

Surigao del Sur State University: Awareness, Dissemination and Acceptability, and Congruency of the Vision, Mission, Goals and Objectives

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Abstract: *The fundamental aim of this study is to determine the levels of awareness, dissemination and acceptability and congruency between the educational practices and the vision, mission, goals and objectives (VMGO) of Surigao del Sur State University (SDSSU) - Tagbina Campus, Philippines. To determine the significant differences among the responses, the ANOVA one way analysis is employed and the T-test Post-hoc comparison. A significant difference is unveiled in the responses of the respondents in terms of the congruency between the educational practices and the VMGO of the university when they are grouped according to their programs. Nonetheless, no significant evidences are uncovered in the responses of the respondents in terms of the awareness, dissemination and acceptability, and congruency between the educational practices and the VMGO of the university when they are grouped according to various stakeholder groups. The findings are noteworthy for the academic sectors where the success in the implementation of the VMGOs lies in the hands of the stakeholders alongside with the administration, faculty members and the entire academic community.*

Keywords: awareness, dissemination and acceptability, congruency, VMGO

1. Introduction

Extant literatures on the importance of having vision and mission statements for an effective strategic management are well documented. Bart and Baetz cited by David (2007) contend the positive relationship between these mission statements and organizational performance. As important as it is, vision statements are found to be very important making it a vibrant look for the academic communities. However, some issues are uncovered regarding the vision and mission statements of the organizations. Gabriel and Farmer (2009) opine that one of the obstacles that may arise is the people's fear of change and the reality that vision statements are oftentimes created instinctively thus they are rarely misunderstood by other stakeholder groups in the community. In their study, Bart and Tabone cited by Darbi (2012) noted that forty percent of company employees do not understand or even do not know what vision and mission statements are or perhaps not even quite clear (Papulova, 2014) how these statements are defined. It is on the foregoing context that the researcher decides to investigate with the intent of determining the levels of awareness, dissemination and acceptability and congruency between the educational practices and the Vision, Mission, Goals and Objectives of Surigao del Sur State University Tagbina Campus. While there are prior studies in relation to the VMGO, those studies have not fully identified the disparity between the existing processes to achieve the vision and what the vision actually requires the organization to do. This study aims to fill this gap and to propose a novel construction where findings reveal a frontier of new knowledge. It is imperative that VMGOs are the building blocks of the institution so is the need to keep the entire community informed on the developments of the institution's direction especially that Philippines today opens its gateway to global education. It is in this endeavor that Surigao del Sur State University (SDSSU) continues to search for quality and excellence being a member of the

Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP).

1.1 Objectives of the Study

This research grind enables various stakeholder groups to express their full support and untiring determination making Surigao del Sur State University (SDSSU) the forefront of quality education as a "glocal" university. This empirical study investigated in determining the awareness, dissemination and acceptability and congruency between the educational practices and the Vision, Mission, Goals and Objectives of SDSSU Tagbina Campus. Specifically, it sought to:

- describe the stakeholder's level of awareness of the Vision, Mission, Goals of the College and Objectives of the program;
- ascertain the stakeholder's level of dissemination and acceptability of the VMGO;
- determine the congruency between the educational practices and the Vision, Mission, Goals and Objectives;
- assess the perception of the stakeholder groups on the coherence of the VMGO;
- determine the differences in the awareness, dissemination and acceptability and congruency of the VMGO in terms of sex; and
- Determine the significant differences in terms of awareness, dissemination and acceptability and congruency between the educational practices and the VMGO among the (a) students in various programs and the (b) stakeholder groups.

2. Literature Review

Scanty literatures on the awareness, acceptability and congruency between the educational practices and the VMGOs have brought much significant attention and interest in today's research agenda. The substantial foundation of this study grind has made into reality where

intriguing issues and the perceptions of the stakeholders have considerably evolved. Prior studies and literature have found how essential VMGO statements are in as far as the university's future directions are concerned. One example of this is a study conducted by Castillo (2014) who argues that stakeholders have to share a common belief where VMGO is shared all throughout despite of their varying perspectives because success is measured by bringing them together in all possible means. Ozdem (2011) also contends that good vision statements identify a genuine characteristic of the organization that significantly positions itself from others and that all future activities are considerably planned according to the internal and external environment of the organization. Vision is the picture of the organization's success in the future and a noteworthy mission serves others (Khadem, 2018). Mission statements on the other hand, refer to the enduring part of the organization's planning processes (Harrison & St. John, 2015). In their study, Salom and Florendo (2013) also noted that VMGOs articulate the "interconnectedness" where awareness, acceptability and relevance are measured. The Goals and Objectives, on the other hand, have to align not only with the Vision and Mission of the university but also to the provisions of the Commission on Higher Education (CHED). The curricular offerings of Bachelor of Science in Business Administration and Bachelor of Science in Hospitality Management under the College of Business and Management prepare the graduates for careers related to their specializations.

