

BSBA-FM STUDENTS' AWARENESS AND ACCEPTABILITY OF THE UNIVERSITY'S VISION, MISSION, QUALITY POLICY, COLLEGE AND PROGRAM GOALS AND OBJECTIVES

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Abstract

The Kalinga State University (KSU) and other academic institutions use VMGOs as the benchmark for all they do. VMGO declarations serve as specific roadmaps for the institution's future, including its academic programs. School administrators are guided by clearly stated vision, mission, goals, and objectives as they inspire and maximize the potential of both students and instructors. The vision, mission, goals, and objectives must thus be communicated to and shared by all members of the academic community in order to inspire and bring together a varied workforce and provide everyone with a common set of guidelines for action. The research assessed the degree to which BSBA-FM students were aware of and accept the university's vision, mission, quality policy, and college and program goals and objectives. The sources of information that the respondents received about the VMGOs were also evaluated in this study. A survey questionnaire sent using Google Forms was used in a quantitative research approach. The findings showed that BSBA-FM students had a high degree of awareness of the VMGOs and the Quality Policy, and they also had a high level of acceptance of both. The finding implies that the course syllabi, university and college orientation program, and recitation at the flag ceremony all served as effective and clear means of disseminating information. It can be inferred that increased student involvement and participation in extracurricular activities as well as information dissemination through clear channels like IEC, manuals, and bulletin boards will increase students' knowledge of and acceptance of the Quality Policy and VMGOs.

Keywords: Awareness, Acceptability, Vision, Mission, Goals, Objectives, Quality Policy, BSBA-FM

INTRODUCTION

The state university's vision, mission, goals and objectives (VMGO) should be the basis of its operations. The VMGO is the most fundamental component of a university's existence. Its day-to-day operations including transactions rely with the basic concepts of its VMGO. During accreditation, the VMGO is one of essential areas that needs to be surveyed and evaluated. Everything in the university is justified only to the extent that it realizes its VMGO (The Accrediting Agency of Chartered Colleges and Universities in the Philippines, 2010). VMGOs are the yardstick for everything that an academic institution, like the Kalinga State University (KSU), undertakes. VMGO statements are concrete guides for the future of the educational institution, including its academic programs.

A well-expressed vision, mission, goals, and objectives serve as a guide to school administrators as they provide inspiration and enhance students' and teachers' potentials. Thus, the vision, mission, goals, and objectives need to be disseminated and shared among the

academic community members as they help motivate and unite a diverse work course and give everybody a common framework of action (Buslig, S. 2014).

Every educational institution has its vision, mission, goals, and objectives to provide direction and guidance to the various stakeholders, including administrators, faculty members, non-teaching staff, and students in the performance of their duties and responsibilities. For more efficient and effective performance of responsibilities, the various stakeholders must be aware and accept the college goals and objectives, consider the program objectives are clearly stated and consistent, congruent with actual educational practices or activities, and attainable. (Estrada, 2018). According to (CHED, Series of 2012) the mission and vision are statements on the long-term self-view of the institution and the environment in which it operates. It includes the reason of its existence, its lasting role and importance, and what it does to achieve this. Program objectives are statements that helps to prepare graduates to become successful in their chosen careers and profession and achieve such within three to five years of graduation and are aligned to the needs of the industry and workforce for graduates in these programs.

The **Vision** of a particular school of learning leads all the people working in that educational entity what they foresee their university to become in the future. It can be compared to a bible of that edifice of learning, in which all the administrators, members of the faculty, staff, students, parents and stakeholders (community members and officials) are expected to know it. The **Mission** on the other hand shows the way how the vision is to be met. It tells what the school would like to produce on their mentee in the future. It also shows how to go about the fulfillment of such a vision. The **Goal/s** of an Academic Unit, envisioned what they want their graduates to become. It states the purpose of the existence of the said academic unit. The **Objectives** are taken from every specialization/major in that academic unit. This has to be known to the students who are enrolled for them to be guided what will become of them when they graduate; what are expected of them as graduate in that particular field of endeavor and the polishing of their character as graduate of this university. The term ‘**quality**’ is commonly used in a variety of ways, with differing emphases. In the university, it refers to the habitual drive for thought and action that is undertaken at the highest levels, marked by the following identifying features: Purposeful, Transformative, and Accountable.

Being at the forefront of outcomes-based education (OBE) in the country as shown in its numerous university-wide training and workshop activities, Kalinga State University’s vision, mission and quality policy statements are outcomes-based, to wit:

Vision: A Knowledge and Technology hub in Asia Pacific Region.

