

# The Extent of Awareness, Acceptance, and Perception of Stakeholders on the Vision, Mission, Campus Goals, and Marine Biology Program Educational Objectives of the University of Science and Technology of Southern Philippines-Panaon Campus

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## ABSTRACT

The benefits of collaboration among the university's stakeholders reflect its vision, mission, goals, and educational program objectives. This study investigated the collaborative agreement and evaluated stakeholders' extent of awareness and perceptions of the vision, mission, campus goals, and educational objectives of the Marine Biology program at the USTP-Panaon Campus. The study employs a descriptive-quantitative research method with 355 participants who were selected both purposively and randomly. The instrument utilized a modified version of the survey questionnaire by Constantino (2020) to collect the data. Findings revealed that all stakeholders are "highly aware" of the vision, mission, campus goals, and MB program objectives. Faculty, staff, parents/guardians, and alumni are also "highly aware" that the VMGO is disseminated in various modes except for MB students and partner agencies, who are only "aware." Most stakeholders "greatly accept" the vision, mission, campus goals, and MB program objectives. Perceptions of most stakeholders "strongly agree" that the vision, mission, campus goals, and MB program objectives of USTP Panaon are clear and consistent and, at the same time, congruent with its activities, practices, projects, and operations except for partner agencies, which only "agree." Therefore, the university may strengthen its efforts to disseminate the VMGO more widely. Use various dissemination methods and integrate the VMGO into academic and non-academic activities. Furthermore, the university should actively and robustly collaborate with stakeholders to foster inclusive economic growth and development.

**Keywords:** awareness, acceptance, perception, vision, mission, campus goals, program educational objective.

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## INTRODUCTION

Higher education institutions today have a role beyond simply providing educational information. Schools are crucial in integrating students into society, especially within political, social, and cultural contexts. Students cannot separate from the society they belong to; they inevitably carry the lessons learned in school with them as they step into the wider world. Siniguan (2018) emphasizes that colleges and universities need to make sure their roles reflect their vision, mission, and goals, as these provide important direction for carrying out their responsibilities. It is also vital that everyone involved—both now and in the future—clearly understands these guiding principles since they shape how each person contributes to the institution's governance.

The guiding principles that help evaluate the institution's performance are the Vision, Mission, Goals, and Objectives (Villanca et al., 2020). The vision statement articulates the institution's future aspirations, while the mission statement outlines the university or college's core purpose. Goals relate to the aims set at different levels within the

institution, like academic colleges or institutes, and objectives specify the targets for individual programs (AACCUP, 2010).

Many people also see the VMGO as the key foundation that shapes and guides policies and programs. A university is evaluated based on how well it achieves its VMGOs compared to others (AACCUP, 2014). The realization of a university's VMGO is contingent upon stakeholders' awareness and understanding of its significance. To transform these visions, missions, goals, and objectives into a quality educational experience, it is vital to assess stakeholders' understanding and acceptance of these concepts (Villanca, 2020).

Through various dissemination strategies, the University of Science and Technology of Southern Philippines provides both English and vernacular translations to maximize stakeholders' awareness, acceptance, and comprehension of its Vision and Mission. These strategies include spoken communication at meetings and orientations and written materials such as the school website, leaflets, brochures, manuals, information bulletins, and annual reports.

Ultimately, the VMGO is the core principle that steers the institution toward success (Villanca et al., 2020). The vision statement highlights the organization's future aspirations, while the mission represents its fundamental purpose, regardless of whether it is a public or private university. Goals are centered on the broader objectives at lower levels within the organization, whereas objectives concentrate on specific targets in the program (AACCUP, 2010).

