institutions to benchmark with.

Several studies conducted along this study, and their findings show that stakeholders have very high level of awareness and acceptability of the VMGO (Dungan, et.al. ,2016; Segismundo, & Catillo, 2017; Salom. Et.al, 2013; Compelio, et. al, 2015; Villanca, et. al. (2020); Guiquing, 2021, Raneses, 2018; Guven, 2011; Otig, 2016; and Bowen, 2018). They emphatically stressed that that the vision, mission, goals and objectives when aligned determine the culture of the organization or institution as these are unique blueprints of their future. These would determine their competitive edge in the market. This is also exemplified in the study on awareness, acceptability, and relevance of the VMGO by Bantor, S. et al (2017), as they pointed out that the vision, mission, goals, and objective statements are the fundamental guides for the future of the institution and its academic programs. Further, the program educational objectives are broad statements that describe the career and professional accomplishments that the program is preparing graduates to achieve. These objectives are based on the needs of the program's constituencies and would determine how well the university has achieved its objectives and its performance, capabilities,

strengths, and weakness so that it can appropriately respond to any challenge.

Indeed, the PVMGO is fundamental in an institution as it has long been recognized as a key concept in the corporate world as well as in the academe. Vision and mission are components of strategic management. The mission statement provides the necessary guidance for developing strategy, defining critical success factors, searching out key opportunities, making resource allocation choices and pleasing stakeholders. The mission represents the synthesis of what the customers and the employees see as being the core business, what products and services should be realized, who the customers are and what values should be delivered to them. Objectives are the ends towards which activity is aimed; they are the results to be achieved. They represent not only the end point of planning but the end toward which other management functions are aimed. The objectives of the enterprise are the basic plans of the organization. In other words, the PVMGO must be unified and must move towards the same direction. This means that the objectives should be formulated and done to reach the goals. Along with this, the PVMGO of any institution sets the direction to be pursued by the entire system so much so that all members should aspire for it and must be committed to its realization. This commitment starts with the awareness and acceptability of this VMGO by its stakeholders. In the study conducted by Bontor, S. et al (2017) on Awareness, Acceptability, and Relevance of the Vision, Mission, Goals, and Objectives of the Programs of Naval State University Graduate School, the findings show that the stakeholders are very highly aware and have a high level of acceptance on the vision, mission, goals, and objectives of the college. Likewise, they perceive the VMGOs are very highly congruent and are fully implemented as far as instruction, research, extension and production are concerned. Further

investigations are recommended particularly on conducting a subsequent study that would measure the impact of the college programs using the VMGOs as frame of reference. In addition, in the study on Awareness, Acceptability, congruency and the extent of implementation of DMMMSU's VMGO by Dungan, B. et al. (2016), and in the study on Stakeholders' Awareness and Acceptance of Graduate Programs' Vision, Mission, Goals and Objectives by Segismundo, M. (2017) , results reveal that overall, stakeholders are of a very strong consensus of clearly defined VMGO and that the conditions were very clear, in a very correct order and met to a very great extent. Stakeholders' awareness and acceptance of the VMGO is extremely impressive, albeit some provisions or conditions for implementation may still have room for improvement. Further studies conducted state that when the VMGO according to David Grusenmeyer (2009) are understood and accepted, all the stakeholders disseminated of this will maintain focus and perspective, they would establish priorities, they are led to greater job satisfaction, and this focus would improve employee performance; according to Salom, M. et al (2013), the vision, mission, goals, and objectives are the touchstones for everything that an education institution, like Don Marano Marcos, Memorial State University undertakes. In addition, Compelio, K. et al (2015) stress that the results of their study provide an insight to the awareness, understanding, and acceptance of the students of the VMGO of the university. The outcome may be beneficial in generating information for the enhancement of the practices of the College of Nursing as well as other institutions in the dissemination and evaluation of their VMGO. The results revealed that the students of Benguet State University, College of Nursing, generally have high awareness and understanding and very high acceptance of the VMGO. Furthermore, Villanca, A. et al, (2020) states in their study that the VMGO is very

much clear among the stakeholders and that their level of dissemination and acceptability is to a great extent. It also showed that generally the stakeholders strongly agreed that VMGO is congruent to the educational activities of the University. Result of the careful examination of the syllabi and interview with the stakeholders also revealed that indeed there is congruency (Villanca, A. et al, 2020). More so, Raneses, M. (2018) posits that stakeholders are highly aware of the BUCN VMGO due to wide dissemination through posters, flyers, IEC materials, and social media. The college's strategies towards the attainment of its VMGO are seen to be well-practiced, most significant of which are ensuring a pool of highly qualified professors, distributing various VMGO info-dissemination materials, promoting its personnel's professional and personal development, and taking responsibility for students' advancement. In addition, the findings of the study on VMGO by Galliner, W. et al (2016) suggests that information was disseminated properly and clearly through brochures, bulletin boards, leaflets, manuals, posters, and meetings. In terms of degree of acceptability, the results reveal that both faculty and student-respondents accept the vision and mission.

