

Dissemination, Awareness, Acceptability and Relevance of SPAMAST Vision, Mission, Goals and Objectives

Grace Delute Buencillo

Asso.Prof.3, Institute of Agricultural Technology and Entrepreneurial Studies (IATES), SPAMAST, Malita, Davao Occidental, Region XI, Phils.

Victor Porcado Buencillo

MAED, ITEIT, SPAMAST
Malita, Davao Occidental, Region XI, Phils.

Abstract:- VMGOs are vital instruments for strategic planning and management of an organization. This descriptive study among 159 respondents aimed at assessing the dissemination, awareness, acceptability and relevance of the SPAMAST VMGOs. Data were analyzed using percentage, mean, one-sample t-test, and Pearson *r*. Results revealed that there were significant differences in the perceived extent of awareness, acceptability, and relevance among stakeholders on the SPAMAST vision, mission, goals and objectives. The extent of dissemination was significantly related to the extent of awareness on the SPAMAST VMGOs which means that the extent of dissemination have influence or effect to the extent of awareness of the stakeholders.

Keywords:- VMGO, dissemination, awareness, acceptability, relevance.

I. INTRODUCTION

A. Background of the Study

In this modern world, colleges and universities do not only serve as a generation of knowledge. It has great roles to play in the society particularly in the political, social, and cultural aspects which are inevitable for the school have the responsibility to immerse students to the society. It cannot seclude students because the learnings, knowledge and philosophies imparted by the school will be carried out with them which will then be used in interacting to the society. It is expected that educational institutions align its vision, mission, goals and objectives to these roles. It will be the guide of the institution in its operation to attain its roles. Apart from these, it is also important to steer the institution's stakeholders to act in one direction and provide a guide in attaining it. It is only possible if the vision and mission is well disseminated, appreciated and observed from the highest official down to the community. Because, according to Ezekwe and Egwu (2016), even how well-crafted the VMGO is, if it is not well observed, it will not have its effect.

The VMGO statements of any institution are the fundamental guide for the future of the institution and its academic programs (Robbins *et al.*, 2003). CMO No. 37 s. 2012 describes the vision and mission as 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. On the other hand, the 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. These objectives are based on the needs of the program's constituencies.

The mission of the college embraces the four functions of an academic institution. SPAMAST wholeheartedly and passionately employs the provision of quality instruction utilizing updated and appropriate technologies and worked to provide state-of-the-art facilities and laboratory equipment which would enhance the academic learning and technical awareness of students.

However, like any other institutions, SPAMAST is also facing challenges brought about by the fast-changing technology, increasing demands of varied masses, and surging competition. SPAMAST have to surpass these challenges. In so doing, SPAMAST should be guided with its Vision, Mission, Goals, and Program Objectives in order to provide not only affordable education but likewise quality education that is at par with other state colleges in the region.

In the accreditation of an institution, the VMGO is first evaluated as to its dissemination, awareness, acceptance and relevance. It is expected that a well-informed stakeholders of the institution can be of help in realizing the vision and mission of the institution. Hence, it is desirable to conduct study on the dissemination, awareness, acceptability, and relevance of the SPAMAST VMGO. With these premises, this study is proposed.

B. Objectives of the Study

This study looked into concerns regarding the extent of dissemination, awareness, acceptability, and relevance of the SPAMAST vision, mission, goals and objectives among stakeholders. Specifically, this study sought:

1. To determine the extent of dissemination of the SPAMAST vision, mission, goals and objectives as perceived by the stakeholders;
2. To determine the source of information of stakeholders on the SPAMAST VMGO;

3. To test the difference on the extent of awareness of the stakeholders on SPAMAST VMGO;
4. To test the difference on the extent of acceptability of the stakeholders on the SPAMAST VMGO;
5. To test the difference on the perceived relevance of the SPAMAST VMGO among stakeholders; and
6. To test the relationship of the extent of dissemination and extent of awareness of SPAMAST VMGO among stakeholders.

C. Significance of the Study

Both the administrative and academic officials may benefit from this study as the results will help them determine if the school's vision, mission, goals and objectives still meet the demands of time and the industry. The paper would be very helpful during the Program accreditation process. The personal views of the stakeholders are given utmost consideration in the review of the vision, mission, goals and objectives of the institution,

D. Scope and Limitation of the Study

The stakeholders were limited to SPAMAST administration and staff, Graduate School faculty, Graduate School students, Graduate School alumni, and community (partner agencies of SPAMAST).

II. REVIEW OF RELATED LITERATURE

A. Importance and Roles of Vision, Mission, Goals and Objectives

Mission and vision both relate to an organization's purpose and are typically communicated in some written form. Mission and vision are statements from the organization that answer questions about "who we are", "what do we value", and "where we're going" (Bart *et al.*, 2001).

Vision and mission statements have been considered by both practitioner and professional alike as a vital instrument for strategic management process especially public and private organizations (Sufi, 2003). It is assumed that a good vision and mission statements drives strategy and reposition organization, motivate and infuse greater performance among employee.

Mullane (2002) believes that vision and mission statements are useful for every day operations, it is not antiquated documents that exhibited and placed at the strategic position of an institution and also has the power to motivate employee when the future and present of the institution is known and effort geared towards sustaining the dream.

Bart *et al.*, (2001) stated that firms with clearly communicated, widely understood, and collectively shared mission and vision have been shown to perform better than those without them, with the caveat that they related to effectiveness only when strategy and goals and objectives were aligned with them as well.