The never ending quest for quality education of SDSSU continuously aspires for another challenging pursuit characterized by the quality management system keeping its fingers crossed as a newly certified member of the International Organization for Standardization (ISO). As a forerunner in the Outcomes-Based Education (OBE), SDSSU undoubtedly conforms to quality excellence (SDSSU MTDP, 2015), to wit;

Vision: A leading "Glocal" University with widened academic perspectives that focus on attaining food security, supporting poverty alleviation, developing renewable energy, and conserving natural environment.

Mission: SDSSU shall provide competency-based higher education training driven by relevant and responsive instruction, research, extension and sustainable resource management.

Quality Policy: The Surigao del Sur State University commits itself to produce highly motivated, globally competitive and morally upright human resource through the delivery of transformative and quality higher education that conforms to international standards driven by excellent instruction, relevant researches, sustainable extension, and production services.

Together with our stakeholders, we shall endeavor for continual improvement of our quality management system in consonance with statutory and regulatory requirements for clients and industry satisfaction for quality of life.

2.1 Hypothesis

Investigations on this research were designed to test some statistical assumptions. This study was formulated and tested under the following null hypotheses at 0.05 level of significance.

- 1) There is no significant difference in the awareness, dissemination and acceptability and congruency of the VMGOs as perceived by the respondents in terms of sex.
- 2) There is no significant difference among the responses of the respondents in terms of awareness, dissemination and acceptability, and congruency between the educational practices and the VMGOs when grouped according to the respective programs.
- 3) There is no significant difference among the responses of the respondents in terms of awareness, dissemination and acceptability, and congruency of the VMGOs when grouped according to stakeholder groups.

2.2 Theoretical Framework

This study is anchored from the strategic management model developed by David (2009). Notably speaking, David's logical thinking in the formulation of the vision, mission, objectives and strategies is the framework of the organization's direction unless otherwise certain instances may seem to prevent existing strategies which normally dictates to pursue certain courses of action. Although there is no exact measurable indicator of a vision statement as argued by Dess, McNamara and Eisner (2017), it somehow provides a significant statement of the organization's values, aspirations and goals that seizes the minds and hearts of the employees. It is uncommon that each organization positions itself with its own vision, mission, objectives, and strategy despite that fact there seems to be unclear identification of the elements either by means of a written or oral communication. Most often, the answer to where the organization is heading is fundamentally predetermined by where the organization is coming from (David, 2009; David & David, 2017). Guided by strategic actions, an effective vision and mission (Pereda, Arcega, Ferrer & Robles, 2015) will have a positive consequence on performance (Hitt, Ireland & Hoskisson, 2006) outcomes only when properly enforced.

3. Methods

The study is a quantitative research design with the use of Likert scale in rating the levels of awareness, dissemination and acceptability, congruency and the perception of stakeholders in terms of coherence. This is quantitative in nature where samples are selected that is well represented from the entire population (Kumar, Talib & Ramayah, 2017) and where opinions, attitudes or behavior are better defined (Serrano & Palad, 2016) concerning the current status of the phenomena (Serrano, 2016). The items from the questionnaire are adapted from the AACUP revised outcomes-based survey instrument published in 2014 with minor modifications to conform to the objectives of the study. The AACUP is an accreditation agency in the Philippines where all curricular programs in the tertiary level are subject to rigorous accreditation procedures in its quest for a lifelong academic excellence. Through a number of

years, the AACUP survey instrument is being consistently used by all State Universities and Colleges (SUCs) across the nation. Respondents come from various stakeholder groups. As an inclusion of this study, these respondents constitute the first year students taking up Bachelor of Science in Business Administration and Bachelor of Science in Hospitality Management under the College of Business and Management (CBM), the faculty members of the college regardless of their status of employment, the non-teaching personnel, the alumni, the parents, and the general public. Over the transition period of the educational system, the first year students who graduated in the academic year 2018-2019 are the pioneers of the K-12 program. Other year levels and other students and faculty members from other colleges form part of the exclusion criteria.

