



AWARENESS, ACCEPTANCE, AND UNDERSTANDING OF CAGAYAN STATE UNIVERSITY STAKEHOLDERS TOWARDS ITS VISION, MISSION, GOALS, AND OBJECTIVES

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ABSTRACT

The vision, mission, goals and objectives (VMGO) are the bases of any state university's operations. This study determined the awareness of the stakeholders on the vision and mission of Cagayan State University and the goals and objectives of the College of Human Kinetics and how these are disseminated; and evaluates the stakeholders' understanding and acceptance of the VMGO. A descriptive research design using survey approach was employed, with a stakeholder survey questionnaire to gather data, and conducted statistical analysis using SPSS v.20. Results show that the stakeholders are generally aware of the VMGO. Furthermore, the study revealed that the stakeholders understand and accept the VMGO. The study also compared the awareness, understanding, and acceptance of the VMGO of the stakeholders when classified as external or internal. The test showed that the internal stakeholders, especially the administrators and faculty members are significantly higher in terms of their awareness, understanding, and acceptability of the VMGO than the external stakeholders. It is recommended that further studies may add congruency as a variable in the study.

KEYWORDS: *vision, mission, goals and objectives (VMGO); awareness, acceptance; internal stakeholders; external stakeholders*

1.INTRODUCTION

The 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.

Mission and vision are statements on the long-term view of the institution of itself and of the world within which it operates, including the fundamental purpose of its existence, its long-term role and stature, and what it does to achieve this purpose and how it would like to play its role. Program educational objectives are broad statements that describe the career and professional accomplishments that the program is preparing graduates to achieve within three to five years of graduation and these are based on the needs of the program's constituencies.



All academic units of a University must have goals that are consistent with the University's vision and mission; and all programs under an academic unit must have objectives that are consistent with the goals of the academic unit. The basic vision of the University as embodied in the Medium-Term Development Plan of 2014-2018 by then President Romeo Quilang, is "Transforming lives by educating for the best." It seeks to make CSU as a catalyst of change in improving the lives of individuals and communities by educating for the best. The one liner vision succinctly captures the profound meaning and ultimate purpose of the collective efforts and educational directions of the university.

In pursuit of this vision, CSU is therefore committed to transform the lives of people and communities through high quality instruction and innovative research, development, production, and extension. The College of Human Kinetics has its part of fulfilling this mission by producing teachers in the field of Music, Arts, Physical Education and Health and Sports and Wellness Managers. Ultimately its program, Bachelor of Physical Education major in School Physical Education and Sports and Wellness Management aims to produce graduates that can demonstrate competencies in their fields of specialization or chosen careers, and with critical and creative thinking skills, ethical leadership and proper values.

Having outcomes-based education (OBE) at its forefront, Cagayan State University's vision and mission (CSU University Code, 2017) statements and the goals and objectives of the College of Human Kinetics (CHK Manual of Operations, 2014) are outcomes-based, to wit:

Vision:

Transforming lives by educating for the best.

Mission:

Cagayan State University is committed to transform the lives of people and communities through high quality instruction and innovative research development, production and extension.

Goals

1. *To produce competent teachers through a well-rounded program of Music, Arts, Physical Education and Health activities; and*
2. *To produce individuals who are experts in the field of Sports and Wellness management.*



Objectives

1. *Plan and implement the following programs to produce quality graduates:*
 - a. *Academic degree programs for physical educators, sports specialists, music and arts enthusiasts;*
 - b. *Varsity Sports program for highly skilled students who wish to excel in sports;*
 - c. *Intramural program for all students to develop values inherent in sports participation; and*
 - d. *Community Sports program for the University.*
2. *Conduct researches in Physical Education, Music, Arts and Health.*
3. *Provide technical expertise to agencies needing help in promotion of Physical Education, Music, Arts and Health.*
4. *Promote and preserve Philippine indigenous dances, games and sports.*
5. *Offer scholarship to poor but deserving students along physical education, music, arts and health education.*
6. *Continuously improve the selection, training and development of potential athletes who shall represent the university in provincial sports competitions, SCUAA Meets, CHED Meets, national and international events.*

CSU is also continuously seeking accreditation from the Accrediting Agency for Chartered Colleges and Universities in the Philippines (AACCUP) for its different programs. Accreditation is a formal recognition of an educational program as possessing certain standards of quality and excellence based upon an analysis of the merits of its educational operation in relation to its VMGO and to its unique role in the community that it serves.

