



Awareness on the Statements and Dissemination of PRMSU Vision and Mission, College of Teacher Education Goals, and BEED Program Objectives among External Stakeholders

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Abstract

This study aimed to assess the awareness level of external stakeholders regarding PRMSU's Vision, Mission, College of Teacher Education Goals, and Bachelor of Elementary Education Program Objectives. A descriptive research design was employed, utilizing a survey checklist as the primary data collection instrument. A total of 66 external stakeholders, including parents, barangay officials, alumni, and cooperating schools, participated in the study. The findings revealed a high level of awareness among respondents regarding PRMSU's VMGO and program objectives. While no significant differences were found based on age and stakeholder classification, gender was identified as a significant factor influencing awareness of the PRMSU Mission. The study concludes that PRMSU has been effective in disseminating its vision and goals to external stakeholders. However, further research is recommended to explore specific strategies for enhancing awareness among different demographic groups and to address any identified gaps in understanding.

Keywords: Vision, Mission, College Goals, Program Objectives

Introduction

Universities today are increasingly focused on strategic planning and communication of their vision, mission, and goals to establish their global competitiveness and outreach. Recent studies have investigated the rhetorical patterns in vision and mission statements of universities to uncover the structures used to convey their strategic positioning (Ahmad & Masroor, 2020) ^[1].

The alignment of institutional vision, mission, goals, and objectives is a critical factor in shaping the direction and quality of educational outcomes in higher education (Castro, Lombrio, & Egargo, 2017) ^[4]. The President Ramon Magsaysay State University has consistently emphasized its vision and mission statements, which serve as guiding principles for its academic and administrative endeavors.

Similarly, the College of Teacher Education articulates specific goals aimed at nurturing competent, ethical, and globally competitive educators (Parmigiani, Jones, Kunnari, & Nicchia, 2022) ^[17]. Complementing these are the Bachelor of Elementary Education program objectives, which provide a focused framework for the holistic development of future teachers.

External stakeholders, such as parents, alumni, community leaders, and partner institutions, play a crucial role in realizing the university's aspirations (Bolling, 2024) ^[3]. Their awareness of the institution's vision, mission, college goals, and program objectives is vital for fostering collaboration, support, and shared responsibility. However, the extent of their awareness and the effectiveness of PRMSU's dissemination efforts warrant further examination.

By examining the extent to which these stakeholders are informed about the institution's strategic direction, this research seeks to identify potential gaps in communication and dissemination strategies. The findings of this study are expected to contribute to the continuous improvement of PRMSU's communication strategies, ensuring that its vision, mission, goals, and objectives resonate effectively with its external stakeholders. This research emphasizes the importance of transparency and collaboration for achieving excellence and a shared commitment to educational advancement.

This study aims to assess the level of awareness among external stakeholders regarding PRMSU's vision, mission, College of Teacher Education goals, and Bachelor of Elementary Education program objectives.

Methodology

This study utilised a descriptive research approach, with a

survey checklist used to collect the relevant data. 66 external stakeholders participated, including graduates, parents, barangay authorities, and collaborating schools. Convenience sampling was also used. Analysis of variance was utilised to determine the differences in respondents' perceptions of PRMSU VMGO and its dissemination according to profile variables.

Results and Discussion

Profile of the Respondents

Table 1: Frequency and Percentage Distribution of the Respondents Profile

	Profile	Frequency	Percentage
Age	22-26 years old	18	24
	27-31 years old	8	11
	32-36 years old	7	9
	37-40 years old	10	13
	41-44 years old	15	20
	45-48 years old	9	12
	49 years old and above	8	12
Gender	Male	31	41
	Female	38	50
	LGBTQ+	7	9
Stake Holder Classification	Alumni	17	22
	Parent	22	29
	Baranggay/ Municipality Officer	27	36
	Cooperating School	10	13

Age: The majority of respondents were in the 22-26 and 27-31 age groups, constituting 24% and 11% of the sample, respectively. This suggests that the study primarily involved younger individuals.