A non random sampling was employed where respondents are selected on the basis of their accessibility. Appropriate statistical tools were utilized during the analysis of data. Mean was used in determining the levels of awareness, dissemination and acceptability, congruency and perception of the stakeholders. The independent t-test was employed to test the differences of the respondents when grouped according to their sex. Further, to determine the significant differences in terms of awareness, dissemination and acceptability and congruency among the stakeholder groups, the One Way Analysis of Variance (ANOVA) was employed. The researcher submitted the revised instrument for reliability testing to a sample of 30 respondents who also form part of the exclusion criteria. With a reliability test using Cronbach's alpha, all cases resulted to 0.89 where the internal consistency of the questionnaire proved to be acceptable.

3.1 Ethical Consideration

Quite a number of ethical principles were considered by the researcher in the conduct of the research. A research proposal citing its significance and ethical procedures was addressed to the Office of the Campus Director duly notified by the Head of the Research and the Program Chair of the College where the researcher is a part of. In the conduct of the survey, a printed questionnaire was launched to the respondents. This is written in English language with a brief intent of its purpose. After which, participants signed the informed consent form as to their willingness and voluntary participation of the survey. Further, they may withdraw anytime from answering should they find it contrary in their views and opinions. The respondents' welfares were of utmost priority; hence, answers were treated with utmost confidentiality. Any highly classified information in connection with this study remained private as the researcher looked after the safety and interest of the respondents. This simply meant that any interested party who wished to know the participant's information was not in the interest of the researcher.

4. Results and Discussions

4.1 Number of Stakeholder Groups

The classification of stakeholder groups and the gender are depicted in Table 1. The total number of respondents is 319

derived from various stakeholder groups. The stakeholder groups comprise the students taking up BSBA Financial Management (FM), the students under the program BSBA Human Resource Management (HRM), the students under the BS Hospitality Management (HM), the College of Business and Management (CBM) Faculty Members, the Non Teaching Personnel, the Alumni, the Parents and the General Public. Local store owners, barangay local government unit officers, government agencies, private establishments form part the general public.

Table 1: Number of Stakeholder Groups

Stakeholder Group	Male	Female	Total
BSBA FM	19	43	62
BSBA HRM	3	15	18
BSHM	9	31	40
CBM Faculty	8	5	13
Non-Teaching Personnel	7	7	14
Alumni	22	18	40
Parents	6	52	58
General Public	36	38	74
Total	110	209	319

4.2 The Level of Awareness of the Vision, Mission, Goals and Objectives

Exhibited in Table 2 is the level of awareness of the VMGOs as perceived by the various respondents. The overall mean of the level of awareness is 4.52 with a descriptive level of *very high*. This denotes that the level of awareness of these respondents is always manifested. This is evident in the high ratings of the various stakeholder groups where the Alumni group generated the highest mean of 4.68. This is followed by the students under the BSBA FM program obtaining the mean of 4.65 marked as *very high*; the College of Business and Management Faculty members with the mean of 4.57, the students of the BSBA HRM program also generated a mean of 4.53. A mean of 4.51 is also obtained by the non-teaching personnel. The parents, the BSHM students and the General Public also obtained a very high level of awareness with means 4.47, 4.42 and 4.39 respectively. The very high level of awareness validates the study of Salom and Florendo (2013) wherein the respondents are very much aware of their program's VMGOs. The findings are also in parallel to the study of Castillo (2014). In their findings, there is a high level of awareness of the respondents when grouped according to internal stakeholders (faculty, non-teaching, students).