While the findings of the studies are favorable, it is as well a need to regularly conduct such study to determine if the institution has sustainability in their efforts to let the stakeholders have awareness and acceptability particularly when vision, mission, goals, and objectives are revised. Hence this study.

### Profile of the Respondents

Table 1. Frequency and percentage distribution of respondents

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Graduate School Students	137	44.63
Administrators. Faculty and Staff	54	17.59
Alumni, Parents, and other Stakeholders	116	37.78
<b>Total</b>	307	100.00

### Objective of the Study

This study aimed to determine the level of awareness and acceptability of the Cagayan State University philosophy, vision, mission, goals and objectives, along with the graduate school philosophy, vision, mission, goals, and objectives, with objectives of the programs.

### Methodology

This study used the descriptive research design. The respondents were students of the graduate school across programs; the administrators, faculty members and staff of Cagayan State University; and parents, alumni and other stakeholders, chosen through purposive sampling. The survey questionnaire was administered through online platform with the use of the Google survey form after having sought the approval of the Dean of the graduate school. The data were analyzed based on the objective of the study using the frequency count and percentage for the profile of the respondents, while weighted mean of 3-point Likert scale range was used for the level of awareness and level of acceptability of the PVMGO.

### Results and Discussions

Discussion on the awareness and acceptability of the CSU philosophy, vision, mission, goals, and objectives, and the graduate school philosophy, vision, mission, goals, and objectives are presented on tables together with the profile of the respondents.

Table 1 shows the frequency and percentage distribution of respondents. Of the 307 respondents grouped as graduate school students; administrators, faculty members and staff of Cagayan State University; and parents, alumni, and other stakeholders, Around 44.63% or 137 were students from the graduate school across programs, 17.59% or 54 administrators,

faculty members and staff, and 37% or 116 were alumni, parents and other stakeholders. The graduate school students, parents, alumni and other stakeholders are not only working in the government and non-government organizations in the province of Cagayan but also in China, New Jersey, Japan, and USA.

**Table 2. Level of awareness on the University philosophy, vision, mission, goals and objectives**

Respondents	Philosophy		Vision		Mission		Goals		Objectives	
	WM	DI	WM	DI	WM	DI	WM	DI	WM	DI
Graduate School Students	2.75	VMA	2.64	VMA	2.77	VMA	2.86	VMA	2.92	VMA
Administrators. Faculty and Staff	2.89	VMA	2.89	VMA	2.91	VMA	2.92	VMA	2.95	VMA
Alumni, Parents, and other Stakeholders	2.34	VMA	2.37	VMA	2.35	VMA	2.35	VMA	2.34	VMA
Category Mean	2.66	VMA	2.63	VMA	2.68	VMA	2.71	VMA	2.74	VMA

000 -1.66 Not Aware (NA)

1.67 – 2.33 Moderately Aware (MA)

2.34 – 3.00 Very Much Aware (VMA)

As disclosed on the table, the University philosophy got the weighted mean of 2.66, while for the vision is 2.63, mission 2.68, goals 2.71, and 2.74 for the objectives, respectively. This means that the three groups of respondents are very much aware of the University Philosophy which is “The University serves the INDIVIDUAL by providing the student with a nurturing environment for optimal human flourishing. It serves the Community by offering programs responsive to individual and social needs”; the Vision of the University which is “CSU is a University with global stature in the arts, culture, agriculture and fisheries, the sciences as well as technological and professional fields”; the Mission which states that Cagayan State University shall produce

globally competent graduates through excellent instruction, innovative and creative research, responsive public service and productive industry and community engagement; the university Goals which are: to develop human and natural resources through strong curricular offerings, development-oriented researches, and pro-poor extension programs; to cultivate the arts and the preservation of the culture of the region and the nation; to accelerate science and technology and the development of a science and technology mass culture in rural communities; and to develop a viable system of agri-business productions; and to foster and strengthen the values of honesty, simplicity, and industry in the people; and the University Objectives specifically stated as: The Cagayan

State University aims to produce graduates who are: competent and are equipped with knowledge, skills, and values needed in their career and social development; good Filipinos imbued with desirable values of simple living, modesty, honesty, cooperation, self-discipline, pride for national identity, and love of God; responsible citizens who are aware of their responsibility toward their home, neighbor, community, country, and God; and mature people who have well-balanced and pleasing personalities who care for people and who appreciate truth and beauty in all forms. (Administrative and Academic Manuals, 2017).

The findings of this study is also supported by Salom, M. et. al, (2013) when they stated that

the respondents were very much aware of the VMGOs that serve as anchors or frameworks for the University's strategic and operational planning and actions. Likewise, the PVMGOs provide the University's constituents and stakeholders the necessary direction and motivation on how they are expected to perform their respective functions and to generate, allocate, and use resources in the light of the PVMGO of the graduate school and the University as a whole. Hence, the findings show that wherever the stakeholders are, they are made aware of the University's systemic direction as the University PVMGO set the direction of all its programs, projects, activities in-campus or off-campus as a whole.