Accreditation plays a crucial role for colleges and universities, helping them meet quality standards and keep improving their educational programs over time (Oboza, 2017). The USTP-Panaon Campus goes through this process by submitting its programs to the Accrediting Agency of Chartered Colleges and Universities in the Philippines, Inc. (AACCUP). Of the ten areas evaluated during accreditation, the mission, vision, goals, and objectives are the most critical. A college or university is acceptable only if it fulfills its VMGO. According to the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP), all higher education institutions regularly evaluate their educational activities, either fully or partially, to receive an independent assessment that confirms they are successfully meeting their goals. The aim is to maintain a quality level comparable to similar institutions, and this is accomplished through the accreditation process.

In summary, the VMGO is essential for shaping processes and activities within the institution. A university's reputation relies on its ability to achieve its VMGOs compared to others (AACCUP, 2014). The extent to which the university's VMGO is achieved relies on how well stakeholders understand its significance.

According to Villanca et al. (2020), an institution must evaluate how well its vision, mission, goals, and objectives are understood and embraced to develop quality education successfully.

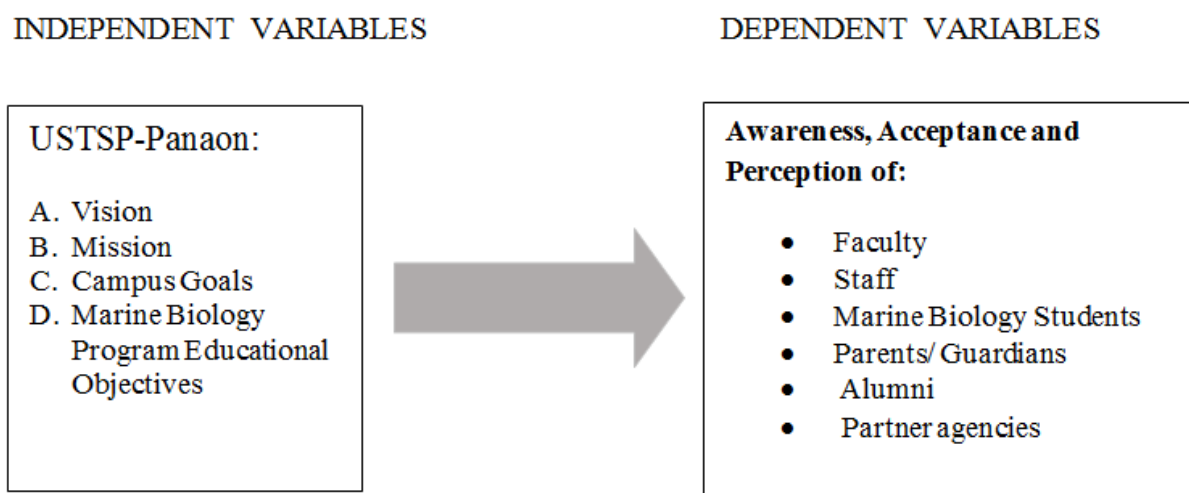
In this premise, this study was conducted to evaluate stakeholders' extent of awareness, acceptance, and perceptions of the Vision, Mission, Campus Goals, and Marine Biology Program Educational Objectives at the University of Science and Technology of Southern Philippines-Panaon Campus following their dissemination.

Specifically, this study sought to answer the following questions:

1. What is the extent of stakeholders' awareness of the USTP's VMGO and marine biology program objectives?
2. What is the extent to which stakeholders are aware of how the USTP-Panaon Campus' vision, mission, campus goals, and marine biology program objectives are disseminated?
3. What is the extent of Stakeholders' acceptance of the USTP-Panaon Campus' vision, mission, campus goals, and marine biology program objectives?
4. What is the level of stakeholders' perception of the clarity and consistency of the USTP's vision, mission, campus goals?
5. What is the level of Stakeholders' perception of congruency of the USTP's vision, mission, campus goals, and marine biology program objectives with activities, practices, projects, and operations?

### Conceptual Framework of the Study

The framework shows how stakeholders evaluated the USTP-Panaon Campus' Vision, Mission, Campus Goals, and Marine Biology Program Educational Objectives to determine their level or extent of awareness, acceptance, and perception. Figure 1 illustrates the relationships between the independent and dependent variables used in the study.