Table 2: The Level of Awareness of the Vision, Mission, Goals and Objectives

Respondents	Mean	Descriptive Level
BSBA FM	4.65	Very High
BSBA HRM	4.53	Very High
BSHM	4.42	Very High
CBM Faculty	4.57	Very High
Non-Teaching Personnel	4.51	Very High
Alumni	4.68	Very High
Parents	4.47	Very High
General Public	4.39	Very High
Overall	4.52	Very High

4.3 The Level of Dissemination and Acceptability of the Vision, Mission, Goals and Objectives

It can be gleaned in Table 3 that the overall mean of 4.33 denotes a *very high* descriptive level. Undeniably, the level of dissemination and acceptability of the vision, mission, goals and objectives as perceived by the respondents is always manifested. This is attributed by the BSBA FM students who obtained the mean of 4.56 having a *very high* descriptive level. This is followed by the parents with a mean of 4.44, the alumni group with a mean of 4.39, the non-teaching personnel with the mean 4.37, the BSBA HRM with a mean of 4.27, the general public with a mean of 4.24, and the CBM Faculty (M = 4.23). All these stakeholder groups obtained a *very high* descriptive level. Among the respondents, the students under the BSHM program yield the lowest mean of 4.13 as *High* where the level of dissemination and acceptability is oftentimes manifested.

Table 3: The Level of Dissemination and Acceptability of the Vision, Mission, Goals and Objectives

Respondents	Mean	Descriptive Level
BSBA FM	4.56	Very High
BSBA HRM	4.27	Very High
BSHM	4.13	High
CBM Faculty	4.23	Very High
Non-Teaching Personnel	4.37	Very High
Alumni	4.39	Very High
Parents	4.44	Very High
General Public	4.24	Very High
Overall	4.33	Very High

4.4 The Level of Congruency between the Educational Practices and the Vision, Mission, Goals and Objectives

The level of congruency between the educational practices and the Vision, Mission, Goals and Objectives is depicted in Table 4. With the overall mean of 4.37, it is undeniable that respondents do have a *very high* level of perception in terms of the congruency between the educational practices and the VMGOs. This suggests that congruency is always manifested. The very high level is characterized by the majority of the stakeholder groups. This is attributed by the BSBA FM students and the parents who obtained 4.58 and 4.52 mean results with significant *very high* level of congruency. The alumni group obtained a remarkable mean of 4.41. This is followed by the BSBA HRM having obtained the mean of 4.35, a quite significant *very high* level of congruency. The CBM Faculty and the non-teaching personnel have also the *very high* level of congruency with means 4.33 and 4.32 respectively while the mean of 4.26 is also achieved by the General Public with the same descriptive level. A revealing mean of 4.19 is obtained by the BSHM group. This also marks the lowest mean among other stakeholder groups; yet, indicates a significant *high* level of congruency. That is, congruency is oftentimes manifested as perceived by the respondents.

Table 4: The Level of Congruency between the Educational Practices and the Vision, Mission, Goals and Objectives

Respondents	Mean	Descriptive Level
BSBA FM	4.58	Very High
BSBA HRM	4.35	Very High
BSHM	4.19	High

CBM Faculty	4.33	Very High
Non-Teaching Personnel	4.32	Very High
Alumni	4.41	Very High
Parents	4.52	Very High
General Public	4.26	Very High
Overall	4.37	Very High

4.5 Perception of the Stakeholder Groups on the Coherence of the Vision, Mission, Goals and Objectives

The responses of the stakeholder groups in their perception of the VMGOs' coherence are shown in Table 5. As depicted in the table, the standard deviation is less than 1.0 which is relatively a distinctive characteristic for a 5 point Likert Scale. This by some means reveal a consistency of responses from the various stakeholder groups. Respondents perceived such coherence on the VMGOs as remarkably *very high* level of 4.41. Unquestionably, the overall mean signifies that the coherence of the VMGOs as perceived by these various stakeholder groups is manifested at all times. Pursuing further, the BSBA FM obtained the highest contributing factor with the mean of 4.65, demonstrating a *very high* level of coherence. More so, both the non-teaching personnel and the Alumni groups yield a significant mean of 4.50, a very high level of coherence. This is followed by the BSBA HRM, the parents, the General Public, and the CBM Faculty all close to the *very high* level of coherence. Meanwhile, the *high* level of coherence is obtained by the BSHM students with the mean of 4.19. This apparently suggests that coherence, as perceived by them, is oftentimes manifested.