Further, the VMGO needs to be shared in order to be effective and to be attained. And to be shared, it needs to be developed in a collaborative manner. The success of a university depends upon bringing its stakeholders together. The stakeholders need to reconcile differing perspectives, find common ground and create a shared VMGO.

The term stakeholder denotes all those individuals or groups who affect or are affected by an organization and its activities. Stakeholder survey can be very helpful in generating critical information required for performance management and for creating and sustaining organizational change. A stakeholder survey is a questionnaire-based quantitative tool used by organizations to increase their understanding of the knowledge, attitudes, perceptions, interests and experiences of their stakeholders – both internal and external.



I. Objectives of the Study

In view of the foregoing, this study assessed the level of awareness, acceptability, and understanding of the different stakeholders on the vision and mission of the university.

Specifically, the study sought to:

1. Determine the awareness of the Stakeholders regarding the Vision and Mission of the university and the Goals and Objectives of the College of Human Kinetics;
2. Analyze the acceptance of the Stakeholders regarding the Vision and Mission of the University and the Goals and Objectives of the College of Human Kinetics;
3. Assess the Stakeholders' understanding of the Vision and Mission of the University and the Goals and Objectives of the College of Human Kinetics;
4. Determine the modes by which the Stakeholders come to know the University's Vision and Mission and the Goals and Objectives of the College of Human Kinetics; and,
5. Determine if there are significant differences among the level of awareness, acceptance and understanding on the Vision and Mission of the University and the Goals and Objectives of the College of Human Kinetics of the different Stakeholders.

II. MATERIALS AND METHODS

The researchers will employ the descriptive method to carry out successfully the objectives stated above. A survey will be conducted by the researcher to gather pertinent data and will be treated using descriptive and inferential statistics. According to Scheuren (2004), a survey is a general view, examination, or description of people's attitudes, impressions, opinions, expectations, beliefs, and behaviors on specific facts.

The research instrument will be a survey questionnaire framed by the researcher himself. The instrument was further subjected for validation by experts in the field of measurement and evaluation. The respondents of this study are individuals or groups of people who affect or are affected by an organization or institution like the Cagayan State University who referred to as the "stakeholders". In this study the stakeholders are classified as external and internal which will have sub classifications shown below:

External Stakeholders	Internal Stakeholders
<ul style="list-style-type: none">• Students• Faculty Members• Administrators	<ul style="list-style-type: none">• Parents/ Guardians• Alumni/ Alumna• Industry/Linkage/ Cooperating Agency



The respondents of the survey are 620 stakeholders broken down as follows: 56 administrators, 23 faculty members, 266 students, 182 parents or guardians, 45 alumni, and 48 from industries, linkages or cooperating agencies. A nonrandom convenience sampling was used; that is, respondents are chosen as to who were readily available.

After collecting the questionnaires duly accomplished by the respondents, the data collected will be tabulated and analyzed using Statistical Package for the Social Sciences (IBM SPSS Statistics v.20, 2011.). Mean will be used to determine the awareness and acceptance on the Vision and Mission and in the analysis of the stakeholders' understanding of the Vision and Mission. To determine the differences among the level of awareness, acceptance and understanding on the Vision and Mission of the University of the different stakeholders, One-way Analysis of Variance (ANOVA) will be utilized. T-test will be used to determine differences when stakeholders are grouped as external and internal. To comprehend the quantitative data, the scale below will be used:

Scale	Awareness	Acceptability	Understanding
3.26-4.00	Highly Aware (HA)	Greatly Acceptable (GA)	Clearly Understand (CU)
2.51-3.25	Aware (A)	Acceptable (A)	Understand (U)
1.76-2.50	Least Aware (LA)	Slightly Acceptable (SA)	Somewhat Understand (SU)
1.00-1.75	Not Aware (NA)	Not Acceptable (NA)	Not Understand (NU)

III. Results and Discussion

Table 1 shows the number of respondents per category. The researcher believed that the 620 respondents truly represent the population especially for the students where the Slovin's formula was used. It can be seen also from the table that the number of external and internal stakeholder doesn't have that big gap to compare.

