RESEARCH ARTICLE

Awareness and Acceptability on the Institution's Vision, Mission, Goals and Quality Policy in One State College in the Philippines

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Abstract

The Vision, Mission, Goals and Quality Policy serve as concrete guides for the future of Camarines Sur Polytechnic Colleges. This descriptive survey research determined the means of promoting and disseminating the VMG and QP, and the extent of awareness, acceptability and internalization of the stakeholders on the institution's VMG and QP. Data were gathered through questionnaire distributed personally to 1,033 respondents. Finding showed that there are various means of promoting and disseminating the VMG and QP. The respondents show that their perceptions along VMG and QP are highly aware, highly acceptable and highly internalized. Also, result shows that there is no relationship between the respondents' level of awareness and level of acceptability, and there is a difference between the perception of internal and external stakeholders in terms of awareness, acceptability and internalization. Measures to enhance/sustain the level of awareness, acceptability and internalization of VMG and QP is to intensify dissemination through various modes: print and non-print media.

KEYWORDS:

Awareness, Acceptability, Internalization, Vision, Mission, Goals and Quality Policy

1 | INTRODUCTION

Like any other state universities and colleges in the Philippines, the Vision, Mission, Goals and Objective (VMGO) statements are concrete guides for the future of Camarines Sur Polytechnic Colleges, including its academic programs. VMGO statements define collective efforts and align the whole organization towards the accomplishment of programs/projects/activities (Robins and Coulter, 2003). Vision statement is a forward-looking statement that defines the ideal state of an organization in the future (Spalina, 2003; Bart and Hupfer, 2003). Further, a 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 (Bratianu and Balanescu, 2008). The VMGOs serve as anchors/frameworks for the college's strategic and operational planning actions. The VMGOs provide the College's stakeholders the necessary direction and motivation on how they are expected to perform their respective functions and to generate, allocate and use resources.

Robbins, et al. (2003) account that the VMGO statements are the fundamental guides for the future of the institution and its academic programs. They define collective effort and align the whole organization towards the accomplishment of programs and activities. The vision and mission 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. The goals and objectives are broad statements that discuss the career and professional accomplishments that the college is preparing graduates to achieve within three to five years after graduation. These objectives are based on the needs of the program's constituencies (CMO No. 37, s. 2012).

Educational institutions aim to deliver the best education they can offer. Various factors may influence the design of curriculum which is the most important requirement in every educational institution (Terano, 2019). State universities and colleges are recognized by the Accrediting Agency for Chartered Colleges and Universities in the Philippines (AACCUP) possessing certain standards of quality and excellence based on the institution's educational operations and program curriculum in relation to its VMGO. A college or university is judged by the degree to which its VMGO are attained, not in comparison to others. The effectiveness of the VMGO lies in its structure and dissemination. In order to be attained, students, faculty, and stakeholders of an educational institution have to be aware of its VMGOs and fully comprehend the implications of such.

CSPC conceptualized and implemented its VMGOs as a result of the recommendation of industries and stakeholders to address the demand for global competitiveness, and ASEAN integration. CSPC trains its student to become productive and self-reliant graduates and citizens. They are provided the stimulus for industrialization and entrepreneurship, training and technology advancement. Generally, CSPC's graduates are deemed to provide the necessary manpower requirement of the growing economy of the country and the world.

In light of the foregoing statements, this study aimed to determine the extent of the awareness, the level of acceptability, and the degree of internalization of the different stakeholders of the college of its VMG and QP. Results of this study are deemed to be important to the school administrators for policy formulation and implementation. Specifically, the study determined the means of promoting the awareness and means of disseminating the Vision, Mission, Goals and Quality Policy; extent of the level of awareness, acceptability, and internalization of the stakeholders of the institution's VMG and Quality Policy; significant relationship on the respondents' level of awareness and level of acceptability; significant difference on the perceptions of the internal and external stakeholders; propose an action plan to enhance and sustain awareness, acceptability, and internalization of the institution's VMG and Quality Policy.