**Table 3. Level of acceptability on the University philosophy, vision, mission, goals and objectives**

Respondents	Philosophy		Vision		Mission		Goals		Objectives	
	WM	DI	WM	DI	WM	DI	WM	DI	WM	DI
Graduate School Students	2.55	HA	2.61	HA	2.87	HA	2.80	HA	2.90	HA
Administrators. Faculty and Staff	2.58	HA	2.67	HA	2.93	HA	2.82	HA	2.91	HA
Alumni, Parents, and other Stakeholders	2.41	HA	2.47	HA	2.45	HA	2.46	HA	2.52	HA
Category Mean	2.51	HA	2.58	HA	2.75	HA	2.69	HA	2.78	HA

000 -1.66 Not Accepted (NA)

1.67 – 2.33 Partially Accepted (PA)

2.34 – 3.00 Highly Accepted (HA)

The three groups of respondents expressed their level of acceptability of the University philosophy, vision, mission, goals, and objectives as highly accepted with weighted means of 2.51, 2.58, 2.75, 2.69, and 2.78, respectively. This shows that the stakeholders which include the internal and external stakeholders who work not only in the Cagayan Province but also in other parts of the country and abroad 'highly accepted' the University

PVMGO. Hence, their acceptance as to where the University leads in the realm of academics particularly its capable and fully formed and informed human resources is highly known to them. The findings of the study is likewise supported by results of the study conducted by Compelio, K. et al (2015) on VMGO that the respondents generally have high awareness and understanding and very high acceptance of the VMGO.

**Table 4. Level of awareness on the graduate school philosophy, vision, mission, goals and objectives**

Respondents	Philosophy		Vision		Mission		Goals		Objectives	
	WM	DI	WM	DI	WM	DI	WM	DI	WM	DI
Graduate School Students	2.43	VMA	2.82	VMA	2.76	VMA	2.83	VMA	2.88	VMA
Administrators. Faculty and Staff	2.50	VMA	2.85	VMA	2.94	VMA	2.90	VMA	2.92	VMA
Alumni, Parents, and other Stakeholders	2.47	VMA	2.47	VMA	2.53	VMA	2.51	VMA	2.54	VMA
Category Mean	2.47	VMA	2.71	VMA	2.74	VMA	2.75	VMA	2.78	VMA

Table 4 shows the level of awareness on the graduate school philosophy, vision, mission, goals and objectives. The internal and external stakeholders are indeed very much aware of the University PVMGO as shown by the weighted means of 2.47, 2.71, 2.74, 2.75, and 2.78, respectively. They expressed that indeed they are very much aware of the Graduate School philosophy which says that the growth and development of the society largely depends on the knowledge, relevant skills, and commitment of its vast manpower resources who are able to respond to real-world challenges in various discipline. And inspired by the graduate school philosophy, the respondents likewise revealed that they are very much aware of the graduate school vision which states that the Cagayan State University Graduate School is a distinguished globally competitive center of excellence in advanced learning in transforming lives and bolstering national and international development, with a weighted mean of 2.71.

In addition, the respondents are very much aware of its the graduate school mission which is, the Cagayan State University Graduate School vigorously pursues, through multidisciplinary teaching, creative research, relevant outreach programs, and innovation in production, and the development of a competent individual fully able to understand, create,

integrate, and apply advanced knowledge to address local and global realities, with a weighted mean of 2.74, while 2.75 for the graduate school goals which is specified as: ‘towards the above ends, the graduate School is boldly committed to produce graduates who can demonstrate breadth and depth of knowledge in their chosen field of expertise; demonstrate critical thinking and effectively communicate knowledge in their respective disciplines; apply their expertise to generate new knowledge or to enhance the discipline through creative research; and exhibit the best practices, values, and ethics of the profession.

Moreover, the respondents are very much aware of the graduate school objectives expressed as: ‘to accomplish the above goals, the Graduate School shall provide advanced disciplinary content that will train students to analyze and appreciate the current and historical theories, concepts, and models of their respective disciplines; adopt appropriate techniques and methods that will develop critical thinking and research skills; encourage the students to speak about critical issues in their discipline and present related scholarly works; conduct outreach activities that inculcate a sense of responsibility and commitment to development especially in the region; foster a supportive collegial environment where students

become deeply engaged in learning; and provide consultancy and professional assistance in inter-agency linkages along education, agriculture and rural development, technology, science, public and legal administration, information technology, human resources management, guidance, psychology, public health, and other

allied fields, with a weighted mean of 2.78 which means that the respondents are very much aware of the graduate school objectives.

Thus, the three groups of respondents are very much aware of the graduate school PVMGO.