In an ideal situation vision and mission statements intend to project direction of management, employee, customers or clients, shareholders and communities where it operate (William, 2012). To a reasonable extent the configuration of

vision and mission statement outside the employee has negative influence on the result of the organization proposes to achieve. It is when the employee understands the beginning then they may work to sustain the future of the organization. It is distinguishable according to strategic managers that vision and mission statements of public institutions are not the same thing and such needs to be separated (Sufi, 2003).

Noordin and Jusoff (2009) assumed that having a competent vision and mission statement may lead to a world class university, the university needs to have world class academic employees that are dedicated, competent, knowledgeable, and above all committed to the university and their career. But all these attributes may likely diminish if the employee or the members of the employee perceived that they are not experiencing motivation in the institution to results may be in doubt (Ezekwe and Onwe, 2014). It is empirically supported by researchers like Mullane (2002), Klemm *et al.*, (1991) Collins and Poras (1991), Daniel (1992). Thus it tends to motivate, shape behavior, cultivate high level of commitment and ultimately impact positively on employee performance. The employee that desired to be rated best in the special area of discipline needs to be familiar with vision and mission statement of the University and thus, configure the employee for greater performance in the areas of specialty (Ezekwe and Onwe, 2014).

Deazeley (2012) said that vision sets out what the organization wants to accomplish, and should inspire members, staff and supporters. Vision statements may describe: a) how things would be different as a result of the organization's activities; and b) how the organization wants to be seen by others. Good visions are aspirational. Some are hard-to-reach ideals while others are more modest or describe objectives that are achievable in the near future. In either case, the vision helps establish the unique contribution that the organization makes to society. From a practical perspective a vision can be a quick, memorable way to describe the organization's reason for being. This can be valuable in times of crisis when it helps to remember what is really important.

Peterson (1995) as cited in the study of Alviore (2014) posits that schools need to build a clear vision which helps motivates students and staff to develop a sense of shared responsibility for student learning.

A mission statement communicates the organization's reason for being, and how it aims to serve its key stakeholders. Customers, employees, and investors are the stakeholders most often emphasized, but other stakeholders like government or communities (i.e., in the form of social or environmental impact) can also be discussed. Mission statements are often longer than vision statements. Sometimes mission statements also include a summation of the firm's values. Values are the beliefs of an individual or group, and in this case the organization, in which they are emotionally invested. A vision statement, in contrast, is a future-oriented declaration of the organization's purpose and aspirations. In many ways, you can say that the mission statement lays out the organization's "purpose for being," and the vision statement then says, "based on that purpose, this is what we want to become." The

strategy should flow directly from the vision, since the strategy is intended to achieve the vision and thus satisfy the organization's mission. Typically, vision statements are relatively brief (Bart *et al.*, 2001).

According to Deazeley (2012), the mission typically describes what the organization does to achieve its vision. Because the vision is often expressed as a dream or ideal, the mission helps clarify the practical aspects of what the organization will actually do. Most missions emphasize action, using such words as: support, involve, assist, contribute, provide, promote, etc. The organization's mission must be compatible with its legal purposes. A good mission statement is concise and precise. It should identify the organization's key stakeholders and set out how the organization will serve them.

VMGOs serve as anchors/frameworks for the University's strategic and operational planning and actions (Salom, 2013). The VMGOs 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 (Dungan *et al.*, 2016).

Mission and vision statements play three critical roles: (1) communicate the purpose of the organization to stakeholders, (2) inform strategy development, and (3) develop the measurable goals and objectives by which to gauge the success of the organization's strategy (Bart *et al.*, 2001).

B. VMGO Studies

Dungan *et al.*, (2013) revealed in their findings 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. In Batangas State University in the Philippines, the stakeholders are generally aware, understand and accept the institution's VMGO (Castillo, 2014). Gallinero (2013) found that the faculty exhibited very high acceptability of the LDCU's revised vision and mission, as well as the CAS objectives while students revealed acceptability of the same. However, both faculty and student-respondents' profile reveals no significant difference on their awareness and acceptability of the revised LDCU vision, mission and CAS objectives. Furthermore, when faculty and student-respondents' extent of dissemination and awareness was tested with degree of acceptability, it was found to have a significant difference. However, Compelio *et al.*, (2015) concluded in their study that students have moderate awareness and acceptance of the vision, mission and objectives of the institution. The higher the extent of dissemination, the more accepting they are.

Further, Gallinero (2013), deduced that the revised LDCU mission and vision and CAS objectives were moderately disseminated to both faculty and students. Both faculty and student-respondents disclosed that the revisions were extensively disseminated during orientation programs at the beginning of the term and thus explained clearly to them. The faculty members concurred that these were disseminated through posters and bulletin boards while students' sources of

information, include brochures, manuals, leaflets, posters, and meetings.

C. Conceptual Framework of the Study

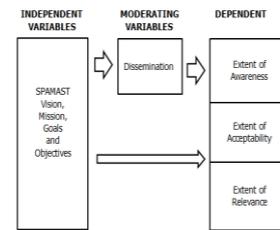


Fig.1 Schematic diagram showing the relationship of the variables of the study

The SPAMAST vision, mission, goals and objectives had to be disseminated to stakeholders through various methods to make them informed. The manner of its dissemination affected or influenced the extent of awareness of the stakeholders. Moreover, the extent of awareness, acceptability, and relevance of the SPAMAST vision, mission, goals and objectives of the Graduate School could also vary among stakeholders.