2 | METHODOLOGY

A descriptive survey method of research was employed in the study. A total of one thousand thirty-three (1,033) served as the respondents of the study as shown in Table 1 . There is a hundred percent (100%) retrieval rate for internal stakeholders but only 88% for external stakeholders. A comprehensive purposive sampling was used to identify the respondents.

TABLE 1 Respondents of the Study

Respondents	Number of Respondents
Students	332
Parents	310
Teaching Personnel	170
Non-teaching Personnel	93
Administrators	28
Local Government Units representatives	50
Non-Government Organizations (NGOs) representatives	30
Identified Industry partners	20
Total	**1,033**

Slovin's formula was used to determine the number of respondents. For the faculty, administrators, and non-teaching personnel, a complete enumeration was used; quota sampling was used to determine the number of LGU officials, parents, government

agencies, OJT partners, and non-government organizations (NGOs); and proportional representation was used to identify a number of students' respondents.

Weighted Mean was used in assessing the level of awareness, acceptability, and internalization. A 4-point Likert scale was used: 4 – highly aware/acceptable/internalized; 3 – moderately aware/acceptable/internalized; 2 – poorly aware/acceptable/internalized; and 1 – not aware/acceptable/internalized. To compute the significant relationship, Spearman Rho was used. Moreover, to compute the significant difference in the perception of the internal and external stakeholders, the Mann-Whitney test was used.

3 | RESULTS AND DISCUSSIONS

3.1 | Means of Promoting the Awareness and Means of Disseminating the Vision, Mission, Goals and Quality Policy

3.1.1 | Means of Promoting

Reflected in Table 2 are the different means of CSPC in promoting awareness of the institution's VMG and QP. The teaching personnel, college officials/administrators, LGU's, NGO's and industry partners considered bulletin boards as the effective means of promoting awareness since all around the campus, various posters and signage of VMG and QP are designated. Non-Teaching Personnel on the other hand strongly feel the presence of dissemination in the outgoing communications because most the communication letters sent to different agencies have VMG and QP printed on it in the header or sidebar. How the VMGO is promoted is corroborated by the study of Estrada (2018) which identifies that the means were through catalogs/manuals, during general orientation, bulletin boards, syllabi, internet, disseminated to various agencies and broadcast media.

3.1.2 | Means of Disseminating

Table 3 shows the responses of the eight (8) groups of stakeholders on when and where the VMG and QP is being disseminated. It can be gleaned from the table that all of the internal stakeholders noted that the Institution's VMG and QP is being recoted during Flag Ceremony. On the other hand, external stakeholders noted that the VMG and QP is being disseminated in activities like extension program in the Institution's activities like extension programs. This is evidenced by the incorporation of the VMG and QP in extension activities of the college (Salazar, 2020). The result also validated that an integration of the VMG and QP are present in the conduct of recitations, examinations, and programs as one of the directives or indicators of AACCUP in Area 1-Vision, Mission, Goals, and Objectives. CSPC has strengthened its awareness and integration campaign. In the study of Pelicano and Lacaba (2016), it showed that discussion/explanation in class, flag ceremonies, poster programs/convocations, meetings/assemblies, billboard, and leaflets, are the most preferred sources of information for VMGO.

3.2 | Level of Awareness, Acceptability, and Internalization of stakeholders to the College Vision, Mission, Goals and Quality Policy

3.2.1 | College Vision clearly reflects what the institution hopes to become in the future

In terms of the level of awareness from the responses, it can be gleaned that Industry Partner ranked 1st with a WM of 3.85 or Highly Aware and only NGOs show a WM of 3.2 or Moderately Aware as shown in Table 4 . On the other hand, when asked as to the level of acceptability, the Administration demonstrated a high degree of acceptability with a WM of 3.93. Moreover, as to the level of internalization, responses show that NGOs have highly internalized the vision of the College with a WM of 3.9.

From the responses, it can de be deduced that Industry Partner and Administration is two of the among the highly aware stakeholders that CSPC's vision reflects what the institution hopes to become in the future. The vision that reflects what the college would be in the future is supported by the article of Mark Wagner (2006). He pointed out that a professional learning community (PLC) is important to the success of school change initiatives and a critical step in shared values and goals.