**Figure 1.** Schematic Diagram of the Study

### LITERATURE REVIEW

Several studies highlight the different levels of understanding and acceptance concerning organizations' vision, mission, and goals (VMGO). For instance, according to a study by Feliciano (2022), Isabela State University stakeholders believed the vision, mission, goals, and objectives (VMGO) were understandable, consistent, attainable, and aligned with school programs, activities, and instructional strategies. Nonetheless, external stakeholders demonstrated the least knowledge and comprehension of ISU's VMGO. To improve awareness and support among these external stakeholders, the ISU-CCSICT group recommended using a range of communication channels to spread the VMGO, organize campaigns, and implement related projects.

Cruz et al. (2022) found that while the university's VMGO is well-defined, it is not fully understood or effectively communicated. Stakeholders generally accept it but have only moderate awareness. The study suggests improving communication efforts to promote the VMGO better.

Research by Joaquin et al. (2023) revealed that internal stakeholders, such as faculty and students, generally demonstrate greater acceptance of the institution's Vision, Mission, Goals, and Objectives (VMGO) compared to external stakeholders, including parents and industry partners. While internal communication strategies appear effective, CAPSU must enhance its efforts to engage external stakeholders more robustly. Similarly, Constantino et al. (2020) categorized stakeholders into internal and external groups and found that external stakeholders were the "least aware, least accepting, and had least understanding" about their institution's VMGO. Their results indicated that external stakeholders often perceive the VMGO as unclear and inconsistent, whereas internal stakeholders, particularly faculty members and administrators, tend to have higher awareness and engagement with it.

Nozaleda et al. (2019) found that internal stakeholders such as faculty and staff tend to perceive the university's Vision, Mission, Goals, and Objectives (VMGO) as more acceptable than external stakeholders, with Industry, Linkage, and Cooperating agencies showing the lowest levels of acceptance. These findings suggest that the university should prioritize strengthening its relationships with external stakeholders to encourage their involvement and alignment within the VMGO.

Oboza (2017) states that generally, the respondents agree that the VMGO are clearly stated and are consistent with the institution's legal and educational mandate.

How the VMGO is perceived is closely linked to how well it is integrated into educational practices. It has been corroborated in a study by Aquino and Rivano (2020) at Laguna State Polytechnic University, which discovered a strong positive link between awareness and understanding. They found that when people are more aware, they better grasp and align with educational goals. They also stressed how important it is to involve stakeholders in creating and regularly updating the Vision, Mission, Goals, and Objectives (VMGO) to improve how these are perceived and how effective they become. Building on this idea, Joaquin et al. (2023) pointed out that ongoing evaluation and active participation from stakeholders are key to making sure everyone's perspectives are included in shaping the institution's strategies. Their research at Capiz State University showed a clear match between the VMGO and what actually happens in educational programs, with stakeholders recognizing that the institution's goals are truly reflected in practice. This kind of alignment is vital to make sure that the educational results consistently support the institution's vision and strategic plans.

### Research Method / Design

This research employed a descriptive quantitative research method to explore how well stakeholders understand, accept, and perceive the Vision, Mission, Goals, and Objectives (VMGO) and educational aims of the marine biology program at USTP-Panaon Campus.

### Respondents and Sampling

The respondents in this study were stakeholders from the USTP-Panaon Campus, including faculty, staff, marine biology students, parents or guardians, alumni, and partner agencies. The researchers used purposive sampling because they aimed to select specific stakeholders who could provide valuable and unique insights related to the study (Etikan et al., 2016). Additionally, random sampling was employed, where individual respondents were selected at random through an electronic draw rather than based on the researchers' preferences.