III. METHODOLOGY

A. Research Design

Descriptive research was used to obtain information concerning the current status of the phenomena to describe what exists with respect to variables or conditions in the situation. The methods involved range from the survey which describes the status quo, the correlation study which investigates the relationship between variables to determine changes over time (Noor, 2012) and the difference in perceptions among group of respondents. Basing from the abovementioned definition, the study employed descriptive research in order to determine the dissemination, awareness, acceptability, and relevance of the SPAMAST mission, vision, goals, and objectives.

The correlation method was employed to help evaluate the relationship between the extent of dissemination of the SPAMAST vision, mission, goals and objectives and the extent of awareness of the stakeholders.

Further, differential method was used to determine significant difference in the extent of awareness, acceptability and relevance of the SPAMAST vision, mission, goals, and objectives among stakeholders.

B. Sampling Design

Random sampling was observed in choosing the respondents. However, quota sampling was used to determine the sample size for administration and staff, faculty, alumni, community representative, government agencies, and private agencies. Slovin formula was used in determining the sample size for graduate students. The proposed number of respondents was 167. However, during the actual conduct of the study, only 159 participated and answered the survey questionnaire. Some were not available and some were too busy at work and refused to participate.

C. The Respondents

The respondents included the academic officials (dean, program head, and campus director), administrative staff, GS faculty members teaching during the 1st semester of SY 2017-2018, GS alumni who graduated in SY 2016-2017, GS students enrolled in 1st semester SY 2017-2018, community represented by the municipal mayors, key government agencies (e.g. DepEd, DA, DENR, DOST, DTI) who were represented by their heads, and key private agencies (e.g. banks and lending institutions) who were represented by the managers.

D. The Research Instrument

A researcher-made questionnaire was used in the study. It was composed of the following parts: Part I - profile of the respondents; Part II – Dissemination of the VMGO; Part III – Awareness of stakeholders on VMGO; Acceptability of stakeholders on VMGO; and Relevance of VMGO to stakeholders. Reliability and validity check of the questionnaire were conducted by requesting external editors to critique the presentation, content, and items in the questionnaire.

E. Data Gathering Procedure

Permission to conduct the study was asked from the Graduate School Coordinator as well as from the municipal mayors, key government and private partner agency heads/managers. This helped ensure that the researcher is accommodated during the gathering of data. An approved permission letter was presented to the respondents of the study during data gathering. The purpose of the study was properly explained. The respondents' participation and cooperation were sought. After the short briefing, the research instrument was administered of which the respondents were given ample time to read and rate each benchmark statements. When finished, the filled-up questionnaires were collected and entries were checked for unanswered benchmark statements. Answered questionnaires were numbered and sorted. Data were collated, tabulated, analyzed using appropriate statistical tools, and finally interpreted.

F. Data Analysis

The following were used as basis in determining the extent of dissemination of the SPAMAST vision, mission, goals and objectives:

Score	Scale	Agreement	Level of			
			Dissemination	Awareness	Acceptability	Relevance
5	4.51-5.0	Highly Agree	Highly	Highly	Highly	Highly
4	3.51-4.50	Very Much Agree	Much	Very	Very	Very
3	2.51-3.50	Fairly Agree	Fairly	Fairly	Fairly	Fairly
2	1.51-2.50	Less Agree	Less	Less	Less	Less
1	1.0-1.50	Not Agree	Not	Not	Not	Not

G. Statistical Tools

Mean, percentage, Pearson *r*, and one-sample t-test were used in the statistical analysis of data.

IV. RESULTS AND DISCUSSION

A. Extent of Dissemination

• Vision

As shown in Table 1, high dissemination of SPAMAST vision was done through display of wide billboard in conspicuous place, inclusion in SPAMAST journals, bulletin, newsletter, school paper, etc., posting in the SPAMAST website, and presentation during general student orientation every semester. Methods of dissemination that contributed to much dissemination of the SPAMAST vision were printing them at the back of invitation programs, presentation during stakeholders' consultative conference, presentation by the faculty during class orientation, and printing in leaflets and brochures of the graduate school. It is a usual practice of clubs, organizations, departments and the institutes to print the SPAMAST vision in various forms of printed materials like journals, programs, bulletins, newsletter like Balangay, etc. Moreover, less dissemination was observed in terms of display of vernacular vision and broadcasting in local radio. A vernacular vision is a translation of the English mission to a local dialect like Cebuano. This is important in order for the stakeholders to fully understand the vision of the institution. At the gate of SPAMAST campus, a wide billboard has been displayed, however, in English version.

• Mission

High dissemination of SPAMAST mission were attributed to posting in SPAMAST website and presentation during general orientation every semester. The SPAMAST vision and mission as well were posted in the SPAMAST website (www.spamast.edu.ph) where anybody can access as this is the trendy mode of dissemination especially among the millennials. Methods that contributed to much dissemination of SPAMAST mission were display of wide billboard, printing at the back of invitation programs, inclusion in SPAMAST journal, bulletin, newsletter, school paper, etc., presentation

during the stakeholders’ consultative conference, presentation by the faculty during class orientation, and printing in leaflets and brochures of the graduate school. As previously stated, the vision together with the mission are always printed or included in pertinent printed materials of the college like journals, school paper, newsletters, etc. Likewise, less dissemination was observed in terms of display of vernacular

mission and broadcasting in local radio. Again, SPAMAST had not displayed a Cebuano or other local dialect on the mission statement of SPAMAST. On the other hand, the huge cost of air time in radio hampers the school in broadcasting the vision and mission for a longer period of time.