Table 1. Frequency Distribution of the Respondents

	Frequency	Percentage
Internal Stakeholders	345	55.65
External Stakeholders	275	44.35
Administrator	56	9.03
Faculty Member	23	3.71
Parent/Guardian	182	29.35
Student	266	42.90
Alumnus/Alumna	45	7.26
Industry/Linkage/Cooperating Agency	48	7.74
Total	620	100

Awareness of the Stakeholders of the VMGO of CSU-CHK



Table 2 shows that the internal stakeholders are more aware (3.53) of the VMGO than the external stakeholders (3.15). All the internal stakeholders including the alumni are highly aware of both the Vision and Mission of CSU and the CHK's goals and objectives. The parents and guardians and the industry, on the other hand, has a level of awareness which is qualitatively described as "aware". Generally, when the stakeholders are taken as a whole, they are highly aware of the CSU's vision and mission and CHK's goals and objectives.

The same table further reveals that the faculty members have the highest mean on their level of awareness of the vision and mission, seconded by the administrators and thirdly, by the students. The lowest mean is from the parents/guardians and from the industry and other cooperating agencies. Similar observation can be deemed for the goals and objectives of the college.

Table 2. Awareness on the VMGO of both internal and external stakeholders

	Mean								
	Internal Stakeholders				External Stakeholders				Overall Weighted Mean (for VMGO)
	Administrator	Faculty Member	Student	Mean	Parent/Guardian	Alumnus/Alumna	Industry	Mean	
Vision and Mission									
I am aware of the Vision of CSU.	3.59	3.7	3.54	3.61	2.96	3.58	2.96	3.16	3.39
I am aware of the Mission of CSU.	3.5	3.65	3.45	3.53	2.90	3.49	2.90	3.09	3.31
Goals									
Goal 1	3.46	3.30	3.57	3.45	2.99	3.58	3.15	3.24	3.34
Goal 2	3.57	3.48	3.52	3.52	2.96	3.38	3.02	3.12	3.32
Overall Mean for Goals	3.52	3.39	3.54	3.48	2.98	3.48	3.08	3.18	3.33
Objectives									
Objective 1	3.52	3.48	3.55	3.51	3.02	3.53	3.10	3.18	3.37
Objective 2	3.38	3.65	3.48	3.50	2.99	3.44	2.94	3.18	3.31
Objective 3	3.52	3.48	3.49	3.50	3.05	3.58	2.96	3.18	3.35
Objective 4	3.50	3.43	3.43	3.46	3.07	3.40	3.06	3.18	3.32
Objective 5	3.55	3.65	3.47	3.56	2.96	3.53	2.79	3.18	3.33
Objective 6	3.52	3.61	3.51	3.54	3.05	3.53	3.00	3.18	3.37
Overall Mean for Objectives	3.50	3.55	3.49	3.51	3.02	3.50	2.98	3.18	3.34
Overall Weighted Mean (for stakeholders)	3.53	3.57	3.51	3.53	2.96	3.51	2.98	3.15	3.34



Figure 1 illustrates the relative ranking of the stakeholders in terms of their awareness of the VMGO. The most aware group are the faculty members followed by the stakeholders and students. The least aware, on the other hand, are the parents and guardians and the industry/linkage/cooperating agencies.