Gender: The sample was predominantly female, with 50% of respondents identifying as female and 41% as male. A small percentage, 9%, identified as LGBTQ+.

Stakeholder Classification: The majority of respondents were parents (29%), followed by barangay/municipality

officials (36%). Alumni constituted 22% of the sample. Meanwhile, cooperating school are 13%.

Awareness on the Statements of PRMSU Vision and Mission, College of Teacher Education Goals, and BEED Program Objectives

This section discussed the awareness of the respondents towards the PRMSU Vision and Mission, College of Teacher Education Goals, and BEED Program Objectives.

Table 2: Awareness of the Respondents towards the PRMSU Vision

Indicator	Mean	SD	Verbal Description	Rank
Stakeholders awareness on the following				
1. Revised PRMSU vision statement and its key principles.	2.97	0.73	Aware	5
2. PRMSU prioritizes the needs and experiences of its students.	3.12	0.57	Aware	4
3. PRMSU is committed to adapting to digital advancements and trends.	3.24	0.56	Aware	2.5
4. PRMSU prepares students to be active and informed citizens in a global society.	3.29	0.52	Highly Aware	1
5. PRMSU promotes innovation and remains proactive in its operations.	3.24	0.53	Aware	2.5
Overall	3.17	0.35	Aware	

This table presents the awareness of the respondents towards the PRMSU Vision. It revealed that they are highly aware with vision of PRMSU preparing students to be active and informed citizens in a global society evident from the highest mean of 3.29. However, they are only aware with how PRMSU is committed to adapting to digital advancements and trends (M=3.24), promotes innovation and remains proactive in its operations (M=3.24), prioritizes the needs and experiences (M=3.12). Though, respondents are aware about the revised PRMSU vision statement and its key principles, it has the lowest mean of 2.97. Overall, the institution's alignment with its vision is strong, particularly in terms of

education and regional development evident from the mean of 3.17 the indicates that there may be room for improvement in communicating and emphasizing the revised vision statement and its key principles to ensure all stakeholders are fully aware and aligned with the direction of PRMSU. It is important for the university to continue efforts in promoting and integrating these aspects into its overall strategic planning and communication strategies (Ahmad & Masroor, 2020) ^[1]. Awareness on the vision of a university is a crucial first step towards its effective implementation and achievement (Dolipas *et al.*, 2022; Arif, 2020) ^[7, 2].

Table 3: Awareness of the Respondents towards the PRMSU Mission

Indicator	Mean	SD	Verbal Description	Rank
Stakeholders awareness on the following				
1. PRMSU mission statement as outlined in Republic Act No. 11015.	3.27	0.52	Highly Aware	2.5
2. PRMSU offers programs aligned with its mission of providing advanced education and contributing to regional development.	3.28	0.52	Highly Aware	1
3. PRMSU conducts research and extension programs to support sustainable development in Zambales and beyond.	3.27	0.63	Highly Aware	2.5
4. PRMSU's income generation efforts and its commitment to fostering collaborations with stakeholders.	3.18	0.64	Aware	4
5. PRMSU ensures the quality and relevance of its extension programs.	3.15	0.62	Aware	5
Overall	3.23	0.47	Aware	

This table presents the awareness of the respondents towards the PRMSU Mission. It revealed that they are highly aware with PRMSU offering programs aligned with its mission of providing advanced education and contributing to regional development evident from the highest mean of 3.28. Further, they are highly aware with mission statement as outlined in Republic Act No. 11015 (M=3.27) and conducting research and extension programs to support sustainable development in Zambales and beyond (M=3.27). However, they are only aware with the mission about university's income generation efforts and its commitment to fostering collaborations with stakeholders (M=3.18) and ensuring the quality and

relevance of its extension programs (3.15). Overall, the institution's alignment with its mission is strong, particularly in terms of education and regional development evident from the mean of 3.23. However, there is room for improvement in communicating and emphasizing the importance of income generation efforts, collaborations with stakeholders, and the quality of extension programs. University's mission is the foundation of its strategic direction, so ensuring that stakeholders are aware of its details and implications is crucial for efficient implementation (Loso, 2021, Murcia & Tamayo, 2017) ^[12, 14].