For any large-scale or long-term change to be successful in an educational institution, the organization must have a sense of mission, or what was quoted from DuFour and Eaker (1998), also called a shared "sense of purpose". According to him, a school mission statement must answer the question "why do we exist?" They further described the need for a cultural shift from generic mission statement to specific "statement that clarify what student will learn, how they will know what the students are learning and how the school will respond when the student do not learn.

TABLE 2 Means of Promoting Awareness of the Vision, Mission, Goals and Quality Policy

	Students		Parents		Teaching Personnel		Non-Teaching Personnel		Administrators		Local Government Units		Non-Government Organizations		Industry Partners	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Handbook	303	46.47	53	13.22	54	17.03	24	8.7	7	8.43	3	3.53	7	9.85	0	0
Bulletin Boards	145	22.23	203	50.62	127	40.06	77	27.9	28	33.73	42	49.41	23	28.39	13	44.83
Catalogs	32	4.9	16	3.99	9	2.84	7	2.54	1	1.2	0	0	2	2.82	0	0
Leaflets	29	4.44	47	11.72	45	14.20	34	12.32	15	30.12	2	2.35	5	7.04	5	17.224
Syllabus	82	12.57	18	4.49	3	.95	54	19.56	10	12.05	0	0	1	1.41	0	0
Newsletter	25	3.83	6	1.50	20	6.31	25	9.06	2	2.4	1	1.18	7	9.85	0	0
Manuals	21	3.22	13	3.24	15	4.73	9	3.26	5	6.02	0	0	8	12.68	0	0
Media	8	1.22	6	1.50	2	.63	4	1.45	0	0	2	2.35	3	4.22	0	0
Outgoing Communications	7	1.07	39	9.73	42	13.25	42	15.22	15	16.13	35	41.18	15	21.13	11	37.93
Total	**652**	**100**	**401**	**100**	**317**	**100**	**276**	**100**	**83**	**100**	**85**	**100**	**71**	**100**	**29**	**100**

TABLE 3 Means of Disseminating the Vision, Mission, Goals and quality Policy of the College

	Students		Parents		Teaching Personnel		Non-Teaching Personnel		Administrators		Local Government Units		Non-Government Organizations		Industry Partners	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Flag Ceremony	294	68.53	195	66.79	135	77.59	58	50.43	28	71.80	2	3.64	17	24.29	12	31.58
Programs	41	9.56	62	21.24	3	1.73	5	4.34	2	5.13	38	69.09	38	54.29	13	34.21
Examinations	43	10.02	6	2.05	18	10.35	10	8.71	2	5.13	10	18.18	10	14.28	0	0
Recitations	38	8.86	8	2.74	15	8.7	35	30.43	5	12.8	0	0	0	0	0	0
Extension Activities	13	3.03	19	6.5	2	1.15	4	3.48	2	5.13	5	9.09	5	7.14	12	31.58
Others	0	0	2	.68	1	.57	3	2.61	0	0	0	0	0	0	1	2.63
Total	**429**	**100**	**292**	**100**	**174**	**100**	**115**	**100**	**39**	**100**	**55**	**100**	**70**	**100**	**38**	**100**

TABLE 4 Level of Awareness, Acceptability and Internalization on the clarity of the College Vision

	Awareness	VI	Rank	Acceptability	VI	Rank	Internalization	VI	Rank
Students	3.58	Highly Aware	5.5	3.49	Highly Acceptable	5	3.34	Highly Internalized	6.5
Parents	3.52	Highly Aware	7	3.37	Highly Acceptable	7	3.65	Highly Internalized	5
Faculty	3.77	Highly Aware	3	3.45	Highly Acceptable	6	3.34	Highly Internalized	6.5
Non-Teaching Personnel	3.58	Highly Aware	5.5	3.17	Moderately Acceptable	8	3.8	Highly Internalized	2
Administration	3.79	Highly Aware	2	3.93	Highly Acceptable	1	3.66	Highly Internalized	4
Local Government Units	3.72	Highly Aware	4	3.84	Highly Acceptable	2	3.76	Highly Internalized	3
Non-Government Organizations	3.2	Moderately Aware	8	3.5	Highly Acceptable	4	3.9	Highly Internalized	1
Industry Partner	3.85	Highly Aware	1	3.65	Highly Acceptable	3	3.25	Highly Internalized	8