**Table 5. Level of acceptability of the graduate school philosophy, vision, mission, goals and objectives**

Respondents	Philosophy		Vision		Mission		Goals		Objectives	
	WM	DI	WM	DI	WM	DI	WM	DI	WM	DI
Graduate School Students	2.56	HA	2.83	HA	2.59	HA	2.76	HA	2.84	HA
Administrators. Faculty and Staff	2.97	HA	2.97	HA	2.97	HA	2.95	HA	2.95	HA
Alumni, Parents, and other Stakeholders	2.40	HA	2.42	HA	2.55	HA	2.52	HA	2.57	HA
Category Mean	2.64	HA	2.74	HA	2.70	HA	2.74	HA	2.79	HA

The three groups of respondents expressed their level of acceptability of the graduate school philosophy, vision, mission, goals, and objectives which is highly accepted with weighted means of 2.64 for the philosophy, 2.74 for the vision, 2.70 for the mission, 2.74 for goals, and 2.79 for the objectives, respectively. This shows that the stakeholders which include the internal and external stakeholders studying in the University and those working not only in the University but also in the different parts of the country, and even outside the country 'highly

accepted' the PMVGO. Further, this reveals that the respondents have trust in the PVMGO as guide of the University in providing necessary directions and motivations. This is also supported by Villanca, A. et al (2020) when they stressed that their study revealed that the VMGO is very much clear among the stakeholders and that their level of dissemination and acceptability is to a great extent. It also showed that generally the stakeholders strongly agreed that VMGO is congruent to the educational activities of the University.

**Table 6. Level of awareness and acceptability of the graduate school doctoral program objectives**

Respondents	Educational Management				English Language Education			
	Awareness		Acceptability		Awareness		Acceptability	
	WM	DI	WM	DI	WM	DI	WM	DI
Graduate School Students	2.87	VMA	2.88	HA	2.43	VMA	2.45	HA
Administrators.	2.89	VMA	2.89	HA	2.90	VMA	2.93	HA



Faculty and Staff								
Alumni, Parents, and other Stakeholders	2.30	MA	2.32	PA	2.31	MA	2.33	PA
Category Mean	2.69	VMA	2.70	HA	2.55	VMA	2.57	HA

Table 6 shows the level of awareness and acceptability of the Doctor of Philosophy in Education major in Educational Management and major in English Language Education. As revealed on table, the three groups of respondents are very much aware and they highly accepted the objectives of the two programs as shown by the weighted means of 2.69 and 2.55 on the level of awareness, while 2.70 and 2.57, respectively on the level of acceptability. While it is shown on the table that the alumni, parents and other stakeholders are only aware and have only high acceptance of the objectives of the two programs as expressed in the weighted means of 2.31 and 2.33, the overall weighted means of the two programs with regard to awareness and acceptability fall still under very much aware and highly accepted. The following are the objectives of the two programs: For Doctor of Philosophy in Education major in Educational Management, the program objectives aimed to develop competent, committed, and conscientious educational leaders who are determined to: critically examine the broader multicultural, institutional, organizational, and social contexts relevant to education across the lifespan; advance the role of scientific research in education, policy reform, and practice and apply research skills in planning, design,

implementation, and evaluation of public policy and large-scale reforms in education; provide sound and ethical educational leadership at all levels with the commitment to drive significant and sustainable development in educational institutions; and address the needs, concerns, and problems, especially of those who belong to the marginal sectors of human society, the underprivileged, the less fortunate, and the less blessed members of the societies they serve. For Doctor of Philosophy in Education major in English Language Education, the program objectives aimed to develop a pool of globally competitive English language educators and linguists who possess the knowledge necessary to address the challenges of English language education in diverse school communities here and abroad; apply research trends and issues towards the improvement of English language education in all levels; utilize both practical and theoretical consideration to bring a truly international dimension to English language teaching; and provide a continuing empowerment program for all graduate professors/educators on competence in language teaching and learning.

This shows that the graduate school department makes it always clear to the stakeholders the quality objectives of the programs for its attainment as designed.

**Table 7. Level of awareness and acceptability of the graduate school doctoral program objectives**

	Science Education				Psychology				Public Administration			
	Awareness		Acceptability		Awareness		Acceptability		Awareness		Acceptability	
Respondents	WM	DI	WM	DI	WM	DI	WM	DI	WM	DI	WM	DI
Graduate School Students	2.54	VM A	2.53	HA	2.33	A	2.33	HA	2.59	V M A	2.52	HA

Administrators. Faculty and Staff	2.89	VM A	2.89	HA	2.35	VM A	2.36	HA	2.85	V M A	2.89	HA
Alumni, Parents, and other Stakeholders	2.30	MA	2.32	PA	2.31	MA	2.30	PA	2.29	M A	2.28	PA
Category Mean	2.58	VM A	2.58	HA	2.33	MA	2.32	PA	2.58	V M A	2.56	HA

As shown on table 7, the three groups of respondents are very much aware and they have high acceptance of the objectives of Science Education and Public Administration programs with similar weighted mean of 2.58 on awareness, while 2.58 and 2.56 on acceptance. However, for the objectives of the Psychology program, the respondents are only moderately aware and have only partial acceptance, with weighted mean of 2.33 on awareness and 2.32 on acceptance, with alumni, parents and other stakeholders having the lowest mean of the three groups of respondents. The following are the objectives of the Science education, Psychology and Public Administration. So for the Doctor of Philosophy in Education major in Science Education, the Program aims to: equip Science professionals with advanced scientific knowledge and skills that enable them to take leadership roles and elevate the quality of science and technology education; enhance the competence of science teachers in educational pedagogy and science content used in educating students in both basic and higher education; conduct classroom-based and field researches and utilize their outputs suitable for peoples' services, policy recommendations, product development, patent and publication for local and global reforms; and address the needs, concerns, and problems, especially of those who belong to the marginal sectors of human society, the underprivileged, the less fortunate, and the less blessed members of the societies they serve.