Table 1. Extent of dissemination of SPAMAST vision, mission, goals, and GS objectives. SY 2017-2018

PARTICULARS	VISION	MISSION	GOALS	OBJ.
1. A wide billboard for SPAMAST vision and mission is displayed in conspicuous place.	4.70 HD	4.41 MD		
2. A vernacular SPAMAST vision and mission is displayed in conspicuous place.	1.85 LD	1.63 LD		
3. The SPAMAST vision and mission is printed at the back of the invitation programs in each activities conducted by the institution.	4.32 MD	4.39 MD		
4. The SPAMAST vision and mission is included in SPAMAST journals, bulletin, newsletter, school paper, etc.	4.51 HD	4.55 MD		
5. The SPAMAST vision and mission is broadcasted in local radio.	2.42 LD	2.13 LD		
6. The SPAMAST vision, mission, and goals and GS objectives are posted in the SPAMAST web site.	4.61 HD	4.59 HD	3.02 MD	2.80 FD
7. The SPAMAST vision, mission, and goals and GS objectives are presented during the stakeholders’ consultative conference.	4.36 MD	4.45 MD	3.82 MD	3.72 MD
8. The SPAMAST vision, mission, and goals and GS objectives are presented during the general student orientation every semester.	4.67 HD	4.62 HD	3.70 MD	3.77 MD
9. The GS faculty disseminated the SPAMAST vision, mission, goals and GS objectives during the class orientation.	4.36 MD	4.36 MD	3.81 MD	3.86 MD
10. The SPAMAST vision, mission, and goals and GS objectives are printed in leaflets, brochures of the graduate school.	4.48 MD	4.41 MD	3.68 MD	3.95 MD
GRAND MEAN DESCRIPTION	4.03 MD	3.95 MD	3.61 MD	3.62 MD

Legend: LD- less disseminated FD – fairly disseminated MD– much disseminated HD – highly disseminated

• *Goals and Objectives*

General results showed that the SPAMAST vision, mission, goals, and objectives were much disseminated. This implies that the College conducted an intensive dissemination, however, further strengthening can be done to reach the highest level of dissemination. Specifically, the SPAMAST goals and GS objectives were much and fairly disseminated through posting in SPAMAST website, respectively. It was observed in the SPAMAST website (www.spamast.edu.ph) that the goals and the specific objectives of the GS and even other academic programs were not clearly emphasized in the web page. Moreover, they were much disseminated through

presentation during the stakeholders’ consultative conference, presentation during the general student orientation every semester, presentation of the faculty during class orientation, and printing in leaflets and brochures of the graduate school.

The results refute the study of Gallinero (2013) Gallinero (2013) where he deduced that the revised LDCU mission and vision and College of Arts and Sciences objectives were moderately disseminated to both faculty and students. However, there are similarities in the form of disseminations.

Further, it is reflected in Table 2 that the vision, mission and goals of SPAMAST, as well as the GS objectives were much disseminated as perceived by the stakeholders which imply intensive dissemination to various stakeholders. All groups of stakeholders perceived that the SPAMAST vision and mission were much disseminated. This is because the vision and mission were displayed in wide billboards at the gate of SPAMAST and usually printed in various print materials. Moreover, the administrative staff, GS faculty, students and alumni perceived that the SPAMAST goals and GS objectives were much disseminated. However, the community, government, and private agencies perceived that the SPAMAST goals and Graduate School objectives were fairly disseminated. The community may not have appreciated the English version of the vision and mission as they wanted the vernacular or Cebuano version. The government and private agencies may not or less read or received printed materials from SPAMAST where the vision, mission, and goals are posted.

Table 2. Extent of dissemination of SPAMAST vision, mission, goals, and objectives. SY 2017-2018

PARTICULARS	VISION	MISSION	GOALS	OBJECTIVES
Admin. Staff	3.94 MD	3.96 MD	3.86 MD	3.74 MD
GS faculty	4.00 MD	4.01 MD	3.75 MD	3.68 MD
GS students	3.94 MD	3.89 MD	4.11 MD	4.23 MD
GS alumni	4.02 MD	3.81 MD	3.76 MD	3.94 MD
Community reps.	4.08 MD	4.13 MD	3.25 FD	3.10 FD
Govt. agencies	4.26 MD	4.02 MD	3.24 FD	3.40 FD
Private agencies	3.96 MD	3.86 MD	3.28 FD	3.24 FD
GRAND MEAN	4.03 MD	3.95 MD	3.61 MD	3.62 MD

Legend: MD – much disseminated FD – fairly disseminated

B. Sources of Information

Table 3 shows the sources of information of stakeholders on SPAMAST vision, mission, goals and GS objectives. Majority of the stakeholders got information from bulletins (70.44%), followed by student general orientation which is conducted every semester (67.92%), class orientation which is done by the faculty during the first meeting of the class (62.89%), and billboards (51.57%). In practice, the GS office had bulletins where the vision, mission, goals, and objectives were posted. Student general orientation was periodically done. The faculty oriented the students during the first class meeting about the subject, academic requirements, grading system, as well as the vision, mission, goals, and objectives.

Almost half of the number of respondents sourced their information through SPAMAST website (43.40%) and invitation programs (43.40%) in which usually the SPAMAST vision and mission were printed at the back. Some sourced information from posters (40.88%), during stakeholders' conference (38.99%), leaflets (35.85%), and radio broadcast (22.01%). Further, very few sourced information from the syllabus (8.18) and friends (3.77). This is seen as weak point for the faculty because the vision, mission, goals and objectives are incorporated in the syllabus. It could be that the faculty has not given a copy of the syllabus to the students.