3.2.2 | The respondents participate in the formulation and review of the VMG and Quality Policy of the College

As reflected in Table 5 the responses revealed that as to the level of awareness, the Non-Teaching Personnel, Industry Partner, Administration Faculty, Students, and Parents are Highly Aware with a WM of 3.89, 3.7, 3.68, 3.66, 3.39, and 33.3 respectively. LGUs and NGOs only said that they are Moderately Aware in the participation and review of the VMG and QP as indicated in the WM of 3.1 and 2.7 respectively.

As to the level of acceptability, all stakeholders have agreed that the process of participation and review is highly acceptable to them. As to the level of internalization, data reveal that Non-Teaching Personnel has a very high level of internalization as indicated in the WM of 3.77 or Highly Internalized. The responses revealed that most of the stakeholders are Highly Aware of the manner and procedure of the formulation and review of the VMG and QP.

According to the Task Force on Developing Research in Educational Leadership (2003), "Effective educational leaders help their schools to develop or endorse visions that embody the best thinking about teaching and learning. School leaders inspire others to reach for ambitious goals". Your school must have a vision that all staff members recognize as a common direction of growth, something that inspires them to be better.

3.2.3 | The respondents are conscious where to find the VMG and QP of the College

It can be gleaned from Table 6 that the Non-Teaching Personnel, College Officials/Administration and Students are highly aware where to find the institution's VMG and QP posted around the campus with a WM of 3.69, 3.61 and 3.53, respectively or Highly Aware. NGOs and LGUs on the other hand are only Moderately Aware where to find the institution's VMG and QP.

From the above responses, it can be deduced that those who are inside the campus like the Administrators, Faculty, Non-Teaching Personnel, and students are conscious of where to find the VMG and QP of the College. Those that have lesser contact or transactions with the college are only moderately aware and conscious of where to find the VMG and QP in the college. As a result, they have lesser acceptability and lesser internalization compared to the former.

A study by Palangdao, et al. (2009) showed that the actual sources of information were: discussion/explanation in class, flag ceremonies, poster programs/convocations, meetings/assemblies, billboard, and leaflets, meetings/assemblies for staff, posters for faculty, and discussion/explanation in class for students. The availability of VMGOs within the campus affects the consciousness of the stakeholders.

3.2.4 | The VMG and QP of the Institution are understood by the respondents

As to their level of awareness in understanding the VMG and QP of the institution, external stakeholders like Non-Government Organizations and Industry Partners have signified that they are highly aware and fully understood the VMG and QP with a WM of 3.77 and 3.65 respectively as shown in Table 7 . The internal stakeholders especially the Administration, Non-Teaching Personnel, and Students were among those who fully understood the VMG and QP while external stakeholders demonstrate lesser understanding, awareness, acceptability, and internalization of the institution's VMG and QP.

In the study of Compelio, et al. (2013), 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. The higher the year level of the students, the more aware, understanding, and accepting they are. The study further underscored that there is a correlation among the awareness, understanding and acceptance of the VMGO by the students.

3.2.5 | Respondents acknowledge that there is congruency between the educational practice and activities relative to the VMG and QP

It can be gleaned from Table 8 that the Administration and Faculty are highly aware that there is congruency between the educational practice and activities relative to the VMG and QP with a recorded WM of 3.71 and 3.68 or Highly Aware. Local Government Units and Industry Partner do not however see the relevance of the educational practice and activities to the VMG and QP with a WM of 2.72 or Moderately Aware and 2.25 or Poorly Aware.