In like manner, the Doctor of Public Administration program aims to develop local and international frontrunners who are determined to: analyze problems critically and strategically with global perspective to improve the lives of the communities which they serve; effectively administer fiscal and organizational resources in the public sector with the application of research-based knowledge and practices; exhibit effective skills in planning, implementing, monitoring, and evaluating public policies and programs; and employ ethical and professional practices in public leadership and in the administration of public programs and activities. However, Psychology program aims to produce psychologists and psychology educators and counsellors who are determined to: drive significant and sustainable improvement in their respective organizations with the application of advanced knowledge in psychology and psychological research; assume more significant and largely creative roles in psychology education, human development, education, and other relevant fields; formulate and implement effective programs for the training of human development directors, guidance supervisors and consultants, trainers in industry and human service agencies, career development specialists, and other professional counselling careers; make graduate professors and students have a clear understanding of themselves, their needs, their concerns, and the many potentials they have which they need to

turn into realities with which to address these needs; and make graduate professors and students acquire counselling skills and learn counselling strategies and approaches so that they can in turn empower their students to perform counselling roles and responsibilities not only in their school but in the various

communities where they have established community development program.

While the objectives are good, there is a need to let the stakeholders be more aware of the Psychology program objectives for higher level of acceptance.

**Table 8. Level of awareness and acceptability of the graduate school program objectives in the Master’s degree**

	Educational Management				English				Filipino			
	Awareness		Acceptability		Awareness		Acceptability		Awareness		Acceptability	
Respondents	W M	DI	WM	DI	W M	DI	WM	DI	W M	DI	WM	DI
Graduate School Students	2.87	VM A	2.89	HA	2.85	VM A	2.87	HA	2.82	VM A	2.84	HA
Administrators, Faculty and Staff	2.90	VM A	2.93	HA	2.90	VM A	2.98	HA	2.81	VM A	2.84	HA
Alumni, Parents, and other Stakeholders	2.34	VM A	2.35	HA	2.36	VM A	2.34	HA	2.37	VM A	2.37	HA
Category Mean	2.70	VM A	2.72	HA	2.70	VM A	2.73	HA	2.67	VM A	2.68	HA

Table 8 shows the level of awareness and acceptability of the graduate school program objectives in the master’s degree particularly Educational Management, English, and Filipino. As revealed on the table, the respondents are very much aware of the program objectives as shown by the weighted means of 2.70 for both the Educational Management and English, and 2.67 for Filipino; while high level of acceptance of the objectives of the three programs as shown by the weighted means of 2.72, 2.73, and 2.68, respectively. The program objectives of the three programs are as follows: for Master of Arts in Education major in Educational Management, this Program aims to prepare individuals of

significant responsibilities who: possess effective and informed leadership at the school and district levels to meet the educational needs of learners from diverse backgrounds and cultures; administer the educational system of their school in a legally and ethically defensible manner; and conduct productive researches and serve as a systematic worker across various educational and administrative settings; for Master of Arts in Education major in English, this Program aims to produce globally competent teachers who: possess leadership in curriculum development and pedagogical planning in the field of English language teaching; construct dynamic, collaboratively

negotiated methods of teaching and learning in literature, writing, and the language arts; produce effective pedagogical aids and approaches for the benefit of both students and teachers; and embrace the ethical standards of English education; for Master of Arts in Education major in Filipino, this Program endeavors to produce a pool of teachers, mentors, and coaches who: possess systematic and research-based knowledge in the teaching and learning process across the varying

educational levels; effectively discharge varying tasks in informative and summative supervision of Filipino teachers and mentors; and inspire others to appreciate and preserve the Filipino language as a very significant component of national culture.

All these are clearly discussed by the graduate school as these likewise appear in the individual syllabus used by the professors as their guide in the delivery of educational services across specializations.

**Table 9. Level of awareness and acceptability of the graduate school program objectives in the Master's degree**

	Social Studies				Technology Education Management				Physical Education			
	Awareness		Acceptability		Awareness		Acceptability		Awareness		Acceptability	
	W	DI	WM	DI	W	DI	WM	DI	W	DI	WM	DI
Graduate School Students	2.89	VM	2.91	HA	2.90	VM	2.92	HA	2.90	VM	2.89	HA
Administrators, Faculty and Staff	2.93	VM	2.95	HA	2.92	VM	2.94	HA	2.87	VM	2.88	HA
Alumni, Parents, and other Stakeholders	2.32	MA	2.33	PA	2.34	VM	2.34	HA	2.35	VM	2.38	HA
Category Mean	2.71	VM	2.73	HA	2.72	VM	2.73	HA	2.71	VM	2.72	HA

Table 9 reveals that the respondents are very much aware and they highly accepted the Master's Degree Objectives along Social Studies, Technology Education Management, and Physical Education as shown in the individual weighted means on awareness which are 2.71 for both Social Studies and Physical Education, and 2.72 for Technology Education