Table 4: Awareness of the Respondents towards the College Goals

Indicator	Mean	SD	Verbal Description	Rank
The graduates of the Teacher Education Program have the ability to				
1. Effectively implement teaching practices, including classroom management, assessment, and curriculum development.	3.39	0.56	Highly Aware	2
2. Prioritize the needs and interests of students in their teaching.	3.33	0.54	Highly Aware	3.5
3. Be committed to ongoing professional development and learning.	3.33	0.60	Highly Aware	3.5
4. Work effectively with colleagues, administrators, and parents.	3.24	0.50	Aware	6
5. Be culturally sensitive and respectful of diverse perspectives.	3.27	0.63	Highly Aware	5
6. Pass the licensure examination.	3.42	0.56	Highly Aware	1
Overall	3.33	0.45	Highly Aware	

This table presents the awareness of the respondents towards the college goals it revealed that the respondents are highly aware that passing the licensure examination is one the main goals evident from the highest mean of 3.42. Further, they highly aware with effective implementation of the teaching practices (M=3.39), prioritizing needs and interest of students in their teaching (M=3.33), be committed to ongoing professional development (M=3.33), and be culturally and sensitive and respectful (M=3.27). Meanwhile, they just only agree about working effectively with colleagues, administrators, and parents, evident from the lowest mean of (M=3.24). Overall, they are highly aware with college goals evident from the mean of 3.33.

The respondents showed a strong understanding of the importance of meeting college goals related to licensure

examination success and effective teaching practices. Teaching license in the Philippines is a mandatory requirement for teachers to work in a public or private school. The licensure examination serves as an indicator of the quality of teacher education, which is an essential factor in producing globally competitive teachers. (Cruz *et al.*, 2018) ^[6]. Also, the college goals are crucial for guiding their teaching practices and professional development. The graduates' college preparation was found to be relevant to their current employment, suggesting that the teacher education program at Western Philippines University adequately prepared them for their teaching careers (Pentang *et al.*, 2022) ^[18]. Because a globally competitive teacher education program in the Philippines means raising it to the professional level (Generelao *et al.*, 2021).

Table 5: Awareness of the Respondents towards the BEED Program Objectives

Indicator	Mean	SD	Verbal Description	Rank
The BEED programs has the ability to				
1. To effectively prepares graduates to take on leadership roles in education.	3.42	0.56	Highly Aware	1
2. To equip graduates to conduct educational research and engage in extension activities.	3.39	0.50	Highly Aware	2
3. To contributes to the development of well-rounded individuals with strong intellectual and moral values.	3.27	0.52	Highly Aware	3.5
4. To contribute to the development of the whole person endowed with appropriate intellectual and moral values.	3.15	0.67	Aware	5
5. To equip graduates to preserve, enrich, and promote Filipino cultural heritage.	3.27	0.52	Highly Aware	3.5
Overall	3.30	0.46	Highly Aware	

This table presents the awareness of the respondents towards the college goals. It revealed that the respondents are highly aware that passing the licensure examination is one of the main goals evident from the highest mean of 3.42. Further, they are highly aware with effective implementation of the teaching practices ($M=3.39$), prioritizing needs and interest of students in their teaching ($M=3.33$), be committed to ongoing professional development ($M=3.33$), and be culturally and sensitive and respectful ($M=3.27$). Meanwhile, they just only agree about working effectively with colleagues, administrators, and parents, evident from the lowest mean of ($M=3.24$). Overall, they are highly aware with college goals evident from the mean of 3.33.