The preceding observation that the internal stakeholders are more aware than the external stakeholders can be explained by the fact that the internal stakeholders are inside the school premises. Their endeavors generally circle within the school and the activities inside the school are always coupled with exposure on the VMGO of CSU-CHK. As a matter of fact, these stakeholders are the main players in crafting the VMGO. Aside from IEC materials containing the VMGO, faculty members, too, always must keep in mind the VMGO in making sure that their syllabi are aligned with it.

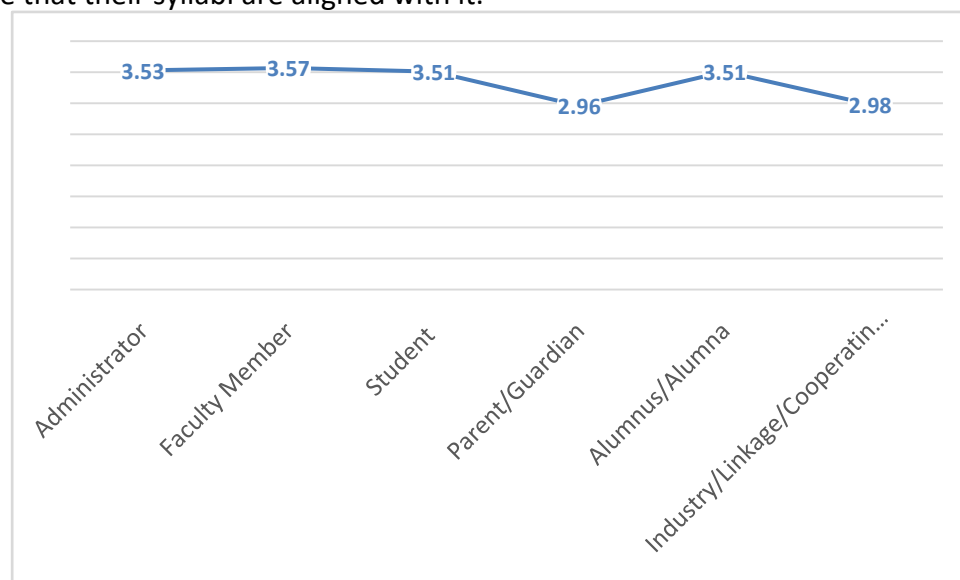


Fig. 1. Line graph on the respective ranks of the different stakeholders in terms of their awareness of the VMGO

Acceptance of the Stakeholders of the VMGO of CSU-CHK

One of the objectives of this study is to analyze the acceptance of the stakeholders regarding the VMGO of CSU-CHK. Table 3 reveals that the VMGO seems to be more acceptable from the point of view of the internal stakeholders than the external stakeholders. Ranking their level of acceptance will show that the students' acceptability of the VMGO is the highest, followed by the faculty members and the administrators. Unfortunately, the industry/Linkage/Cooperating agencies, again has the lowest level of acceptability. This goes to show that the University must strengthen its ties with these stakeholders as to their involvement and participation in the crafting of the VMGO. Their perception might have been affected by their needs and demands unmet by the VMGO.



With respect to the objectives of the college, the most acceptable for the internal stakeholders is on offering scholarship. This result can be explained that most of the respondents in this category were students who, one way or another, would like to avail scholarships. On the other hand, from the eyes of the external stakeholders, the most acceptable objective is the one that pertains to the provision of technical expertise to agencies needing help in the promotion of Physical Education, Music, Arts, and Health. The commitment of the university and the college to extend its services thru extension activities to the community may explain this result. Generally, it is this same objective that is perceived most acceptable by the respondents.