Management; and weighted means on the level of acceptability which are 2.73 for both Social Studies and Technology Education Management, and 2.72 for Physical Education, which means high acceptance of the objectives of the three programs. The following are the objectives of the three programs, particularly, Master of Arts in Education major in Social

Studies, which states that this Program aims to train educators in the Social Sciences to be determined to: explore the curricular innovations needed to teach Social Studies in multicultural educational settings; integrate theory and practice to optimize learning in the different fields of Social Science; and produce research works informed by theories and methods from Sociology, Economics, History, Political Science, Philosophy, Anthropology, and other Social Sciences; for Master of Arts in Education major in Technology Education Management, the Program aims to equip educators and trainees who: possess highly effective curriculum and instructional strategies relevant to the teaching and communication of technology and consumer science information in either formal or informal settings; complement research knowledge and skills in the field of technology education; and implement effective training modules to support both formal and informal teaching clientele in acquiring self-sustaining livelihood endeavors; while for the Master of Arts in Physical Education, it is stressed that this Program aims to produce

graduates who are determined to: develop contemporary Physical Education curricula that will enhance the quality of community and school-based physical education programs; demonstrate the characteristics of a reflective, effective, and well-rounded educator who continuously inspires learners to become active for a lifetime; and conduct relevant researches that enrich the theoretical underpinnings, philosophy, and practices related to pedagogical content and methods in Physical Education. The respondents in general have high level of acceptance and very much aware of the program objectives. This shows that since these are a part of the syllabus usually discussed at the beginning of the semester or school year, then their level of awareness and acceptability is high, and according to Villanca, A. et al (2020), the VMGO are displayed in conspicuous places and utilizes different manner of dissemination for the general public’s knowledge or awareness. In this manner, the general public will know if the institutions implement the different programs that they have set, based on the VMGO. Hence, their awareness and acceptability.

**Table 10. Level of awareness and acceptability of the graduate school program objectives in the Master’s degree**

	Psychology				Guidance Counselling				Biology			
	Awareness		Acceptability		Awareness		Acceptability		Awareness		Acceptability	
Respondents	WM	DI	WM	DI	WM	DI	WM	DI	WM	DI	WM	DI
Graduate School Students	2.76	VM A	2.78	HA	2.83	VM A	2.85	HA	2.86	VM A	2.87	HA
Administrators, Faculty and Staff	2.90	VM A	2.91	HA	2.93	VM A	2.92	HA	2.91	VM A	2.92	HA
Alumni, Parents, and other Stakeholders	2.340	VM A	2.35	HA	2.35	VM A	2.36	HA	2.38	VM A	2.41	HA

Category Mean	2.67	VM A	2.68	HA	2.70	VM A	2.71	HA	2.72	VM A	2.73	HA
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Table 10 discloses that the respondents are very much aware of the program objectives as shown by the weighted means of 2.67 for Psychology, 2.70 for Guidance and Counselling, and 2.72 for Biology; and they have high level of acceptance as shown by the weighted means of 2.68, 2.71, and 2.73, respectively. The following are the program objectives: for the Master of Arts in Psychology, this Program offers a mix of practical and theoretical subjects to train students to: support healthy development across cultures and across the lifespan; apply advanced knowledge in Psychology in improving counselling and counselling-related practices, and professional experiences; and demonstrate the highest standards of professionalism with commitment to teaching, research, scholarship, technology, leadership, collaboration, advocacy, multiculturalism, and social justice; for the Master of Arts in Guidance Counselling, this Program balances rigorous scientific mastery with personal vision and caring to develop graduates who are determined to: work collaboratively across settings to effectively lead, serve, and advocate for the academic, career, personal, and social development of their clientele; implement carefully formulated programs and modules that will help others

discover and develop their educational, vocational, and psychological potentials facilitating satisfaction and efficacy; and undertake innovative researches that will enrich knowledge in guidance and counselling; and for Master of Science in Teaching major in Biology, this Program aims to: promote science literacy by advancing the knowledge base for effective teaching and learning of Biology in all levels of education; develop pedagogical experts in the field by advancing the knowledge and skills for competitive and effective Biology teaching; produce cutting-edge research in pursuit of effective practices in teaching Biology; and demonstrate resourcefulness and creativity, and apply the theories and concepts in Biology in the improvisation of laboratory apparatuses and the preparation of instructional materials.

The findings show that the objectives of the three programs are well understood by the stakeholders and have high acceptance for them. This means that understanding and realizing the importance of the objectives of these programs will capacitate the graduates for more advance knowledge, skills and values along Psychology, Guidance and Counselling, and Biology.