Table 3. Sources of information of the stakeholders on SPAMAST vision, mission, goals and objectives. SY 2017-2018

PARTICULARS	f	%
Bulletins	112	70.44
Student general orientation	108	67.92
Class orientation	100	62.89
Billboards	82	51.57
SPAMAST website	69	43.40
Invitation programs	69	43.40
Posters	65	40.88
Stakeholders' conference	62	38.99
Leaflets	57	35.85
Radio broadcast	35	22.01
Friends	31	19.50
Syllabus	13	8.18
Brochures	6	3.77

C. Extent of Awareness and Test of Difference

Table 4 reveals the extent of awareness of SPAMAST vision, mission, goals and objectives. Results showed that the stakeholders were highly aware on the SPAMAST vision and mission, while very aware on the goals with mean of 4.54, 4.58, and 3.81, respectively, which imply that the vision and mission were highly and very much appreciated by the stakeholders. Moreover, the stakeholders were very aware of the GS objectives (4.32) particularly of the MAED,

MSMBD, and MSF/MSA Programs which imply that they were very much appreciated. The high level of awareness on the vision, mission, goals and objectives could be attributed to its much dissemination as presented and discussed in Table 1. It was previously discussed that various form of printed materials are produced where the vision and mission, especially, are incorporated.

Table 4. Extent of awareness of SPAMAST vision, mission, goals, and GS objectives. SY 2017-2018

PARTICULARS	LEVEL OF AWARENESS
Vision	4.54 HA
<i>A leading institution of higher learning in the fields of aqua-terrestrial and technopreneurship responsive to the development needs in Southeast Asia and beyond.</i>	
Mission	4.58 HA
<i>Imbued with sincerity, excellence, commitment and good leadership, the institution fervently carries out its functions to provide high quality instruction, relevant researches, focused extension programs and self-sufficient production preserving cultural heritage, addressing gender sensitivity and climate change.</i>	
Goals	3.81 VA
1. Develop highly qualified professionals that would serve the government needs of the community.	3.87 VA
2. Generate production and technology dissemination strategies applicable to the agri-folks through advanced program of studies.	3.70 VA
3. Produced researches that shall contribute to the changing conditions of the country especially in Southern Mindanao.	3.88 VA
Objectives	4.32 VA
MAED Program	4.41 VA
MSMBD Program	4.40 VA
MSF/MSA Program	4.17 VA

Legend: HA – highly aware VA – very aware

Further, Table 5 revealed that there were significant differences in the extent of awareness among stakeholders on the SPAMAST vision, mission, goals and objectives. The results imply that the extent of awareness differ from among various stakeholders. This could be attributed to the varying perceptions of the stakeholders and to the extent of dissemination done by the school.

Table 5. T-test on the extent of awareness on SPAMAST vision, mission, goals and objectives among stakeholders. SY 2017-2018

PARTICULARS	t	df	Sig.	MEA	SD
Vision	67.432	6	.000	4.54	.17802
Mission	60.097	6	.000	4.58	.20170
Goals	35.546	6	.000	3.81	.28401
MAED Prog. Objectives	25.889	3	.000	4.41	.34069
MSMBD Prog. Objectives	101.462	2	.000	4.40	.07506
MSF/MSA Prog. Objectives	39.377	3	.000	4.15	.21205

Further, as shown in Table 6, the stakeholders that were highly aware of the SPAMAST vision were the GS alumni, GS faculty, administrative staff, and the government agencies while the GS students, private agencies, and community representatives were very aware. This could be attributed to the extent of its dissemination. Manifestations of awareness of the stakeholders are their support to the College. For example, the government and private agencies showed support through acceptance of students for On-the-Job Trainings, participation in the stakeholders conference, etc.

Table 6. Extent of awareness on SPAMAST vision, mission, goals and objectives among stakeholders. SY 2017-2018

PARTICULARS	VISIO N	MIS SIO N	GOA LS	OBJECTIVES		
				MAE D	MS MB	MSF/ MSA
Admin. Staff	4.60 HA	4.50 VA	4.30 VA	4.90 HA	4.44 VA	4.38 VA
GS faculty	4.63 HA	4.63 HA	4.00 VA	4.11 VA	4.31 VA	4.19 VA
GS students	4.48 VA	4.44 VA	3.62 VA	4.32 VA	4.44 VA	3.88 VA
GS alumni	4.80 HA	5.00 HA	3.47 VA	4.31 VA	-	4.25 V
Community	4.25 VA	4.50 VA	3.92 VA	-	-	-
Govt. agencies	4.60 HA	4.60 HA		-	-	-
Private agencies	4.40 VA	4.40 VA	3.60 VA	-	-	-
GRAND MEAN	4.54 HA	4.58 HA	3.81 VA	4.41 VA	4.40 VA	4.17 VA

Legend: HA – highly aware VA – very aware

All types of stakeholders were very aware of the goals of SPAMAST. However, numerically, the administrative staff

obtained the highest mean of 4.30 while the private agencies obtained the lowest mean of 3.60. The administrative staffs are internal stakeholders and are more familiar of the institution’s goals as compared to external stakeholders such as the private agencies.

In terms of the program objectives, all types of stakeholders were very aware of the MAED, MSMBD, and MSF/MSA Program objectives, except for the administrative staff who were highly aware of the MAED Program objectives. The administrative staffs were composed of the chief administrative officer, the deans of the institutes among others, hence, more knowledgeable of the Program objectives.