**Table 1.** Distribution of Stakeholders Participating in the Study: Frequency and Percentage

Sex/ Type of Stakeholders	Faculty	Staff	Marine Biology Students	Parents/ Guardians	Alumni	Partner Agencies	Total (f)	Total (%)
Male	20	10	135	8	5	9	187	<b>52.7%</b>
Female	22	8	110	12	5	11	168	<b>47.3</b>
Total (f)	<b>42</b>	<b>18</b>	<b>245</b>	<b>20</b>	<b>10</b>	<b>20</b>	<b>355</b>	<b>100%</b>
Total (%)	<b>11.83%</b>	<b>5.07%</b>	<b>69.01%</b>	<b>5.63%</b>	<b>2.83%</b>	<b>5.63%</b>	<b>100%</b>	

As shown in Table 1, most of the stakeholders in the study were male, making up about 53%, while females accounted for around 47%. When we look at the different groups, marine biology students represented the largest portion at about 69%. Faculty members followed with 12%, and both parents/guardians and alumni each made up around 5.63%. Staff members accounted for 5%, and alumni had the smallest share at 2.83%.

### Instrumentation

The instrument used in this study was a modified version of Constantino's (2020) survey questionnaire that was anchored on AACUP,2010—the first part of the questionnaire asked about the sex and type of Stakeholder. The second part contains the statements to ascertain the level or extent of awareness, acceptance, and perception of stakeholders of the USTP-Panaon Campus' vision, mission, campus goals, and the marine biology program educational objectives. The researchers used the 4-point Likert Scale to gather the responses from the stakeholders as indicated in the printed survey instrument

## Data Collection and Analysis

After receiving approval from the relevant authorities and securing consent from the stakeholders, the researchers distributed printed questionnaires to each participant. They provided an orientation to ensure that stakeholders understood the questionnaire, giving them 10 to 15 minutes to complete it. Once the participants filled out the questionnaires, the researchers collected them for analysis. To evaluate the responses, a 4-point Likert scale was used for feedback (Likert, 1932), with specific interpretations applied to better understand the quantitative data gathered.

**Table 2.** Rating Scale Used in Interpretation of Means

Response	Scale	Awareness	Acceptance	Perception
4	3.50 – 4.00	Highly Aware	Greatly Accept	Strongly Agree
3	2.50 – 3.49	Aware	Accept	Agree
2	1.50 – 2.49	least aware	slightly Accept	disagree
1	1.00 – 1.49	not aware	not accept	strongly disagree

## RESULTS AND DISCUSSIONS

### Stakeholders' awareness of the USTSP's vision, mission, campus goals, and marine biology program educational objectives

**Table 3.** Extent of Stakeholders' awareness of the USTP vision, mission, campus goals, and marine biology program educational objectives

Means and Verbal Interpretation of Stakeholders							
Statements / Stakeholders	Faculty	Staff	MB Students	Parents/ Guardians	Alumni	Partner Agencies	Weighted Mean
1. I am aware of the USTP Vision and Mission.	3.78 Highly aware	3.94 Highly aware	3.71 Highly aware	3.60 Highly aware	3.80 Highly aware	3.50 Highly aware	3.72 Highly aware
2. I am aware of the Goals of the Campus.	3.69 Highly aware	3.88 Highly aware	3.61 Highly aware	3.75 Highly aware	3.40 Aware	3.50 Highly aware	3.63 Highly aware
3. I am aware of the Objectives of the Program where I belong.	3.69 Highly aware	3.88 Highly aware	3.49 Aware	3.45 Aware	3.60 Highly aware	3.50 Highly aware	3.54 Highly aware
<b>Weighted Mean</b>	3.72 Highly aware	3.90 Highly aware	3.60 Highly aware	3.60 Highly aware	3.60 Highly aware	3.50 Highly aware	3.63 Highly aware

Table 3 illustrates that all stakeholders, faculty, staff, marine biology students, parents/guardians, alumni, and partner agencies generally are "highly aware" of the campus's vision, mission, goals, and educational objectives of the marine biology program. Marine biology students and their parents or guardians are only "aware" of the program's specific objectives, while the alumni are only "aware" also of the campus goals (highlighted in yellow). These indicate

a need for better communication of the campus goals to alumni, as well as a clearer sharing of the marine biology program's objectives with students and their families. These findings align with Cruz et al. (2022), which noted that, despite a clearly defined VMGO, it isn't fully understood or communicated effectively. Stakeholders generally accept it but have only moderate awareness. The study suggests improving communication efforts to promote the VMGO better.