Table 5: Perception of the Stakeholder Groups on the Coherence of the Vision, Mission, Goals and Objectives

Respondents	SD	Mean	Descriptive Level
BSBA FM	0.49	4.65	Very High
BSBA HRM	0.69	4.44	Very High
BSHM	0.67	4.19	High
CBM Faculty	0.67	4.27	Very High
Non-Teaching Personnel	0.75	4.50	Very High
Alumni	0.65	4.50	Very High
Parents	0.57	4.43	Very High
General Public	0.63	4.29	Very High
Overall	0.64	4.41	Very High

4.6 T-test Comparison of the Respondents' Awareness of the VMGO in terms of Sex

The responses of the respondents in relation to their awareness when grouped according to sex are exhibited in Table 6. Among the various stakeholder groups (N=319), findings reveal that there is no statistically significant difference between the male respondents (M = 4.46, SD = 0.51) and the female respondents (M = 4.54, SD = 0.42), $t(317) = -1.60$ where $p > 0.05$ (assuming equal variance), CI_{.95} -0.190, 0.019. Thus, the study fails to reject the null hypothesis that there is no significant difference in the awareness of the VMGOs as perceived by the respondents in terms of sex. However, the findings do not validate the results as in the case of Compelio et al. (2015). In their study, substantial evidence is found proving the significant difference in the awareness of the VMGOs of the male and female respondents.

Table 6: T-test Comparison of the Respondents' Awareness of the VMGO in terms of Sex

Sex	N	Mean	SD	T	df	95% confidence interval	Sig
Male	110	4.46	0.51	-	-	-	-
Female	209	4.54	0.42	-	-	-	-
Total	319	4.50	0.46	-1.60	317	-0.190; 0.019	0.11

4.7 T-test Comparison of the Respondents' Dissemination and Acceptability of the VMGO in terms of Sex

The responses of the respondents in relation to the dissemination and acceptability when grouped according to sex are exhibited in Table 7. Among the various stakeholder groups (N=319), findings reveal that there is a statistically significant difference between the male respondents (M = 4.28, SD = 0.56) and the female respondents (M = 4.39, SD = 0.44), $t(317) = -1.91$ where $p = 0.05$ (assuming equal variance), CI_{.95} -0.221, 0.003. Thus, the study rejects the null hypothesis of no significant difference in the dissemination and acceptability of the VMGOs as perceived by the respondents in terms of sex.

Table 7: T-test Comparison of the Respondents' Dissemination and Acceptability of the VMGO in terms of Sex

Sex	N	Mean	SD	T	df	95% confidence interval	Sig
Male	110	4.28	0.56	-	-	-	-
Female	209	4.39	0.44	-	-	-	-
Total	319	4.34	0.50	-1.91	317	-0.2214; 0.0033	0.05

4.8 T-test Comparison of the Respondents' Congruency between the Educational Practices and the VMGO in terms of Sex

The responses of the respondents in relation to the congruency between the educational practices and the VMGOs of the university when grouped according to sex are exhibited in Table 8. From among the various stakeholder groups (N=319), findings reveal that there is a statistically significant difference between the male respondents (M = 4.28, SD = 0.63) and the female respondents (M = 4.45, SD = 0.48), $t(317) = -2.68$ where $p < 0.05$ (assuming equal variance), CI_{.95} -0.293, -0.044. Thus, the study rejects the null hypothesis that there is no significant difference in the congruency of the VMGOs as perceived by the respondents in terms of sex.

Table 8: T-test Comparison of the Respondents' Congruency between the Educational Practices and the VMGO in terms of Sex

Sex	N	Mean	SD	T	df	95% confidence interval	Sig
Male	110	4.28	0.63	-	-	-	-
Female	209	4.45	0.48	-	-	-	-
Total	319	4.36	0.56	-2.68	317	-0.293; -0.044	0.00

4.9 ANOVA on the differences among the responses of the respondents according to their Programs regarding the Awareness of the VMGO

Shown in Table 9 is the significant difference among the responses of the respondents according to their programs regarding the awareness of the VMGO. A one-way between groups analysis of variance was undertaken to investigate the impact of students' awareness on the VMGO. These students were grouped according to the program where they belong namely, the BSBA FM, BSBA HRM and BSHM. Findings reveal a marginal significant difference in terms of the awareness for the three programs $F(2, 117) = 3.09$, $p < 0.05$. Despite reaching its statistical significance, the actual difference in mean scores between groups is almost closer to medium effect. The effect size, calculated using eta squared is 0.05. Post-hoc comparison using T-test revealed that the mean score for the BSBA FM is significantly different from the BSHM.