The administrative staff obtained the highest mean and the GS faculty obtained the lowest mean in their perceived level of awareness on the MAED Program objectives. As to the MSMBD Program objectives, both the administrative staff and GS students obtained the highest mean while the GS faculty obtained a mean of 4.31. Finally, the administrative staff obtained the highest mean followed by the GS alumni, faculty while the students obtained the lowest mean in their perceived extent of awareness on the MSF/MSA Program objectives.

D. Extent of Acceptability and Test of Difference

Table 7 revealed that the vision, mission, goals, and objectives were very acceptable to the stakeholders which imply that the stakeholders were amenable to the SPAMAST vision, mission, goals, and objectives. Manifestations of acceptability of the stakeholders on the SPAMAST vision, mission, goals and objectives are reflected on the concerted efforts exerted by the faculty, administrative staff, and students in performing their respective tasks, duties, and obligations to meet targets and exemplary accomplishments in instruction, research, extension and production. The community representatives showed their support through provision of scholarship grants to their constituents while studying at SPAMAST.

Table 7. Extent of acceptability of SPAMAST vision, mission, goals, and objectives. SY 2017-2018

PARTICULARS	LEVEL OF ACCEPTABILITY
Vision	
<i>A leading institution of higher learning in the fields of aqua-terrestrial and technopreneurship responsive to the development needs in Southeast Asia and beyond.</i>	4.46 VA
Mission	
<i>Imbued with sincerity, excellence, commitment and good leadership, the institution fervently carries out its functions to provide high quality instruction, relevant researches, focused extension programs and self-sufficient production preserving cultural heritage, addressing gender sensitivity and climate change.</i>	4.40 VA
Goals	
1. Develop highly qualified professionals that would serve the government needs of the community.	4.32 VA
2. Generate production and technology dissemination strategies applicable to the agri-folks through advanced program of studies.	4.12 VA
3. Produced researches that shall contribute to the changing conditions of the country especially in Southern Mindanao.	4.01 VA
Objectives	
MAED Program	4.48 VA
MSMBD Program	4.34 VA
MSF/MSA Program	4.38 VA

The results above supports the findings of the study of Castillo (2014), the stakeholders generally accept the VMGO of the Batangas State University. Gallinero (2013) found that the faculty exhibited very high acceptability of the LDCU’s revised vision and mission, as well as the CAS objectives.

Table 8 revealed that there were significant differences in the extent of acceptability among stakeholders on the SPAMAST vision, mission, goals and objectives. This implies that the extent of acceptability on the SPAMAST vision, mission, goals and objectives vary among various stakeholders

The result supports the study of Gallinero (2013) that there were significant difference in the acceptability of the school’s vision, mission, goals, and objectives between students and faculty. He further described, that the faculty had higher level of acceptability compared to the students.

Table 8. T-test on the extent of acceptability on SPAMAST vision, mission, goals and objectives among stakeholders. SY 2017-2018

PARTICULARS	t	df	SIG.	MEAN	SD
Vision	69.654	6	.000	4.46	.16935
Mission	55.932	6	.000	4.40	.20820
Goals	49.810	6	.000	4.17	.22172
MAED Prog. Objectives	34.560	3	.000	4.48	.25941
MSMBD Prog. Objectives	30.652	2	.001	4.34	.24542
MSF/MSA Prog. Objectives	33.157	3	.000	4.50	.27158

Further, as shown in Table 9, only the GS alumni showed high acceptability of the SPAMAST vision and mission. All stakeholders attested that the SPAMAST goals were very acceptable.

The MAED Program objectives were highly acceptable to the administrative staff, while very acceptable to the GS faculty, alumni and students. On the other hand, the MSMBD Program objectives were very acceptable to the GS students, faculty and administrative staff. Further, the MSF/MSA Program objectives were highly acceptable to the GS alumni while very acceptable to GS faculty, students, and administrative staff.

The GS alumni showed high acceptability on the vision and mission than other stakeholders. It could be that having the graduate degree have contributed much in their professional development including promotion in rank.

Table 9. Extent of acceptability on SPAMAST vision, mission, goals and objectives. SY 2017-2018

PARTICULARS	VISION	MISSION	GOALS	OBJECTIVES		
				MAED D	MSMBD	MSF/MSA
Admin. Staff	4.40 VA	4.4 0 VA	4.3 0 VA	4.85 HA	4.06 VA	4.25 VA
GS faculty	4.50 VA	4.5 0 VA	4.4 4 VA	4.48 VA	4.48 VA	4.50 VA
GS students	4.46 VA	4.4 1 VA	4.3 8 VA	4.29 VA	4.49 VA	4.38 VA
GS alumni	4.80 HA	4.7 0 HA	4.4 7 VA	4.31 VA	-	4.88 HA
Community reps.	4.25 VA	4.0 0 VA	3.8 3 VA	-	-	-
Govt. agencies	4.40 VA	4.4 0 VA	4.0 7 VA	-	-	-
Private agencies	4.40 VA	4.4 0 VA	4.1 3 VA	-	-	-
GRAND MEAN	4.46 VA	4.4 0 VA	4.1 7 VA	4.48 VA	4.34 VA	4.50 VA

Legend: HA – highly acceptable VA – very acceptable

E. Extent of Relevance and Test of Difference

Table 10 reveals the extent of relevance of SPAMAST vision, mission, goals and objectives. It was shown that the SPAMAST vision and mission were highly relevant with mean of 4.65 and 4.64, respectively, while the goals were perceived as very relevant (4.47). On the other hand, the GS objectives were perceived as very relevant (4.65) particularly in the MAED, MSMBD and MSF/MSA Programs. SPAMAST have produced highly qualified professionals that served not only in government agencies but as well as in private agencies. The programs are responsive to the needs of the community. The MSMBD/MSF Programs produce professionals that are oriented on marine biodiversity, marine and aquaculture production. It is very important to ensure sustainability of marine and aquatic resources to ensure food production to feed the fast growing population. The MAED programs produced professionals that are responsible in furthering the quality of basic education in the province. SPAMAST have generated,

produced, and disseminated research-driven technologies advocating organic farming, environmental protection, sustainable food production, etc.