Mission: Kalinga State University shall primarily provide higher and advanced education, professional instruction and training in the arts, agriculture, forestry, social and natural sciences and technology, and other relevant fields of study. It shall also promote and undertake research and extension services, and provide progressive leadership in its areas of specialization.

Quality Policy: Kalinga State University is committed to provide quality education and engage in relevant researches, effective extension services, and viable income generating projects that satisfy the needs of its stakeholders and other interested parties towards sustainable

development through good governance;

Steadfast to develop the Human resource of Kalinga, the Philippines and the Asia Pacific; and, United to comply with statutory and regulatory requirements and to continuously implement a monitoring and evaluation system to improve the effectiveness of its Quality Management System.

Furthermore, the goals of the College Business Administration and Accountancy based on the Operation Manual are:

In line with the Vision Statement of the Kalinga State University, the College seeks to provide its students quality education through instruction, research, extension, and production in the fields of Accountancy, Financial Management, Office Administration, and other business-related courses intended to develop their knowledge, skills, and attitudes which enable them to assume responsibilities in business, become morally upright and globally competitive professionals.

The College Objectives are also based on the Operation Manual. The College of Business Administration and Accountancy adheres to the following:

1. Equip the students with the right combination of conceptual, managerial, interpersonal, technical, and higher-order thinking skills to be used in a wide array of business and industry settings and other service-oriented institutions;
2. Develop students' capabilities to solve problems and make sound business decisions by providing them with a strong foundation on theory, principles, practices, concepts, and the proper use of analytical tools;
3. Nurture the personal and social well-being of students to advance leadership capabilities to promote service to the local and wider community;
4. Equip the students with the required professional competencies, develop critical thinking skills, communication, and research skills, to pursue a globally competitive career, whether as an employee or an entrepreneur, through quality classroom instruction and relevant On-the-Job Training.

Meanwhile, the goals of the Bachelor of Science in Business Administration major in Financial Management (BSBA-FM) are based on CMO 19 s. 2017 are as follows:

1. Quality for a career in BS Financial Management specifically in various general and specialized administrative support, supervisory, and managerial positions.
2. Acquire the competencies, skills, knowledge, and work values necessary for self-employment. As a result of the study of Melchor D. Salom and Zonia T. Florendo entitled, Awareness, Acceptability, and Relevance of the Vision, Mission, Goals, and Objectives of the BSEMT Program, it was recommended that Academic program's VMGOs, should be reviewed and assessed periodically to determine the need for revision in order to meet innovations and challenges of the changing needs of the times.

With the above-mentioned insights, this study will aim to measure the BSBA-FM Student's Awareness and Acceptability of the University's Vision, Mission, Quality Policy, College Objectives and Program Goals.

OBJECTIVES OF THE STUDY

The study primarily aimed to assess the awareness and acceptability of the University Vision, Mission, Quality Policy, College Objectives and Program Goals. In order to achieve the primary aim of the study, it would want to address the following specific objectives:

1. To assess the level of awareness as perceived by the BSBA-FM students along:
 - A. University Vision;
 - B. University Mission;
 - C. University Quality Policy;
 - D. College Goals and Objectives;
 - E. Program Goals.
2. To measure the level of acceptability as perceived by the BSBA-FM students along:
 - A. University Vision;
 - B. University Mission;
 - C. University Quality Policy;
 - D. College Goals and Objectives;
 - E. Program Goals.
3. To identify the sources of information by which the goals and objectives are disseminated to the Financial Management students.

METHODOLOGY

The study was conducted in the College of Business Administration and Accountancy. A survey questionnaire via Google form was used to gather information to answer the questions and to accomplish the objectives of the study. The data and information were solicited from the BSBA-FM students who are officially enrolled this Second semester, the school year 2022-2023. As to the official list of students enrolled this semester, the researcher based it from the master list from the Dean's office. The total enumeration sampling method was employed in the study. A quantitative survey research was employed in this study to determine the level of awareness and acceptability University Vision, Mission, Quality Policy, College Objectives and Program Goals among the BSBA-FM students. The questionnaire was designed from the existing study of Dr. Jessie Grace Sannadan entitled, Survey on the Understanding, Acceptance, Relevance and Dissemination of the New Vision, Mission and Core Values of KSU, which was presented during the Annual In-house Review 2017. In addition, the indicators under the level of acceptability were patterned from the study of Laureta (2019). Furthermore, the source of information by which the goals and objectives are disseminated to the Financial Management students was patterned from the study of Gallinero and Otig.