Table 3. Level of Acceptability of the Stakeholders of the VMGO of CSU-CHK

	Mean								
	Internal Stakeholders				External Stakeholders				Overall Weighted Mean (for VMGO)
	Administrator	Faculty Member	Student	Mean	Parent/Guardian	Alumnus/Alumna	Industry	Mean	
Vision and Mission									
I accept the Vision of CSU.	3.50	3.48	3.57	3.52	3.02	3.51	2.98	3.17	3.34
I accept the Mission of CSU.	3.52	3.57	3.55	3.55	3.04	3.40	3.04	3.16	3.35
Goals									
Goal 1	3.48	3.48	3.51	3.49	3.08	3.67	3.10	3.28	3.39
Goal 2	3.38	3.70	3.51	3.53	3.01	3.47	2.98	3.15	3.34
Overall Mean for Goals	3.43	3.59	3.51	3.51	3.04	3.57	3.04	3.22	3.36
Objectives									
Objective 1	3.46	3.52	3.51	3.50	3.01	3.49	2.92	3.14	3.32
Objective 2	3.43	3.52	3.50	3.48	3.02	3.53	2.98	3.18	3.33
Objective 3	3.54	3.48	3.48	3.50	3.01	3.51	3.23	3.25	3.38
Objective 4	3.41	3.22	3.54	3.39	3.04	3.67	2.83	3.18	3.28
Objective 5	3.48	3.70	3.51	3.56	3.15	3.40	2.90	3.15	3.35
Objective 6	3.52	3.57	3.51	3.53	3.02	3.36	2.92	3.10	3.31
Overall Mean for Objectives	3.47	3.50	3.51	3.49	3.04	3.49	2.96	3.17	3.33
Overall Weighted Mean (for stakeholders)	3.48	3.53	3.54	3.52	3.03	3.49	3.01	3.18	3.35

Stakeholders' Understanding of the VMGO of CSU-CHK



Another crucial variable to study to assess the comprehensibility of the VMGO of CSU-CHK is to investigate the level of understanding of the stakeholders of the VMGO. It is by knowing their level of understanding that the institution may assure that the VMGO went beyond the stakeholders' awareness, such that, it was made comprehensible. Table 4 shows the level of understanding of the different stakeholders. In general, the stakeholders "clearly understand" the VMGO of CSU-CHK.

Interestingly, the trend in the level of awareness and acceptability of the VMGO is similar with this variable under study. The internal stakeholders have clearer understanding of the VMGO than the external stakeholders. It is also worthy to note that the administrators have the highest level of understanding of the VMGO seconded by the students. The administrators notching the first in the list can be explained by their involvement in the crafting of the VMG. The preliminary construction begins with them and seeks for recommendations from the faculty members. Another interesting result is that, the students understand the VMGO better than the faculty members. This might be caused by the continuous dissemination and explanation done by the college to the students during orientation programs and by teachers in classroom discussions.

Table 4. Stakeholders' Level of Understanding of the VMGO of CSU-CHK

	Mean								
	Internal Stakeholders				External Stakeholders				Overall Weighted Mean (for VMGO)
	Administrator	Faculty Member	Student	Mean	Parent/Guardian	Alumnus/Alumna	Industry	Mean	
Vision and Mission									
I accept the Vision of CSU.	3.57	3.39	3.48	3.48	3.02	3.62	2.81	3.15	3.32
I accept the Mission of CSU.	3.50	3.35	3.48	3.44	2.95	3.62	2.83	3.14	3.29
Goals									
Goal 1	3.55	3.65	3.44	3.55	2.96	3.56	3.08	3.20	3.37
Goal 2	3.48	3.48	3.52	3.49	3.03	3.53	3.06	3.21	3.35
Overall Mean for Goals	3.52	3.57	3.48	3.52	3.00	3.54	3.07	3.20	3.36
Objectives									
Objective 1	3.38	3.57	3.52	3.49	3.07	3.44	2.88	3.13	3.31
Objective 2	3.43	3.52	3.47	3.47	2.97	3.51	3.04	3.18	3.32
Objective 3	3.54	3.30	3.47	3.44	3.05	3.51	3.21	3.26	3.35
Objective 4	3.45	3.39	3.53	3.46	2.99	3.47	3.38	3.28	3.37
Objective 5	3.54	3.52	3.52	3.52	2.99	3.51	3.06	3.19	3.36
Objective 6	3.54	3.30	3.52	3.45	2.95	3.49	3.10	3.18	3.32