Table 10. Extent of relevance of SPAMAST vision, mission, goals, and objectives. SY 2017-2018

RELEVANCE	
Vision	4.65 HR
<i>A leading institution of higher learning in the fields of aqua-terrestrial and technopreneurship responsive to the development needs in Southeast Asia and beyond.</i>	
Mission	4.64 HR
<i>Imbued with sincerity, excellence, commitment and good leadership, the institution fervently carries out its functions to provide high quality instruction, relevant researches, focused extension programs and self-sufficient production preserving cultural heritage, addressing gender sensitivity and climate change.</i>	
Goals	4.47 VR
1. Develop highly qualified professionals that would serve the government needs of the community.	4.54 HR
2. Generate production and technology dissemination strategies applicable to the agri-folks through advanced program of studies.	4.47 VR
3. Produced researches that shall contribute to the changing conditions of the country especially in Southern Mindanao.	4.41 VR
Objectives	4.65 HR
MAED Program	4.57 HR
MSMBD Program	4.60 HR
MSF/MSA Program	4.77 HR

Legend: HR – highly relevant VR – very relevant

To sum it up, SPAMAST’s vision, mission, goals and objectives are congruent to the local, regional and national thrusts and programs which are centered on education, food production, environmental protection, climate change mitigation, peace and order, etc. SPAMAST is an arm of the government in achieving growth and development not only in the countryside but in entire country as well.

Dungan *et al.*, (2013) revealed in their findings that the stakeholders perceived that the VMGOs are very highly congruent and are fully implemented as far as instruction, research, extension and production.

Table 11 revealed that there were significant differences in the extent of relevance of the SPAMAST vision, mission, goals and objectives among stakeholders. This means that the extent of relevance of the vision, mission, goals, and Graduate School objectives differ from among various stakeholders. The result supports the study of Gallinero (2013) that there were significant difference in the extent of relevance of the school’s vision, mission, goals, and objectives between students and faculty, with the faculty having higher level of relevance than the students.

Table 11. T-test on the extent of relevance of SPAMAST vision, mission, goals and objectives among stakeholders

PARTICULARS	t	df	Sig.	MEA	SD
				N	
Vision	98.008	6	.000	4.65	.12549
Mission	94.063	6	.000	4.65	.13051
Goals	53.067	6	.000	4.47	.22307
MAED Prog. Objectives	31.371	3	.000	4.57	.29103
MSMBD Prog. Objectives	44.273	2	.001	4.60	.18009
MSF/MSA Prog. Objectives	69.836	3	.000	4.83	.13832

Further, as shown in Table 12, general results showed that the vision, mission, goals, and objectives of the MAED, MSMBD, and MSF/MSA Programs were highly relevant. Results further showed that all stakeholders perceived that the SPAMAST vision was highly relevant, except for the community representatives who perceived it as very relevant.

All stakeholders perceived that the SPAMAST mission was highly relevant. However, numerically, the Graduate School alumni obtained the highest mean of 4.90 while the lowest mean was obtained by the community representatives with a mean of 4.50.

As to goals, the Graduate School faculty, alumni and government agencies perceived them as highly relevant while the administrative staff, Graduate School students, community representatives and private agencies perceived them as very relevant.

Moreover, the administrative staff and Graduate School faculty perceived the MAED Program objectives as highly relevant while the Graduate School students and alumni perceived them as very relevant. The administrative staff and Graduate School students perceived the MSMBD Program objectives as highly relevant while the Graduate School students perceived them as very relevant. The MSF/MSA Program objectives were perceived as highly relevant by the Graduate School alumni, administrative staff, Graduate School students and faculty.

VMGOs serve as anchors/frameworks for the school’s strategic and operational planning and actions (Salom, 2013). The VMGOs provide the school’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 (Dungan *et al.*, 2016).

Table 12. Extent of relevance of SPAMAST vision, mission, goals and objectives among stakeholders. SY 2017-2018

PARTICULARS	VISION	MISSION	GOALS	OBJECTIVES		
				MAED	MSMBD	MSF/MSA
Admin. Staff	4.70 HR	4.7 0 HR	4.33 VR	4.9 8 HR	4.81 HR	4.8 8 HR
GS faculty	4.63 HR	4.6 3 HR	4.63 HR	4.5 3 HR	4.48 VR	4.6 9 HR
GS students	4.61 HR	4.5 5 HR	4.36 VR	4.4 4 VR	4.52 HR	4.7 5 HR
GS alumni	4.90 HR	4.9 0 HR	4.83 HR	4.3 1 VR	-	5.0 0 HR
Community reps.	4.50 VR	4.5 0 HR	4.17 VR	-	-	-
Govt. agencies	4.60 HR	4.6 0 HR	4.60 HR	-	-	-
Private agencies	4.60 HR	4.6 0 HR	4.40 VR	-	-	-
GRAND MEAN	4.65 HR	4.6 4 HR	4.47 VR	4.5 7 HR	4.60 HR	4.8 3 HR

Legend: HR – highly relevant VR – very relevant

F. Relationship Between Extent of Dissemination and Extent of Awareness

As shown in Table 13, there were positive low correlations between the extent of dissemination and extent of awareness on the SPAMAST vision, mission, goals and MAED Program objectives with correlation coefficients of 0.331, 0.339, 0.362 and 0.382, respectively. This indicates small relationship between the extent of dissemination and extent of awareness on the SPAMAST vision, mission, goals and MAED Program objectives.