Table 9: ANOVA on the differences among the responses of the respondents according to their programs regarding the Awareness of the VMGO

Source of Variation	SS	df	MS	F	Sig
Between Groups	1.278161	2	0.639081	3.09	0.049
Within Groups	24.19884	117	0.206828		
Total	25.477	119			

4.10 ANOVA on the differences among the responses of the respondents according to their Programs regarding the Dissemination and Acceptability of the VMGO

Displayed in Table 10 is the significant difference among the responses of the respondents according to their programs in terms of their dissemination and acceptability of the VMGO. Evidently, a statistically significant difference at $p < 0.05$ dissemination and acceptability for the three programs $F(2, 117) = 11.89$, $p < 0.05$. With the revealing statistical significance, the effect size using eta squared is 0.16 generates a large effect. Further, using Post-hoc comparison, the T-test revealed that the mean score for the BSBA FM is significantly different from the BSHRM. Another significant result points out that the mean score of the BSBA FM differs significantly in comparison to the mean score of the BSHM.

Table 10: ANOVA on the differences among the responses of the respondents according to their programs regarding the Dissemination and Acceptability of the VMGO

Source of Variation	SS	Df	MS	F	Sig
Between Groups	4.71	2	2.35	11.89	0.000
Within Groups	23.14	117	0.20		
Total	27.84	119			

4.11 ANOVA on the differences among the responses of the respondents according to their Programs regarding the Congruency between the Educational Practices and the VMGO

The significant difference among the responses of the respondents according to their programs regarding the Congruency between the educational practices and the VMGO is illustrated in Table 11. Consequently, the

significant difference at $p < 0.05$ is evidently presented as to the congruency of the VMGO, $F(2, 117) = 8.06$, $p < 0.05$. As to the effect size, the eta squared of 0.12 proves to be quite having a large effect. To test which groups differ significantly, the Post-hoc comparison using the T-test two-sample assuming equal variances is employed. It somehow reveals that the mean score for the BSBA FM is significantly different from the BSHM. The rest of the groups have no significant difference with each other.

Table 11: ANOVA on the differences among the responses of the respondents according to their programs regarding the Congruency between the Educational Practices and the VMGO

Source of Variation	SS	df	MS	F	Sig
Between Groups	3.85	2	1.93	8.06	0.000
Within Groups	27.96	117	0.24		
Total	31.81	119			

4.12 ANOVA on the differences among the responses of the respondents from the various Stakeholder Groups regarding the Awareness of the VMGO

As shown in Table 12, a significant difference in the awareness proves to be evident among the responses of the respondents from various stakeholder groups namely the students, the CBM faculty members, the non-teaching personnel, the alumni, the parents, and the general public. It is exemplified in the awareness level that there is a significant difference among the responses of the various stakeholder groups with $p < 0.05$. Having the effect size of 0.04, the actual difference in mean scores between groups was quite small despite reaching its statistical significance. This was made evident through the Post-hoc comparison using the T-test two sample assuming equal variances. The relationship proved to be statistically significant where the Alumni group has its mean greater than the General Public.

Table 12: ANOVA on the differences among the responses of the respondents from the various stakeholder groups regarding the Awareness of the VMGO

Source of Variation	SS	Df	MS	F	Sig
Between Groups	2.45	5	0.49	2.41	0.036
Within Groups	63.62	313	0.20		
Total	66.07	318			

4.13 ANOVA on the differences among the responses of the respondents from the various Stakeholder Groups regarding the Dissemination and Acceptability of the VMGO

Among the responses of the various stakeholder groups in the dissemination and acceptability of the VMGO ($N = 319$) as illustrated in Table 13, findings reveal that there is no statistically significant evidence of such differences among the responses where the computed p value > 0.05 . The respondents, regardless of what stakeholder groups they come from, have the same feelings as to their responses in terms of the dissemination and acceptability of the VMGO. Having this said, the null hypothesis stating that there is no significant difference among the responses of the respondents in terms of dissemination and acceptability of the VMGOs is accepted.