### Stakeholders' awareness of how the USTP-Panaon Campus' vision, mission, campus goals, and marine biology program objectives are disseminated

**Table 4.** Extent of Stakeholders' awareness of how the USTP-Panaon Campus' vision, mission, campus goals, and marine biology program educational objectives are disseminated

Means and Verbal Interpretation of Stakeholders							
Statements/Stakeholders	Faculty	Staff	MB Students	Parents/Guardians	Alumni	Partner Agencies	Weighted Mean
1. I am aware that the USTP's VMGO is displayed on bulletin boards inside the University.	3.76 Highly aware	3.88 Highly aware	3.45 Aware	3.60 Highly aware	3.70 Highly aware	3.35 Aware	3.62 Highly aware
2. I am aware that the USTP's VMGO are printed in catalogs, manuals, and other materials	3.69 Highly aware	3.88 Highly aware	3.33 Aware	3.65 Highly aware	3.50 Highly aware	3.50 Highly aware	3.59 Highly aware
3. I am aware that the USTP's VMGO are broadcast in media and/or on the internet/website	3.50 Highly aware	3.83 Highly aware	3.31 Aware	3.65 Highly aware	3.40 Aware	3.50 Highly aware	3.53 Highly aware
4. I am aware that the USTP's VMGO are widely disseminated to the different agencies, institutions, industry sector, and the community as a whole	3.69 Highly aware	3.83 Highly aware	3.34 Aware	3.25 Aware	3.60 Highly aware	3.46 Aware	3.53 Highly aware
<b>Weighted Mean</b>	3.66 Highly aware	3.855 Highly aware	3.36 Aware	3.54 Highly aware	3.55 Highly aware	3.45 Aware	3.57 Highly aware

Based on the means in Table 4, the faculty and staff are "highly aware" of all modes of disseminating the USTP's VMGO. However, parents and guardians, while they are "highly aware" that USTP's VMGO is displayed on bulletin boards, printed in manuals and other forms, and broadcast in media/internet/website, they are "aware" only that the same is widely disseminated to different agencies and the community. The alumni are "highly aware" of ways of disseminating VMGO, like brochures, manuals, and the widest dissemination to agencies and the community; however, they are only aware of broadcast media/internet and websites. On the other hand, partner agencies are



“highly aware” of modes of catalog, manuals, and broadcast media/internet and website; however, they are still “aware” only of modes like bulletin boards and wide dissemination to the partner agencies and the community. What is more striking is that marine biology students are only “aware” of all the modes for disseminating the USTP's VMGO. These results imply that initiatives to increase awareness of different ways of disseminating the VMGO must be strengthened, especially for marine biology students. These coincide with the study of Cruz E. et al. (2022), who studied how well internal and external stakeholders in the Electrical Engineering Program know and accept the University's Vision, Mission, Goals, and Objectives (VMGO). They found that faculty and alumni were highly aware, parents less so, but overall acceptance was very strong. These results suggest that the VMGO is well-crafted but not fully understood or shared. The authors recommend better communication to boost awareness.