Moreover, positive moderate and high correlations were noted between the extent of dissemination and extent of awareness on the MSMBD and MSF/MSA Program objectives with correlation coefficients of 0.584 and 0.827, respectively.

This indicates substantial and marked relationship between the variables mentioned.

Further, results of the test of relationship showed that there were significant relationship between the extent of dissemination and extent of awareness on the SPAMAST vision, mission, goals and objectives among stakeholders. This means that the extent of dissemination have influence or effect to the extent of awareness of the stakeholders on the SPAMAST vision, mission, goals and objectives.

Compelio *et al.* (2015) concluded in their study that dissemination of VMGO have effect to awareness of the stakeholders. He stated that the higher the extent of dissemination, the more the stakeholders are aware and accepting of the VMGO.

Table 13. Results of test of relationship between extent of dissemination and extent of awareness of the stakeholders on the SPAMAST vision, mission, goals and GS objectives

PARTICULARS	N	Pearson r		Sig. (2-tailed)
Vision	7	0.331	LC	.043
Mission	7	0.339	LC	.039
Goals	7	0.362	LC	.036
MAED Program objectives	4	0.382	LC	.048
MSMBD Program objectives	3	0.584	MC	.023
MSF/MSA Program objectives	4	0.827	HC	.013

Legend: LC – low correlation MD – moderate correlation HC – high correlation

V. CONCLUSION

Efforts to disseminate the VMGO are much done by the institution but less on vernacular vision and mission as well as broadcasting through local radio. Dissemination of VMGOs need to be sustained to continually draw support from various stakeholders creating strong local, national, and international ties and linkages necessary for the realization and attainment of the vision and mission of the institution.

REFERENCES

- [1]. M.G. Alvior. “A study on the vision and mission of the Palawan State University and the goal and program objectives of its graduate school”. www.simplyeducate.me/2014/05/28/.
- [2]. C.K. Bart., N. Bontis, and S. Taggar. “A model of the impact of mission statements on firm performance”. *Management Decision*, 39(1), 19–35. 2014.
- [3]. J. Brennan. “The Role of Universities in the Transformation of Societies” Association of Commonwealth Universities. 2004.
- [4]. R. Castillo. “Awareness, acceptance and perception of Batangas State University stakeholders towards its VMGO”. *International Journal of Sciences: Basic and*

- applied Research. Vol. 14, No. 1. 2014. Retrieved from [gssr.org/index.php?journalJournalofBASICANDApplied & page](http://gssr.org/index.php?journalJournalofBASICANDApplied&page).
- [5]. J.C. Collins and J.I. PORRAS. “Organizational vision and visionary organizations”. *California Management Review* 34: 30-52. 2004.
- [6]. K.J. Compelio, L. Caranto, and J.J. David. “ Awareness, understanding, and acceptance of student nurses of the vision, mission, goals, and objectives of Benguet State University”. *International Journal of Nursing Science* 2015. Retrieved from www.sapub.org/global/showpaperpdf.aspx?doi=10.5923/j.nursing.
- [7]. A.L. Daniel. “Strategic planning-the role of the Chief Executive, Long Range Planning. 1992. 25: 97-104.
- [8]. B.M.Dungan, M.C. Baculo, J.M. Milan, M.D. Rivera, E.G. Dacanay, and K.T. Dacanay. “Awareness, acceptability, congruency and implementation of DMMSU’s VMGO”. 2016.
- [9]. E.A. Ezekwe and S.N. Egwu. “Creating awareness on vision and mission statements among employee of Ebonyi State University, Nigeria: a discourse”. *Review Pub Administration Management*. Vol4: p.192. 2016.
- [10]. E.A. Ezekwe and S.O. Onwe. “Configuration of Nigerian tertiary institutions employee using mission statements: A discourse”. *International Journal of Political Science and Administration*. Vol 2: pp.23-32. 2014.
- [11]. W.B. Gallinero. “Extent of dissemination, awareness and acceptability of the revised LDCU vision, mission and CAS objectives among students and faculty”. *Liceo Journal of Higher Education*. 2013.
- [12]. G. Hamel and C.K. Prahalad. “Strategy as stretch and leverage”. *Harvard Business Review*. p75–84. 2003.
- [13]. M.S. Klemm, J. Sanderson, and G. Luffman. “Mission statements: selling corporate values to employees”. *Long Range Planning*. 1991. 24: pp.73-78.
- [14]. J.V. Mullane. “The Mission statement is strategic tool: when used properly”. *Management Decision*. Vol. 40: pp.448-455. 2002.
- [15]. F. Norrdin and K. Jusoff. “Levels of job satisfaction amongst Malaysian academic staff”. *Asian Social Science*. .Vol 5. 2009.
- [16]. F. Salom. “Awareness, acceptability, and relevance of the vision, mission, goals, and objectives of the BSEMT Program. 2013.
- [17]. T. Sufi. and H. Lyons. “Mission statements exposed”. *International Journal of Contemporary Hospitality Management*. 15: pp.255-262. 2003.
- [18]. P.K.D. William. “Of mission and vision statements and their potential impact on employee behaviour and attitudes: the case of a public but profit-oriented tertiary institution”. *International Journal of Business and Social Science*. 3: pp.95-109. 2012.