Respondents

The respondents were the BSBA-FM students who are officially enrolled during the second semester, the school year 2022-2023 with a total of one hundred eighty three (183) ranging from first year to fourth year. The official list was solicited from the Dean's Office.

Research Instrument

The main instrument was the survey questionnaire which focused on the level of awareness and acceptability of University Vision, Mission, Quality Policy, College and Program Goals and Objectives. The survey questionnaire consists of three (3) parts. Part I dealt with the level of awareness on the University's Vision, Mission, Quality Policy, College and Program Goals and Objectives; Part II focused on the level of acceptability on the University's Vision, Mission, Quality Policy, College and Program Goals and Objectives; and Part III identified the sources of information by which the vision, mission, quality policy, goals and objectives are disseminated to the Financial Management students.

Data Treatment

The data gathered was treated accordingly. To assess the level of awareness and acceptability of the goals and objectives of the College of Business Administration and Accountancy (CBAA) as well as the goals of the Bachelor of Science in Business Administration major in Financial Management, the three-point Likert Scale was used to quantify the responses of the students.

To measure the level of awareness of students on the college goals and objectives, program objectives, the following three-point Likert scales was adopted.

Arbitrary	Limit	Description	Symbols
3	2.34-3.00	Much Aware	MA
2	1.67-2.33	Moderately Aware	MoA
1	1.00-1.66	Less Aware	LA

To measure the level of acceptability of students on the college goals and objectives, program objectives, the following three-point Likert scales was adopted.

Arbitrary Value	Limit	Description	Symbols
3	2.34-3.00	Much Accepted	MA
2	1.67-2.33	Moderately Accepted	MoA
1	1.00-1.66	Less Accepted	LA

RESULTS AND DISCUSSION

Table 2 presents the level of awareness of the University's Vision, Mission, Quality Policy, College and Program Goals, and Objectives.

Table 2: Level of awareness of the University’s Vision, Mission, Quality Policy, College and Program Goals and Objectives. N=183

Indicators	Awareness			Wtd. Mean	DE	Rank
	MA (3)	MOA (2)	LA (1)			
Vision	146 (438)	29 (58)	8 (8)	2.75	MA	1
Mission	144 (432)	30 (60)	9 (9)	2.74	MA	2
Quality Policy	141 (423)	33 (66)	9 (9)	2.72	MA	3
College Goal	125 (375)	40 (80)	18 (18)	2.58	MA	5.5
College Objectives	122 (366)	45 (90)	16 (16)	2.58	MA	5.5
Program Goals	132 (396)	34 (68)	17 (17)	2.63	MA	4
TAWM				2.67	MA	

The table shows that the obtained total average weighted mean which is 2.67 falls into the descriptive equivalent of “Much Aware”. Among the six (6) indicators, the University Vision ranked 1st with weighted mean of 2.75 and the College Objectives and College Goals ranked 5th with weighted means of 2.58. This reflects that the Bachelor of Science in Business Administration Major in Financial Management students are much aware of the University Vision, Mission, Quality Policy, College Goals, and Objectives as well as the Program Goals. This is because they are included in class lessons and are presented, discussed, and incorporated in the course syllabi. During the flag ceremony as well as other academic and extracurricular activities, students are also reciting the university's vision, mission, and quality policy. Additionally, information was provided to students as part of the University and College orientation events at the start of the semester, giving them and other stakeholders the chance to be aware of and comprehend it. Lastly, VMGO is widely disseminated over the internet with the utilization of the KSU Facebook page and the University website. This indicates that the university, through its faculty, has intensified up its efforts to teach students regarding its vision, mission, quality policy, college goals and objectives, and program goals.

The results run parallel with the study of Salom and Florendo (2013) that the BSEMT program’s VMGOs attracted attention because they were printed on tarpaulin and were posted in the BSEMT classrooms and in strategic and conspicuous locations in the quadrangle. Important documents like the Faculty Manual, Students Code of Discipline, Technoguides, Bulletins, journals, and extra- curricular programs/projects/activities also contained the BSEMT program’s VMGOs. The results suggest that the University VMGO’S, College Goals and Objectives, and the program's Goals statements connected strongly with the KSU BSBA-FM students and gave them a sense of pride in being a part of something greater than themselves.