### Stakeholders' acceptance of the USTP-Panaon Campus' vision, mission, campus goals, and marine biology program objectives

**Table 5.** Extent of Stakeholder's acceptance of the USTP-Panaon Campus' vision, mission, campus goals, and marine biology objectives

Means and Verbal Interpretation							
Statements / Stakeholders	Faculty	Staff	MB Students	Parents/ Guardians	Alumni	Partner Agencies	Weighted Mean
1. I accept the USTP Vision and Mission.	3.81 Greatly accept	3.94 Greatly accept	3.87 Greatly accept	3.90 Greatly accept	4.00 Greatly accept	3.40 Accept	3.82 Greatly accept
2. I accept the Goals of the Campus.	3.81 Greatly accept	3.94 Greatly accept	3.80 Greatly accept	3.90 Greatly accept	4.00 Greatly accept	3.40 Accept	3.81 Greatly accept
3. I accept the Objectives of the Program where I belong and the responsibility of realizing such objectives in my own capacity	3.81 Greatly accept	3.94 Greatly accept	3.66 Greatly accept	3.85 Greatly accept	4.00 Greatly accept	3.50 Greatly accept	3.79 Greatly accept
<b>Weighted Mean</b>	3.81 Greatly accept	3.94 Greatly accept	3.78 Greatly accept	3.88 Greatly accept	4.00 Greatly accept	3.43 Accept	3.81 Greatly accept

The results in Table 5 indicate that alumni, staff, and parents of USTP greatly accept the university's vision, mission, and goals, along with a willingness to help make them a reality. Notably, alumni had the highest weighted mean of 4.0, followed closely by staff with 3.94, parents/guardians with 3.88, faculty members with 3.81, and MB students with 3.78, respectively. On the other hand, partner agencies express acceptance of the objectives of the marine biology programs; they accept the vision, mission, and campus goals. These imply the need for clearer communication and broader dissemination of USTP's vision, mission, and goals to these partner agencies, emphasizing the importance of ongoing engagement with them. These findings align with Nozaleda et al. (2019) found that internal stakeholders, such as faculty and staff, tend to perceive the university's Vision, Mission, Goals, and Objectives (VMGO) as more acceptable than external stakeholders, with Industry, Linkage, and Cooperating agencies showing the lowest levels

of acceptance. These findings suggest that the university should prioritize strengthening its relationships with external stakeholders to encourage their involvement and alignment within the VMGO.

**Stakeholders' perception of the clarity and consistency of the USTP's vision, mission, campus goals, and marine biology program objectives**

**Table 6.** Level of Stakeholders' perception of the clarity and consistency of the USTP's vision, mission, campus goals, and marine biology program objectives

<b>Means and Verbal Interpretation</b>							
<b>Statements / Stakeholders</b>	<b>Faculty</b>	<b>Staff</b>	<b>MB Students</b>	<b>Parents/ Guardians</b>	<b>Alumni</b>	<b>Partner Agencies</b>	<b>Weighted Mean</b>
1. The Vision clearly reflects what USTP hopes to become in the future.	3.79 Strongly agree	3.89 Strongly agree	3.69 Strongly agree	3.90 Strongly agree	4.00 Strongly agree	3.45 Agree	3.79 Strongly agree
2. The Mission clearly reflects USTP's legal and educational mandate	3.81 Strongly agree	3.89 Strongly agree	3.61 Strongly agree	3.60 Strongly agree	4.00 Strongly agree	3.45 Agree	3.73 Strongly agree
3. The Campus Goals are clearly stated, and are consistent with the Mission of USTP.	3.76 Strongly agree	3.83 Strongly agree	3.56 Strongly agree	3.90 Strongly agree	4.00 Strongly agree	3.35 Agree	3.73 Strongly agree
4. The Program Objectives are consistent with the Goals of the Campus.	3.79 Strongly agree	3.78 Strongly agree	3.51 Strongly agree	3.90 Strongly agree	4.00 Strongly agree	3.35 Agree	3.72 Strongly agree
5. The Program Objectives clearly state the expected outcomes in terms of competencies or technical skills of students and graduates	3.81 Strongly agree	3.78 Strongly agree	3.48 Agree	3.60 Strongly agree	4.00 Strongly agree	3.40 Agree	3.67 Strongly agree
6. The program objectives clearly state the expected outcomes in terms of research and extension capabilities of students and graduates	3.76 Strongly agree	3.77 Strongly agree	3.50 Strongly agree	3.50 Strongly agree	4.00 Strongly agree	3.50 Strongly agree	3.67 Strongly agree
7. The program Objectives clearly state the expected outcomes in terms of student's own ideas, desirable	3.74 Strongly agree	3.83 Strongly agree	3.53 Strongly agree	3.80 Strongly agree	4.00 Strongly agree	3.50 Strongly agree	3.73 Strongly agree