Table 13: ANOVA on the differences among the responses of the respondents from the various stakeholder groups regarding the Dissemination and Acceptability of the VMGO

Source of Variation	SS	df	MS	F	Sig
Between Groups	1.74	5	0.35	1.48	0.20
Within Groups	73.60	313	0.24		
Total	75.34	318			

4.14 ANOVA on the differences among the responses of the respondents from the various Stakeholder Groups regarding the Congruency between the Educational Practices and the VMGO

Shown in Table 14 is the ANOVA on the differences among the responses of the respondents from the various stakeholder groups regarding the Congruency between the educational practices and the VMGOs. The main effect is non significant where the computed p value > 0.05 . This manifests that the respondents have no differences in their opinions as to the congruency between the educational practices and the vision, mission, goals, and objectives regardless of what stakeholder groups they belong. Thus, the null hypothesis of no significant difference among the responses of the respondents in terms of congruency is accepted.

Table 14: ANOVA on the differences among the responses of the respondents from the various stakeholder groups regarding the Congruency between the Educational Practices and the VMGO

Source of Variation	SS	df	MS	F	Sig
Between Groups	2.33	5	0.47	1.61	0.16
Within Groups	90.83	313	0.29		
Total	93.16	318			

5. Conclusion

This paper explores in determining the awareness, dissemination and acceptability, and congruency between the educational practices and the vision, mission, goals and objectives of SDSSU. Based on the findings, the following conclusions are drawn in this section. The levels of awareness, dissemination and acceptability of the respondents are very high. Likewise, the congruency between the educational practices and the VMGOs is also very high. Further, there is also a very high perception of the various stakeholder groups in terms of the coherence of the VMGOs. The responses of the respondents in the awareness of the VMGOs proved no statistical evidence between the male and female respondents. In terms of the dissemination and acceptability as well as the congruency between the educational practices and the VMGOs of the university, significant evidence is generated between the male and female respondents. There is a significant difference in the awareness, dissemination and acceptability, and congruency between the educational practices and the VMGOs among the responses of the respondents when grouped according to their programs enrolled. Further, significant evidence exists in the awareness of the VMGOs among the responses of the respondents when grouped according to various stakeholder groups. However, there is no significant difference in the dissemination and acceptability in the responses of the

respondents. More so, no enough evidence that proved the significance between the congruency and the educational practices of the vision, mission, goals, and objectives of the university.

6. Recommendations

From the foregoing findings obtained, the very high level of awareness indicates the continuous effort of the university's concerted efforts in maintaining full awareness of the VMGOs to the various stakeholder groups. With systematic measures and proper mechanisms to undertake, these conscientious efforts may continuously gauge SDSSU's vision of becoming a "glocal" university in the next few years to come. Because the program objectives and the goals of the College are consistent with the mission, the university may continue to disseminate the VMGOs aided with the use of bulletin boards, university publications and other visual forms including audio communication channel. It is further suggested that visual forms of communication channel be also displayed in nearby barangays and neighboring municipalities for the stakeholders to know what the university hopes for. Since SDSSU Tagbina Campus is a bona fide member of the AACUP, various educational practices across all programs may continuously be in parallel with the university's vision, mission, goals and objectives. Further, the academic affairs may continue to conduct periodic review and assessment of the objectives of the various curricular programs offered. These objectives are in congruent with the development of the students' moral character, critical, analytical, problem-solving and other higher order thinking skills. In this manner, SDSSU positions in its competitive advantage as a "glocal" university like any other leading institutions in the country.

7. Practical Implications

As a forerunner in the outcomes-based quality education in the southern part of Mindanao, SDSSU's quest for a lifelong quality education continues to soar high keeping abreast in the academic arena. Despite of the challenges, the university remains steadfast and optimistic nurtured with the moral principles by the management and the employees. As a state-run institution governed with bureaucratic principles, SDSSU strives to be proactive and compliant in fulfilling the mandates of the government. The university's guiding vision and mission view every stakeholder as a catalyst of change. With the existence of the VMGO, every member of the organization is accounted for in the attainment of the university's thrust. Knowing the results of this study, this paper significantly proves that SDSSU Tagbina Campus' institutional mandate is in the roadmap of producing quality graduates in the various curricular offerings it serves. Hence, this study provides vital framework for the administration to conduct periodic assessment how extent is the university's achievement especially that the Philippine higher educational system opens its doors in the ASEAN integration where great opportunities for national and international academic sectors are on the line.

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