**Table 11. Level of awareness and acceptability of the graduate school program objectives in the Master's degree**

	Chemistry				Mathematics				Physics			
	Awareness		Acceptability		Awareness		Acceptability		Awareness		Acceptability	
Respondents	W M	DI	WM	DI	W M	DI	WM	DI	W M	DI	WM	DI
Graduate School Students	2.87	VM A	2.88	HA	2.81	VM A	2.83	HA	2.32	MA	2.31	PA
Administrators . Faculty and	2.89	VM A	2.90	HA	2.91	VM A	2.92	HA	2.34	VM A	2.35	HA

Staff												
Alumni, Parents, and other Stakeholders	2.41	VM A	2.43	HA	2.45	VM A	2.48	HA	2.31	MA	2.33	PA
Category Mean	2.72	VM A	2.74	HA	2.72	VM A	2.74	HA	2.32	MA	2.43	HA

The respondents are very much aware of the objectives of the two programs, namely; Chemistry and Mathematics, but not Physics, as shown by the weighted means of 2.72 for both Chemistry, and Mathematics, and 2.32 for Physics, which is moderately aware only. On the other hand, the weighted means on the level of acceptance are 2.74 for both Chemistry and Mathematics and 2.43 in Physics. The objectives of the different Master’s degree programs are as follows: For the Master of Science in Teaching major in Chemistry, it is to provide the Chemistry teachers and other Science professionals with in-depth knowledge and technical skills in Chemistry; prepare Chemistry teachers to enhance their pedagogical expertise; prepare Chemistry teachers to conduct high quality research on Chemistry teaching, educational pedagogy, and other related fields that enable them to pursue higher degrees; and teach Chemistry teachers and other Science professionals the skills and creativity in applying the learned Chemistry knowledge and technology to address particular educational, industrial, and environmental problems. For the Master of Science in Teaching major in Mathematics, this Program aims to develop the

intellectual competence and professional commitment of its graduates to be determined to: examine the behavioral, cognitive, and social-emotional development of learners across all ages with the end view of designing effective learning technologies and methods in Mathematics; apply current developments in Mathematics teaching to curriculum planning and supervision; and utilize advanced research skills and knowledge to address the perennial challenges in Mathematics learning, while for the Master of Science in Teaching major in Physics, this Program aims to: provide competent instruction in both Classical and Modern Physics; conduct basic and applied researches in the field of Physics and Physics education; teach Physics teachers to develop modules, workbooks, manuals, and other materials for Physics instruction; and demonstrate resourcefulness and creativity and apply Physics law, theories and concepts and models in invention, innovation and improvisation of laboratory instruments and apparatuses. This reveals that the respondents in general are very much aware of the presence of these objectives of the programs, except Physics.

**Table 12. Level of awareness and acceptability of the graduate school program objectives in the master’s degree**

	Computer Science				Information Technology				Agriculture (Animal Science)			
	Awareness		Acceptability		Awareness		Acceptability		Awareness		Acceptability	
Respondents	W	DI	WM	DI	W	DI	WM	DI	W	DI	WM	DI

	M				M				M			
Graduate School Students	2.74	VM A	2.75	HA	2.82	VM A	2.83	HA	2.29	MA	2.27	PA
Administrators, Faculty and Staff	2.86	VM A	2.87	HA	2.83	VM A	2.84	HA	2.36	VM A	2.38	HA
Alumni, Parents, and other Stakeholders	2.34	VM A	2.37	HA	2.47	VM A	2.48	HA	2.23	MA	2.24	PA
Category Mean	2.65	VM A	2.67	HA	2.71	VM A	2.72	HA	2.29	MA	2.30	PA

Table 12 shows the level of awareness and acceptability of the graduate school program objectives in the Master's degree particularly in Computer Science, Information Technology, and Agriculture (Animal Science). As revealed on the table, the respondents are very much aware of the program objectives of Computer Science and Information Technology, and moderately aware only on Agriculture, with weighted means of, 2.65, 2.71, and 2.29, respectively. On the other hand, the level of acceptability of the objectives is highly accepted along Computer Science and Information Technology, but partially accepted only in Agriculture, as shown by their weighted means of 2.67, 2.72, and 2.30, respectively. The objectives are as follows: For the Master of Science in Computer Science, it clearly states that this Program aims to train Computer Science graduates and Computer Science professionals to: demonstrate high-level competence in investigating continually emerging new software technologies, applications, and approaches; apply advanced knowledge in mathematical and theoretical foundations of Computer Science, computer language, computer systems, artificial intelligence and the management of data, networks and security to produce cutting-edge researches; and assume more creative roles as

applications programmers, database managers, systems administrators, or information technology analysts. In like manner, the objectives of Master of Science in Information Technology enunciates that this Program aims to bolster the competence and efficiency of Information Technology graduates and practitioners to be determined to: initiate advanced and cutting-edge information systems in a broad range of settings and occupations; 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; and effectively assume leadership positions in work systems that handle information technology and related endeavors. In addition, the Master of Science in Agriculture major in Animal Science Program aims to produce proficient managers, supervisors, teachers, researchers, consultants, practitioners, and technicians who shall: tackle problems related to sustainable livestock development as well as to the management of livestock and companion animals, animal nutrition, animal health, levels of management, genetic diversity, and socio-economic factors focused at regional development; perform



productive, strategic, and innovative work in animal research, development, lecturing, training, public and private commercial enterprise, advisory work, government agencies, and non- government organizations both in the local and international contexts; and analyze problems associated with Animal Science based on a holistic viewpoint and life-long perspective

using all aspects of the biological and social systems involved in animal welfare. The findings show that the respondents are not very much aware on agriculture program. Hence, more strategies to dissemination the information on the objectives of Agriculture major in Animal Science for high level of acceptance.