In terms of the Level of Acceptability of the congruency between the educational practice and activities relative to VMG and QP, the Parents said that the educational practice is highly acceptable to them with a WM of 3.7. In terms of the level of internalization, it shows that even external stakeholders like Non-Government Organizations have highly internalized the congruency of the educational practice and activities relative to the VMG and QP of the institution. Moreover, in terms of the

TABLE 5 Level of Awareness, Acceptability and Internalization in the participation of the respondents in the formulation and review of the VMG and Quality Policy of the College

	Awareness	VI	Rank	Acceptability	VI	Rank	Internalization	VI	Rank
Students	3.49	Highly Aware	5	3.36	Highly Acceptable	6	3.27	Highly Internalized	5
Parents	3.3	Highly Aware	6	3.77	Highly Acceptable	3.5	3.76	Highly Internalized	2
Faculty	3.66	Highly Aware	4	3.56	Highly Acceptable	5	3.54	Highly Internalized	3
Non-Teaching Personnel	3.89	Highly Aware	1	3.96	Highly Acceptable	1	3.77	Highly Internalized	1
Administration	3.68	Highly Aware	3	3.79	Highly Acceptable	2	3.32	Highly Internalized	4
Local Government Units	2.7	Moderately Aware	8	2.68	Highly Acceptable	8	2.68	Moderately Internalized	8
Non-Government Organizations	3.1	Moderately Aware	7	3.33	Highly Acceptable	7	3.17	Moderately Internalized	7
Industry Partner	3.7	Highly Aware	2	3.77	Highly Acceptable	3.5	3.25	Highly Internalized	6

TABLE 6 Level of Awareness, Acceptability and Internalization on the location of the College VMG and QP

	Awareness	VI	Rank	Acceptability	VI	Rank	Internalization	VI	Rank
Students	3.54	Highly Aware	3	3.55	Highly Acceptable	3	3.33	Highly Internalized	5
Parents	3.51	Highly Aware	4	3.37	Highly Acceptable	6	3.42	Highly Internalized	3
Faculty	3.43	Highly Aware	6.5	3.54	Highly Acceptable	4	3.32	Highly Internalized	6
Non-Teaching Personnel	3.69	Highly Aware	1	3.77	Highly Acceptable	1	3.41	Highly Internalized	4
Administration	3.61	Highly Aware	2	3.57	Highly Acceptable	2	3.68	Highly Internalized	1
Local Government Units	2.7	Moderately Aware	8	2.68	Moderately Acceptable	8	2.7	Moderately Internalized	8
Non-Government Organizations	3.43	Highly Aware	6.5	3.47	Highly Acceptable	5	3.27	Highly Internalized	7
Industry Partner	3.45	Highly Aware	5	3.35	Highly Acceptable	7	3.65	Highly Internalized	2

TABLE 7 Level of Awareness, Acceptability and Internalization on the understanding of the VMG and QP of the College

	Awareness	VI	Rank	Acceptability	VI	Rank	Internalization	VI	Rank
Students	3.53	Highly Aware	5	3.58	Highly Acceptable	4	3.45	Highly Internalized	2
Parents	3.32	Moderately Aware	7	3.36	Highly Acceptable	7	3.25	Highly Internalized	6
Faculty	3.46	Moderately Aware	6	3.51	Highly Acceptable	5	3.40	Highly Internalized	4
Non-Teaching Personnel	3.54	Highly Aware	3.5	3.67	Highly Acceptable	2	3.34	Highly Internalized	5
Administration	3.54	Highly Aware	3.5	3.71	Highly Acceptable	1	3.54	Highly Internalized	1
Local Government Units	2.74	Moderately Aware	8	2.7	Moderately Acceptable	8	2.78	Moderately Internalized	7
Non-Government Organizations	3.77	Highly Aware	1	3.63	Highly Acceptable	3	3.43	Moderately Internalized	3
Industry Partner	3.65	Highly Aware	2	3.4	Highly Acceptable	6	2.3	Poorly Internalized	8

TABLE 8 Level of Awareness, Acceptability and Internalization on the congruency between the educational practice and activities relative to the VMG and QP