Overall Mean for Objectives	3.48	3.43	3.51	3.47	3.00	3.49	3.11	3.20	3.34
Overall Weighted Mean (for stakeholders)	3.52	3.43	3.49	3.48	2.99	3.57	2.96	3.17	3.33

With respect to the external stakeholders, the alumni/alumnae registered an outstanding comprehension of the VMGO better than their students and faculty members counterpart. This is a manifestation that the alumni and alumnae of the university continues to fully realize the VMGO of CSU-CHK thru them as they pursue to achieve greater heights in their career and personal life. Truly, a manifestation that Cagayan State University and the College of Human Kinetics have imprinted its Vision, Mission, Goals and Objectives to their graduates.

Similar observations from the prior findings can be seen with the parents/guardians and industry/linkage/cooperating agency. This finding urgently calls for more involvement from these sectors to school activities and programs.

Modes by which the Stakeholders come to know the VMGO of CSU-CHK

This study elicited 1920 responses from the respondents when asked if thru which medium did they come to know the VMGO of CSU-CHK. It can be seen from the table that the stakeholders knew the VMGO the most by means of bulletin boards accounting to 26.56 percent of the responses. Many colleges and campuses of Cagayan State University are equipped with bulletin boards where postings are made which includes the VMGO. Tarpaulins are printed as well and are displayed in conspicuous places. Second to the said medium are catalogues and flyers. The University is also producing information materials to spread its VMGO alongside the program offerings of the university. These materials are given during school campaigns and during enrollment periods. Student orientation programs also became an effective mode to disseminate the school's VMGO. The format being used during orientations are similar with Parents-Teachers Forum which is also considered as an effective platform for dissemination. However, from the same table, it can be deemed that the university must pour extra effort to digital media as a mode of dissemination. It is recommended that the university may connect to cable systems or radio channels with wide area of coverage. Social media can also be explored for dissemination purposes.



Table 5. Frequency distribution of the modes by which the Stakeholders come to know the VMGO of CSU-CHK

<i>Medium</i>	<i>Frequency</i>	<i>Percentage</i>
Bulletin Boards	510	26.56
Catalogues/Flyers	313	16.30
University Website	204	10.63
Media Broadcast	150	7.81
Parents-Teachers Forum	202	10.52
School Programs and Activities	256	13.33
Student Orientation Programs	285	14.84
Total	1920	100

Comparison on the level of awareness, acceptance and understanding of the VMGO of CSU-CHK as perceived by the different Stakeholders

Another objective of this study is to compare the level of awareness, acceptability, and understanding of the stakeholders to the VMGO of CSU-CHK. A t-test for independent samples was conducted in comparing the internal and external stakeholders. Although the respondents are generally aware and do accept and understand the VMGO, the table below reveals that there is a significant difference between the level of awareness, acceptability, and understanding of the stakeholders to the VMGO of CSU-CHK. This means that the internal stakeholders have a statistically higher level of awareness than their counterpart. Similar inference can be drawn with their acceptance and understanding of the VMGO.

Table 6. Comparison on the level of awareness, acceptance and understanding of the stakeholders of the VMGO of CSU-CHK when grouped as external and internal stakeholders.

	Mean Difference	Sig. (2-tailed)
Level of Awareness (VM)	0.49	0.00**
Level of Acceptability (VM)	0.46	0.00**
Level of Understanding (VM)	0.42	0.00**
Level of Awareness (G)	0.45	0.00**
Level of Acceptability(G)	0.37	0.00**
Level of Understanding (G)	0.39	0.00**
Level of Awareness (O)	0.40	0.00**
Level of Acceptability(O)	0.40	0.00**
Level of Understanding (O)	0.39	0.00**

** - significant 0.01 level of significance



Legend: VM- Vision and Mission

G- Goals

O- Objectives

An analysis of variance was also conducted to test whether there is a significant difference on the level of awareness, acceptability, and understanding of the VMGO by the stakeholders. Table 7 reveals that that there is at least one pair in all tested variable where significant difference occurred. This means that all stakeholders differ in the level of awareness, acceptability, and understanding of the VMGO. Attached in this manuscript is the result of the multiple comparisons test for further reference.