**Table 13. Level of awareness and acceptability of the graduate school program objectives in the master’s degree**

	Agriculture (Crop Science)				Public Administration			
	Awareness		Acceptability		Awareness		Acceptability	
Respondents	WM	DI	WM	DI	WM	DI	WM	DI
Graduate School Students	2.33	MA	2.30	PA	2.32	MA	2.31	PA
Administrators. Faculty and Staff	2.39	VMA	2.50	HA	2.61	VMA	2.52	HA
Alumni, Parents, and other Stakeholders	2.33	MA	2.32	PA	2.33	MA	2.31	PA
Category Mean	2.35	VMA	2.37	HA	2.42	VMA	2.38	HA

Table 13 shows that the overall weighted means of the three groups of respondents reveal that they are very much aware of the objectives of the two programs which are Agriculture on Crop Science and Public Administration, with weighted means of 2.35 and 2.42; while 2.37 and 2.38 for the level of acceptance of the two programs, with descriptive interpretation of highly accepted. The objectives of the programs are as follows: For the Master of Science in Agriculture major in Crop Science, it expresses that this Program is designed to meet the increasing demand for qualified personnel who are determined to: skillfully apply biological, physiological, molecular, genetic, and biometric principles to crops and cropping systems, in order to increase their efficiency and contribute to regional development; acquire advanced understanding of diverse allied fields of Crop Science to creatively solve the changing problems in modern crop development, production, and management; and demonstrate advanced research and analytical skills focusing on crop systems, plant breeding, agro-industry, and appropriate growing practices to assure reliable supplies of safe, healthy food, while taking biodiversity and nature conservation into account. For the Master in Public Administration, this Program endeavors to develop graduate students who: possess theoretical background and skills needed in the formulation, implementation, and evaluation of public policies and programs; lead their respective organizations as practitioners, academicians, and other development workers with pioneering skills, attitudes, and values along good governance; and initiate meaningful productive endeavors within established legal and ethical frameworks.

**Table 14. Level of awareness and acceptability of the graduate school program objectives in the Master's degree**

Respondents	Public Health				Business Administration			
	Awareness		Acceptability		Awareness		Acceptability	
	WM	DI	WM	DI	WM	DI	WM	DI
Graduate School Students	2.93	VMA	2.95	HA	2.30	MA	2.31	PA
Administrators. Faculty and Staff	2.95	VMA	2.97	HA	2.54	VMA	2.55	HA
Alumni, Parents, and other Stakeholders	2.41	VMA	2.42	HA	2.26	VMA	2.29	PA
Category Mean	2.76	VMA	2.78	HA	2.37	VMA	2.38	HA

Table 14 shows that the respondents are very much aware and they have high acceptance of the program objectives as shown by the weighted means of 2.76 and 2.37 along awareness, while 2.78 and 2.38 along acceptability. The following are the objectives of the programs. For Master in Public Health, this Program endeavors to prepare current and aspiring Public Health professionals who: possess innovative and globally focused Public Health services in their respective health care organizations and systems; examine and address critical issues that confront the administration and management of Public Health programs to ensure resource optimization, administrative efficiency, and issues in Public Health; apply the research process in the study of health services management and related fields; and confront and address the lingering pandemic by coming out with thoughtful, and responsive research to cushion or mitigate its effect in the Public Health sector. In like manner, for Master in Business Administration, it stresses that this Program aims to rigorously train current and future business leaders to: develop a comprehensive understanding of the management tools available to systematically assess external and internal organizational drivers of change and productivity in their respective organizations;

utilize research in the design and effective implementation of innovative solutions to risk and problems associated to business administration; and demonstrate social responsibility, maturity, and sensitivity to community needs in the formulation and implementation of business plans and strategies. The findings exemplifies that the stakeholders take chances to be very much aware of the program objectives of Public Health and Business Administration for higher level of acceptance.

Hence, looking deeply into the functions of the PVMGO especially the program objectives of the different programs would ignite the desire to learn more of the program objectives and how well are they being utilized by the internal and external stakeholders towards quality and excellence, progress, prosperity, and development.

### **Summary of Findings, Conclusions and Recommendations**

The level of awareness and acceptability of the Cagayan State University philosophy, vision, mission, goals, and objectives, and the graduate school vision, mission, goals, objectives, and

program objectives in this study ascertained that, generally, the three groups of respondents: the graduate school students, administrators, faculty and staff, and the alumni, parents, and other stakeholders are very much aware and they highly accepted the University Philosophy, Vision, Mission, Goals and Objectives. Likewise, they are very much aware and they highly accepted the graduate school philosophy, vision, mission, goals, and objectives. With regard to the objectives of the different programs, the respondents are very much aware, and they highly accepted the objectives of the doctorate programs as well as of the master's degree programs across disciplines, except for the program objectives of Agriculture along Animal Science wherein the respondents have only moderate awareness and partial acceptance, and also on the objectives of Physics and Psychology where the respondents have moderate awareness only. Hence, it is recommended that strategies in the dissemination of the objectives of the programs be devised for higher level of acceptance and awareness.

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