Biddiscombe and Edmonton (2006) proposed that individuals inside a company must be aware of their VMGOs since these statements are a crucial part of strategic management in order to attain higher heights. Salom and Florendo (2013) give findings that support this theory. The results also complement the findings of Buslig (2014), which suggests that utilizing this knowledge will enhance the university's and the program's reputation within the province and could be helpful in obtaining support inside the institution by helping it to achieve the VMGOs.

3.1. Level of Acceptability of the University Vision

Table 3: Level of acceptability of the University's Vision, Mission, Quality Policy, College and Program Goals and Objectives. N=183

Vision	Acceptability			Wtd. Mean	DE	Rank
	MA (3)	MoA (2)	LA (1)			
1. The vision clearly reflects what the University hopes to become in the future.	149 (447)	21 (42)	13 (13)	2.74	MA	1.5
2. The vision statement is simple and can easily be understood & memorable.	145 (435)	25 (50)	13 (13)	2.72	MA	3
3. The words used in the vision statement are specific and not open to many interpretations.	139 (417)	33 (66)	11 (11)	2.70	MA	4
4. It is ambitious enough to be exciting but not too ambitious for it be unachievable.	145 (435)	29 (58)	9 (9)	2.74	MA	1.5
5. It is aligned to the values that the university wants its people to exhibit as they perform their work.	141 (423)	28 (56)	14 (14)	2.69	MA	5
TAWM				2.72	MA	

The table shows that the obtained total average weighted mean which is 2.72 falls into the descriptive equivalent of “Much Accepted”. Among the five (5) indicators, indicator 1 which says that the vision clearly reflects what the university hopes to become in the future and indicator 4 which says that it is ambitious enough to be exciting but not too ambitious for it to be unachievable ranked 1st and indicator 5 ranked 5th which says that it is aligned to the values that the university wants its people to exhibit as they perform their work with weighted mean of 2.74 and 2.69, respectively. This shows that the students' vision is in congruence with what the university envisions to become in the future that is ambitious but is achievable not only in Kalinga but across the Asia-Pacific Region. Students were able to comprehend and accept things because the school's vision was featured as one of their themes in their courses.

3.2. Level of Acceptability of the University Mission.

Mission	Acceptability			Wtd. Mean	DE	Rank
	MA (3)	MoA (2)	LA (1)			
1. The KSU mission clearly reflects the University's legal and educational mandate.	147 (441)	27 (54)	9 (9)	2.78	MA	4
2. The KSU mission inspires employee commitment, fosters client engagement, and helps boost the university's performance-among other benefits.	151 (453)	24 (48)	8 (8)	2.81	MA	3
3. The KSU mission defines what the university stands for- its purpose and the reason for its existence.	155 (465)	21 (42)	7 (7)	2.83	MA	2
4. The KSU mission declares the difference it seeks to make in the world.	145 (435)	29 (58)	9 (9)	2.74	MA	5
5. The KSU mission is aligned with the vision statement and is acceptable.	158 (474)	18 (36)	7 (7)	2.86	MA	1
TAWM				2.80	MA	

The table shows that the obtained total average weighted mean which is 2.80 falls into the descriptive equivalent of “Much Accepted”. Indicator 5 which states that the KSU mission is aligned with the vision statement and is acceptable ranked 1st and indicator 4 which states that the KSU mission declares the differences it seeks to make in the world ranked 5th with weighted mean of 2.86 and 2.74, respectively. It can be implied in the results that the students clearly admit the alignment of the university’s vision and mission since it is the first lesson of every faculty member in all subjects, he/she is teaching. Discussing the school’s vision and mission frequently to the students established high level of acceptability and mastery.

3.3. Level of Acceptability of the University Quality Policy.

Quality Policy	Acceptability			Wtd. Mean	DE	Rank
	MA (3)	MoA (2)	LA (1)			
1. The quality policy is rooted in university’s vision, mission, goals and objectives.	154 (462)	20 (40)	9	2.79	MA	2.5
2. The quality policy reflects the mandates and thrusts of the university.	151 (453)	24 (48)	8	2.78	MA	4
3. The quality policy marks the success through positive change among stakeholders.	146 (438)	28 (56)	9	2.75	MA	5
4. The quality policy focuses on stakeholders needs and prescribed standards set by national legislative frameworks or accrediting bodies.	153 (459)	21 (42)	9	2.79	MA	2.5
5. The quality policy is realistic and feasible.	155 (465)	21 (42)	7	2.81	MA	1
TAWM				2.78	MA	

The table shows that the obtained total average weighted mean which is 2.78 falls into the descriptive equivalent of “Much Accepted”. Among the five (5) indicators, indicator 5 which states that the quality policy is realistic and feasible ranked 1st and indicator 3 which states that the quality policy marks the success through positive change among stakeholders ranked 5th with weighted mean of 2.81 and 2.75, respectively. The finding connotes that the quality policy is anchored with the thrusts and mandates of the university. The quality policy can be implemented because it is realistic and practical and faculty members are dedicated to enhancing the operation of the school in order to produce good results.