	Awareness	VI	Rank	Acceptability	VI	Rank	Internalization	VI	Rank
Students	3.6	Highly Aware	3.5	3.36	Highly Acceptable	6	3.50	Highly Internalized	2.5
Parents	3.6	Highly Aware	3.5	3.7	Highly Acceptable	1	3.34	Highly Internalized	4
Faculty	3.68	Highly Aware	2	3.35	Moderately Acceptable	7	3.32	Highly Internalized	5
Non-Teaching Personnel	3.33	Highly Aware	6	3.61	Highly Acceptable	3	3.25	Highly Internalized	6.5
Administration	3.71	Highly Aware	1	3.64	Highly Acceptable	2	3.5	Highly Internalized	2.5
Local Government Units	2.72	Moderately Aware	7	2.72	Moderately Acceptable	8	2.74	Moderately Internalized	8
Non-Government Organizations	3.4	Highly Aware	5	3.4	Highly Acceptable	5	3.53	Highly Internalized	1
Industry Partner	2.25	Poorly Aware	8	3	Highly Acceptable	4	3.25	Highly Internalized	6.5

level of internalization, it shows that even external stakeholders like Non-Government Organizations have highly internalized the congruency of the educational practice and activities relative to the VMG and QP of the College.

From the responses, it can be gleamed that the Administration greatly acknowledged that there is congruency between the educational practice and activities to the VMG and QP. There is also high level of acceptability and internalization among Administrators because they are the prime movers and key players in the drafting of the institution's educational practice and activities. Understandably, external stakeholders like Local Government Units and Industry Partners have lesser awareness, acceptability and internalization on the congruency of the VMG and QP because they have less contact with the college compared to the former.

3.3 | Relationship of the respondents' level of awareness and level of acceptability.

Table 9 shows the relationship on the respondents' level of awareness and acceptability. Data shows that there is no significant relationship between the stakeholders' level of awareness to the level of acceptability.

TABLE 9 Significance Relationship on the Respondents' Level of Awareness and Acceptability

Computed Critical Value	Tabular Value at 0.05 Level of Significance	Decision	Interpretation
.70	1.0	Accept Ho	Not significant

From the responses, it can be gleamed that the respondents' level of awareness is independent of their level of acceptability. Example, one may have full awareness of the institution's VMG and QP, but its content and meaning is not truly acceptable to him. On the other hand, one may not fully know what the institution's VMG and QP are, but he supports and truly accepts what the institution strives to become in the future. At some point, one who is fully aware of the institution's VMG and QP may also tend to fully accept it.

This negates the study of Compelio, et.al. (2013) on the awareness, understanding, and acceptance of the vision and mission of Benguet State University (BSU) and the goals and objectives of the College of Nursing (CN). 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. The higher the year level of the students, the more aware, understanding, and accepting they are. Sex on the other hand is a contributing factor; notably, males are more aware and accepting of the VMGO.

3.4 | Significant difference of the perceptions of the internal and external stakeholders

Table 10 reveals the significant difference on the perception of the Internal and External Stakeholders.

TABLE 10 Significant Difference on the Perception of the Internal and External Stakeholders

Indicators	Computed Critical Value	Tabular Value at 0.05 Level of Significance	Decision	Interpretation
Awareness	3.31	2.776	Reject Ho	There is a Significant Difference
Acceptability	3.73	2.776	Reject Ho	There is a Significant Difference
Internalization	3.156	2.776	Reject Ho	There is a Significant Difference

Data reveals that there is a difference between the perception of the two groups of stakeholders in terms of awareness, acceptability, and internalization. Internal and external stakeholders have different perceptions of the institution's VMG and QP. These may be since they have a different level of interaction and correspondence with the institution.

This affirms the study of Castillo (2013) which shows that the stakeholders are generally aware, understand, and accept the VMGO. The study also reveals that the stakeholders generally perceive that the VMGO are clearly stated, consistent with each other, congruent to educational practices or activities, and attainable.

3.5 | Action Plan to Enhance and Sustain Awareness, Acceptability and Internalization of the College Vision, Mission, Goals and Quality Policy

In order to achieve this noble endeavor, CSPC shall intensify awareness, acceptability, and internalization of the Vision, Mission, Goals and Quality Policy. The researcher has laid down several actions to be taken to achieve a shared vision of excellence.