This difference on the on the level of awareness, acceptance and understanding of the VMGO of CSU-CHK among the stakeholders can be explained by their varying nature of involvement in the operations of the university. Nevertheless, the effort of the university and the college in disseminating its VMGO and its pursuit to explain it to the various stakeholders has paid off as the stakeholders are generally aware of the VMGO; they accept it, and they understand it as well.

Table 7. Comparison on the level of awareness, acceptance and understanding of the VMGO of CSU-CHK among the stakeholders

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Level of Awareness (VM)	Between Groups	51.219	5	10.244	51.926	.000
	Within Groups	121.128	614	.197		
	Total	172.346	619			
Level of Acceptability (VM)	Between Groups	39.019	5	7.804	36.934	.000
	Within Groups	129.730	614	.211		
	Total	168.748	619			
Level of Understanding (VM)	Between Groups	45.458	5	9.092	46.721	.000
	Within Groups	119.482	614	.195		
	Total	164.940	619			
Level of Awareness (G)	Between Groups	40.960	5	8.192	43.176	.000
	Within Groups	116.496	614	.190		
	Total	157.456	619			
Level of Acceptability(G)	Between Groups	32.121	5	6.424	30.300	.000
	Within Groups	130.183	614	.212		
	Total	162.304	619			
Level of Understanding (G)	Between Groups	34.480	5	6.896	35.014	.000
	Within Groups	120.925	614	.197		
	Total	155.405	619			
Level of Awareness (O)	Between Groups	33.818	5	6.764	104.755	.000
	Within Groups	39.643	614	.065		
	Total	73.461	619			
Level of Acceptability(O)	Between Groups	33.294	5	6.659	105.673	.000
	Within Groups	38.690	614	.063		
	Total	71.985	619			
Level of Understanding (O)	Between Groups	32.364	5	6.473	97.498	.000
	Within Groups	40.763	614	.066		
	Total	73.127	619			



IV. CONCLUSIONS AND RECOMMENDATIONS

Based on the foregoing discussions, the study concludes and recommends the following:

- a. Generally, when the stakeholders are taken as a whole, they are highly aware of the CSU's vision and mission and CHK's goals and objectives.
- b. The VMGO seems to be more acceptable from the point of view of the internal stakeholders than the external stakeholders. *This goes to show that the University must strengthen its ties with these stakeholders as to their involvement and participation in the crafting of the VMGO.* Ranking their level of acceptance will show that the students' acceptability of the VMGO is the highest, followed by the faculty members and the administrators.
- c. Essentially, the stakeholders "clearly understand" the VMGO of CSU-CHK. The trend in the level of awareness and acceptability of the VMGO is similar with this variable under study. The internal stakeholders have clearer understanding of the VMGO than the external stakeholders. It is also worthy to note that the administrators have the highest level of understanding of the VMGO seconded by the students.
- d. Relatively lower level of awareness, acceptance, and understanding can be observed from the parents/guardians and industry/linkage/cooperating agency. *This finding urgently calls for more involvement from these sectors to school activities and programs.*
- e. The study also reveals that that the stakeholders knew the VMGO the most by means of bulletin boards accounting to 26.56 percent of the responses. Second to the said medium are catalogues and flyers. *However, it can be deemed that the university must pour extra effort to digital media as a mode of dissemination. It is recommended that the university may connect to cable systems or radio channels with wide area of coverage. Social media can also be explored for dissemination purposes.*
- f. Although the respondents are generally aware and do accept and understand the VMGO, statistical tests have shown that there is a significant difference between the level of awareness, acceptability, and understanding of the stakeholders to the VMGO of CSU-CHK. This means that the internal stakeholders have a statistically



higher level of awareness than their counterpart. Similar inference can be drawn with their acceptance and understanding of the VMGO.

- g. It is recommended that further studies may add congruency as a variable in this study with indicators that are specific and measurable.

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