3.4. Level of Acceptability of the College Goals and Objectives.

College Goal	Acceptability			Wtd. Mean	DE	Rank
	MA (3)	MoA (2)	LA (1)			
1. The goals are clearly stated, and are consistent with the mission of the University.	157 (471)	20 (40)	6 (6)	2.83	MA	1
2. The goals are focused on the important aspects of implementing the mission.	149 (447)	27 (54)	7 (7)	2.78	MA	5
3. The goals are a milestone(s) in the process of implementing the mission.	155 (465)	20 (40)	8 (8)	2.80	MA	2.5
4. The goals are stated in a way it can be adapted and changed as needed.	153 (459)	21 (42)	9 (9)	2.79	MA	4

5. The goals are relevant to the BSBA-FM program.	155 (465)	20 (40)	8 (8)	2.80	MA	2.5
TAWM				2.80	MA	

The table shows that the obtained total average weighted mean which is 2.80 falls into the descriptive equivalent of “Much Accepted”. Among the five (5) indicators, indicator 3 which states that the goals are milestone(s) in the process of implementing the mission and indicator 5 which states that the goals are relevant to the BSBA-FM program ranked 1st and indicator 2 the goals are focused on the important aspects of implementing the mission ranked 5th with weighted mean of 2.80 and 2.78 respectively. It can be construed that the goals of the college are congruent with the university vision and mission. The findings indicate that the College of Business Administration and Accountancy understands what the university wants its graduates to become in the future, hence, its goals are flexible and adaptive to the changes of demands in the industry.

3.5. Level of Acceptability of the College Objectives.

College Objectives	Acceptability			Wtd. Mean	DE	Rank
	MA (3)	MoA (2)	LA (1)			
1. The objectives are clearly stated, and are consistent with the mission of the University.	156 (468)	21 (42)	6 (6)	2.82	MA	2
2. The objectives are focused on the important aspects of implementing the mission.	153 (459)	21 (42)	9 (9)	2.79	MA	4.5
3. The objectives are a milestone(s) in the process of implementing the mission.	155 (465)	20 (40)	8 (8)	2.80	MA	3
4. The objectives are stated in a way it can be adapted and changed as needed.	153 (459)	21 (42)	9 (9)	2.79	MA	4.5
5. The objectives are relevant to the BSBA-FM program.	155 (465)	23 (46)	7 (7)	2.83	MA	1
TAWM				2.81	MA	

The table shows that the obtained total average weighted mean which is 2.81 falls into the descriptive equivalent of “Much Accepted”. Indicator 5 which says that the objectives are relevant to the BSBA-FM program ranked 1st and indicator 2 which says that the objectives are focused on the important aspects of implementing the mission and indicator 4 which says that the objectives are related in a way it can be adapted and changed as needed ranked 5th with weighted mean of 2.83 and 2.79 respectively. The results show that the BSBA-FM students of all genders, academic levels have achieved a broader acceptance of the college's objectives. In addition, the college objective also conforms to the CHED Memorandum Order of the BSBA-FM program.

3.6. Level of Acceptability of the Program Goals.

Program Goals	Acceptability			Wtd. Mean	DE	Rank
	MA (3)	MoA (2)	LA (1)			
1. The goals clearly state the expected outcomes in terms of competencies (skills and knowledge), values and other attributes of the graduates.	151 (453)	25 (50)	7 (7)	2.79	MA	5
2. The goals are measurable; it reflects what the programs wants to achieve.	157 (471)	19 (38)	7 (7)	2.82	MA	1
3. It is suitable as a means to measure the achievement of the goals.	156 (468)	19 (38)	8 (8)	2.81	MA	2.5
4. The goals are realistic and feasible,	153 (459)	23 (46)	7 (7)	2.80	MA	4
5. The goals are applicable to the BSBA-FM program.	155 (465)	22 (44)	6 (6)	2.81	MA	2.5
TAWM				2.81	MA	

The table shows that the obtained total average weighted mean which is 2.81 falls into the descriptive equivalent of “Much Accepted”. Among the five (5) indicators, indicator 2 which states that the goals are measurable; it reflects what the programs wants to achieve ranked 1st and indicator 1 which states that the goals clearly state the expected outcomes in terms of competencies (skills and knowledge), values and other attributes of the graduate’s ranked 5th with weighted mean of 2.82 and 2.79, respectively. The results clearly reflect that the program goals of the college highly measurable and applicable to the BSBA-FM students. The result also complements the findings of Pelicano and Lacaba (2016) that it is indicative that the target of producing graduates with the desired outcomes set in every program is a holistic concern of the college, that is producing competitive graduates in their field, skilled or trained researchers, extension catalysts and graduates who possess the core values of the university.