Means and Verbal Interpretation							
Statements / Stakeholders	Faculty	Staff	MB Students	Parents/ Guardians	Alumni	Partner Agencies	Weighted Mean
attitudes and personal discipline							
8. The program objectives clearly state the expected outcomes in terms of moral character	3.74 Strongly agree	3.72 Strongly agree	3.53 Strongly agree	3.75 Strongly agree	4.00 Strongly agree	3.50 Strongly agree	3.71 Strongly agree
9. The program objectives clearly state the expected outcomes in terms of critical thinking skills	3.74 Strongly agree	3.72 Strongly agree	3.56 Strongly agree	3.55 Strongly agree	4.00 Strongly agree	3.50 Strongly agree	3.68 Strongly agree
10. The program objectives clearly state the expected outcomes in terms of aesthetic and cultural values	3.74 Strongly agree	3.78 Strongly agree	3.57 Strongly agree	3.60 Strongly agree	4.00 Strongly agree	3.40 Agree	3.68 Strongly agree
<b>Weighted Mean</b>	3.77 Strongly agree	3.80 Strongly agree	3.55 Strongly agree	3.71 Strongly agree	4.00 Strongly agree	3.46 Agree	3.71 Strongly agree

Table 6 illustrates that five out of six groups of stakeholders, alumni, staff, faculty, and parents/guardians "strongly agree" that the mission, vision, campus goals, and educational objectives of the marine biology program at USTP are clear and consistent across all statements. For marine biology students, they "strongly agree" with 9 statements except for statement no. 5, in which they only agree to it. Notably, based on results, our partner agencies "strongly agree" with statements 6 to 9 but "agree" only with statements 1-5 and 10. In addition, the means obtained from the responses of our partner agencies are below and do not reach the threshold for strongly agree. These results imply a need to explain and consistently disseminate the VMGO clearly to the partner agencies for them to have a better understanding and correct perception. These are congruent to the study of Oboza, J. (2017), states that generally, the respondents agree that the VMGO are clearly stated and are consistent with the institution's legal and educational mandate.

### Stakeholders' perception of congruency of the USTP's vision, mission, campus goals, and marine biology program objectives with activities, practices, projects, and operations

**Table 7.** Level of Stakeholders' perception of congruency of the USTP's vision, mission, campus goals, and marine biology program objectives with activities, practices, projects and operations

Means and Verbal Interpretation							
Statements / Stakeholders	Faculty	Staff	MB Students	Parents/ Guardians	Alumni	Partner Agencies	Weighted Mean
1. There is congruency between actual	3.83	3.72	3.62	3.70	4.00	3.45	3.72

Means and Verbal Interpretation							
Statements / Stakeholders	Faculty	Staff	MB Students	Parents/ Guardians	Alumni	Partner Agencies	Weighted Mean
educational practices and activities and the Mission of USTP	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Agree	Strongly agree
2. There is congruency between actual educational practices and activities and the Goals of DMB	3.81 Strongly agree	3.67 Strongly agree	3.50 Strongly agree	3.85 Strongly agree	4.00 Strongly agree	3.45 Agree	3.71 Strongly agree
3. There is congruency between actual educational practices and the Objectives of the Program where I belong	3.76 Strongly agree	3.78 Strongly agree	3.52 Strongly agree	3.85 Strongly agree	4.00 Strongly agree	3.35 Agree	3.71 Strongly agree
4. The projects and activities carried out by the faculty and students directly contribute towards the achievement of the program outcomes	3.74 Strongly agree	3.72 Strongly agree	3.54 Strongly agree	3.75 Strongly agree	4.00 Strongly agree	3.50 Strongly agree	3.71 Strongly agree
5. The VMGO are the bases of all USTP's operations	3.83 Strongly agree	3.94 Strongly agree	3.57 Strongly agree	3.85 Strongly agree	4.00 Strongly agree	3.55 Strongly agree	3.79 Strongly agree
<b>Weighted Mean</b>	3.80 Strongly agree	3.77 Strongly agree	3.55 Strongly agree	3.80 Strongly agree	4.00 Strongly agree	3.46 Agree	3.73 Strongly agree