1. Intensify internal and external stakeholders support in pursuit of excellence through outcomes and impact.

   (a) Develop and implement a comprehensive internal and external stakeholders' program that will regularly orient them on the CSPC mission, vision, values, standards, and systems to ensure their translation into expected outcomes.

   (b) Inculcate the value of volunteerism to promote national development as part of the College VMG and QP.

   (c) Develop shared leadership and management philosophy, principles, and values appropriate for building an institutional culture consistent with and in support of CSPC's vision and mission.

2. Active involvement of different stakeholders in the review and updating of the VMG and QP should be an integral part of the process.

3. Convene a mass orientation on all stakeholders about the Vision, Mission, Goals, and Quality Policy of the CSPC. However, this can also be integrated in all the programs and activities of the institution. Recitation of the VMG and QP as part of the activities can also intensify awareness, acceptability, and internalization.

4. Intensify dissemination of the VMG and QP through print and non-print. Tarpaulins, flyers, brochures, leaflets, pamphlets, magazines, and newsletters are effective ways of dissemination. Moreover, with advanced technology, videos and movie clips can also be produced to translate the vision to the stakeholders. The FM Campus Radio of the institution can also be the best medium to disseminate the VMG and QP. Advertisements shown on the television sets in various locations will also help.

5. The VMG and QP shall form an integral part of the class orientation and leveling off expectations on the first day of classes and even the general orientation program for all students, parents, faculty, and non-teaching personnel. Recitation of VMG and QP in classes and in the flag ceremony, the ceremony shall also inculcate awareness among students and other stakeholders.

6. Excellence in education and service is the gauge of the stakeholder especially the student, faculty, and personnel who have internalized the VMG and QP.

7. To improve the perception of all stakeholders on the extent of awareness of the stakeholders, the administration should enforce strict dissemination measures such as recitation of VMG and QP in every course, mandatory attendance to flag ceremony, posting of VMG and QP in all strategic places not only within the corners of CSPC but also in the community like the adopted barangays, extension partners, industry linkages and others.

8. VMG and QP should be a way of life for all CSPCeans and other external stakeholders. This means that they have transcended awareness but have practiced the values which the VMG and QP speak of.

9. The conduct of Extension programs to partner barangays, local government units, and other non-government organizations, further relates the activity with the VMG and QP. The clients and stakeholders should be informed that all the undertakings of the institution are in support of its VMG and QP.

10. College Officials/administrators, faculty, and non-teaching personnel should walk their talk for the students and other stakeholders to emulate.

4 | CONCLUSION

The measures in promoting awareness of the Vision, Mission, Goals, and Quality Policy are the printing and publishing of the VMG and QP in the handbook, bulletin boards, catalogs, leaflets, syllabus, newsletter, manual, media, outgoing communication letters, and other forms of issuances. The recitation of VMGO in flag ceremony, programs, examinations, recitations, and other school activities are effective measures to create awareness of the institution's VMG and QP. The level of awareness, acceptability, and internalization of the stakeholders vary, and the internal stakeholders have greater awareness, acceptability, and internalization compared to the external stakeholders. Furthermore, there is no relationship between the respondents' level of awareness and level of acceptability. Also, the perception of the internal and external stakeholders on the institution's VMG and QP in terms of Awareness, Acceptability, and Internalization shows a significant difference.

Further studies should be conducted on the following: 1.) the best indicators to operationalize the concept of level of awareness, level of acceptance and internalization on the congruence of the VMG and QP; 2.) the best and efficient methods of disseminating the VMG and QP to the stakeholders; 3.) the key factors that facilitate the attainment of high awareness and high level of acceptance of the CSPC's VMG and QP to the stakeholders; 4.) the effects and impacts of the awareness and acceptance of the stakeholders to their role in the development of the CSPC community; 5.) the ways to sustain the high level of awareness, acceptance and internalization of the CSPC VMG and QP by the stakeholders; and 6.) include the level of awareness, level of acceptance and internalization of objectives in every program.

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