The overall findings show that the aforementioned indicators met the students' demands for a high-quality education and were effective in stimulating their interests. The VMGOs incorporated the goals, requirements, and anticipations of the target audience, particularly the students who would gain the most from these statements. Since the KSU vision, mission, quality policy; CBAA goals and objectives; and BSBA-FM goals are clear, measurable, specific, attainable, and realistic, the KSU students are then inspired to absorb and embrace the aforementioned indicators. Some of the respondents assert that the BSBA Financial Management course instructors were able to explain the relevance and meaning of the university's VMGOs, as well as the goals and objectives of the college and program. Students were able to comprehend and accept things because they were featured as one of their themes in their courses.

Salom and Florendo's (2013) study concluded that since the respondents actively participated in the development, execution, dissemination, and revision of the VMGO statements, they were aware of and in agreement with the statements. They supported the accuracy of the VMGO statements.

Table 4: Sources of Dissemination by which the University Vision, Mission, Quality Policy, College and Program Goals and Objectives to the BSBS-FM Students. N=183

Source of Dissemination	Frequency	Rank
Course Syllabus	70	1
Brochures	7	7
Leaflets	0	11
Student Manual	14	5
Bulletin boards	2	10
Posters	5	8
Catalogs	0	11
Meetings/Forum	4	9
Flag Ceremony	22	3
University and College Orientation	35	2
Integration with class lessons	15	4
Information, Education Campaign (IEC) materials	9	6

The sources of knowledge or distribution of the KSU VMQPs, College, and Program Goals and Objectives were listed for the responders to select from. The course syllabus is the most reliable source of information, according to the table. Catalogs and leaflets are surprisingly in the last rank since no one responded to them. The respondents assert that they have not come across any leaflets or catalogs on college or university premises. The results suggest that "Course syllabus" is regarded as the greatest source among the sources of dissemination in which the indicator is included. This is supported by the fact that during the pandemic, teachers uploaded the course syllabi to Google Classroom and delivered them to students in face-to-face classrooms so they could access them or get updates. The framework and template for the course syllabi included the KSU VMQPs, College and Program Goals, and Objectives. Additionally, these are taught by the instructors as the first topic in their classes at a university or college. It is additionally shown that during orientation programs at colleges and universities and flag ceremonies, with frequencies of 35 and 22, respectively, served as additional sources of knowledge about the VMGOs. The VMGOs were taught to the students during orientation events, and this shows that they were repeating them during the flag ceremony.

CONCLUSION

Based on the findings of the study, the following conclusions were drawn:

1. The BSBA Financial Management students were much aware of the KSU Vision, Mission, Quality Policy, College Goal, and Objectives as well as the Program Goals as seen by the outcomes of their responses.
2. The BSBA Financial Management students much accepted the KSU Vision, Mission, Quality Policy, College Goal, and Objectives as well as the Program Goals as evidenced in their responses.
3. Students become more aware of and receptive of the VMGOs of the University, College, and program as they participate more in school-related activities.

4. The course syllabi serve as the primary vehicle for information dissemination. These VMGOs were part of the subject that their college instructors assigned to them.

RECOMMENDATION

Based on the findings and conclusions, the researchers came up with the following recommendations:

1. The university should constantly increase its VMGOs' awareness and acceptance. Opportunities for VMGOs orientation will be created to improve student awareness and acceptance.
2. The VMGOs should be maintained by the BSBA-Financial Management instructors in their lectures and conversations with their students, especially the freshmen students, to ensure that they are aware of and accept the VMGOs of the University, College, and Program.
3. In order for the students to be attentive and mindful of the VMGOs, the College should create and provide more copies of the VMGOs through leaflets, catalogs, brochures, other IEC materials, preferably upon enrollment.
4. For proper perusal and distribution, especially among students pursuing BSBA Financial Management, the College should continue putting useful information like the VMGOs on the bulletin boards and other prominent locations.

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