According to the findings in Table 7, five of the six categories of stakeholders "strongly agree" that the aims of the marine biology program, the USTSP's vision, and its mission align with its methods, endeavors, initiatives, and operations. For the degree of perception, the alumni had the greatest mean (4.0). However, the partner agencies only had a mean of 3.46, indicating that they only "agree" to it. These results imply a need to conduct more coordination meetings with partner agencies to inform them of the university's VMGO and foster strong collaboration for further development. These conform to the study of Joaquin et al. (2023), which pointed out that ongoing evaluation and active participation from stakeholders are key to making sure everyone's perspectives are included in shaping the institution's strategies. Their research at Capiz State University showed a clear match between the VMGO and what actually happens in educational programs, with stakeholders recognizing that the institution's goals are truly

reflected in practice. This kind of alignment is vital to make sure that the educational results consistently support the institution's vision and strategic plans.

### **CONCLUSION AND RECOMMENDATION**

The study determined the stakeholders' awareness, acceptability, and perception of the University of Science and Technology of Southern Philippines-Panaon Campus's vision, mission, campus goals, and marine biology program educational objectives. Based on what we found, here are the conclusions we've reached:

1. The majority of the participants are "highly aware" of the University's VMGO.
2. Most stakeholders, such as staff, faculty, alumni, parents, or guardians, are "highly aware " of the dissemination of the VMGO using different modes, except for the students and partner agencies, who are only "aware."
3. Most stakeholders, such as alumni, staff, parents/guardians, and faculty, "greatly accept" the university's VMGO, except for the partner agencies, which only "accept."
4. The alumni, staff, faculty, parents/guardians, and marine biology students "strongly agree" with the clarity and consistency of the stated VMGO, except for the partner agencies, which only "agree" to it.
5. The alumni, parents/guardians, faculty, staff, and marine biology students "strongly agree" on the congruency of the university's VMGO with the activities, practices, projects, and operations, except for the partner agencies, which only "agree" to it.

Based on its findings, the study suggests launching a comprehensive information campaign using various media to boost awareness significantly. These could include social media, infographics, radio spots, promotional videos, short video clips, tarpaulins, and other printed materials like programs, communication pieces, brochures, and flyers, both within and outside the university. The study also encourages the university to build stronger connections with its stakeholders by actively involving them in strategic planning and policy-making. This collaboration is essential to tackle pressing issues related to achieving the university's vision, mission, goals, and objectives, all while aligning with sustainable development goals for inclusive economic growth. Additionally, it's recommended that the university require the recitation of its vision, mission, quality policy, campus goals, and educational objectives not just during flag-raising ceremonies but also in classrooms. The goals and aims of degree programs should be prominently displayed in all rooms and buildings and integrated into both curricular and extracurricular activities. The university can continue to feature the vision and mission statement, along with the quality policy, in the footer of official letters and documents for broader outreach. Since this study relied solely on descriptive statistics, future research might consider using inferential statistics to explore potential relationships or differences in responses among various stakeholders. It would also be beneficial to include larger samples of parents, alumni, and partner agencies in future studies to enhance the validity and reliability of the results. Employing mixed methods of research could provide a more well-rounded understanding of respondents' awareness, acceptance, and perceptions of the vision, mission, goals, and objectives.

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