The respondents showed a strong understanding of the importance of meeting college goals related to licensure examination success and effective teaching practices. Teaching license in the Philippines is a mandatory requirement for teachers to work in a public or private school. The licensure examination serves as an indicator of the

quality of teacher education, which is an essential factor in producing globally competitive teachers. (Cruz *et al.*, 2018) ^[6]. Also, the college goals are crucial for guiding their teaching practices and professional development. The graduates' college preparation was found to be relevant to their current employment, suggesting that the teacher education program at Western Philippines University adequately prepared them for their teaching careers (Pentang *et al.*, 2022) ^[18]. Because a globally competitive teacher education program in the Philippines means raising it to the professional level (Generelao *et al.*, 2021) ^[8].

Awareness on the Dissemination of PRMSU Vision and Mission, College of Teacher Education Goals, and BEED Program Objectives

This section discussed the awareness of the respondents towards the dissemination of PRMSU Vision and Mission, College of Teacher Education Goals, and BEED Program Objectives.

Table 6: Awareness of the Respondents towards Dissemination of PRMSU Vision

Indicator	Mean	SD	Verbal Description	Rank
1. The vision statement is communicated through various channels, including bulletin boards, syllabi, websites, social media, and introductory sessions.	3.15	0.57	Aware	4
2. The vision statement is included in university publications and marketing materials.	3.24	0.56	Aware	3
3. The faculty plays an active role in disseminating the vision statement through classroom announcements and discussions.	3.15	0.67	Aware	5
4. The vision statement is incorporated into examinations and tests.	3.33	0.60	Highly Aware	1
5. The vision statement is shared with a wider audience, including external agencies and the broader community.	3.27	0.63	Highly Aware	2
Overall	3.23	0.51	Aware	

This table presents the awareness of the respondents towards dissemination of university's vision. It revealed that the respondents are highly aware how the vision statement is incorporated with the examination is evident from the highest mean of 3.33. They are also highly aware with the wider audience, including external agencies and the broader community ($M=3.27$). However, they are only aware with the vision statement to be included in university publications and marketing materials ($M=3.24$), with communicating through various channels, including bulletin boards, syllabi, websites, social media, and introductory sessions ($M=3.15$), and faculty playing an active role in disseminating the vision statement through classroom announcements and discussions ($M=3.15$). In overall, they are aware with the dissemination

of university's vision evident from the mean of 3.23.

It is clear that there is room for improvement in effectively communicating the university's vision to all external stakeholders. The university can make sure that the entire community is aware of and supportive of its vision by implementing more focused and consistent communication strategies. The findings indicate that more work is needed to strengthen the awareness and acceptance of the university's vision, mission, goals, and objectives among its stakeholders (Castro *et al.*, 2017) ^[4]. Disseminating the university's vision through various channels, and ensuring that faculty and staff are actively involved in communicating it, can help enhance the acceptance and understanding of the institution's strategic direction (Dolipas *et al.*, 2022) ^[7].

Table 7: Awareness of the Respondents towards Dissemination of PRMSU Mission

Indicator	Mean	SD	Verbal Description	Rank
1. The mission statement is communicated through various channels, including bulletin boards, syllabi, websites, social media, and introductory sessions.	3.18	0.58	Aware	3
2. The mission statement is included in university publications and marketing materials.	3.30	0.53	Highly Aware	2
3. The faculty plays an active role in disseminating the mission statement through classroom announcements and discussions.	3.17	0.58	Aware	4
4. The mission statement is incorporated into examinations and tests.	3.42	0.50	Highly Aware	1
5. The mission statement is shared with a wider audience, including external agencies and the broader community.	3.16	0.64	Aware	5
Overall	3.25	0.45	Aware	

This table presents the awareness of the respondents towards dissemination of university's mission. It revealed that the respondents are highly aware how the mission statement is incorporated into examinations and tests evident from the highest mean of 3.42. They are also highly aware about the

mission statement been included in university publications and marketing materials ($M=3.30$). However, they are just aware with the mission statement been communicated through various channels ($M=3.18$), been actively disseminated by faculty ($M=3.17$), and been shared with

wider audience ($M=3.16$). In overall, the respondents are aware with the dissemination of the university's mission evident from a mean of 3.25.

The findings indicates that while there is a strong awareness of the mission statement in certain areas, though disseminating in wider audience can be improved. Disseminating the mission to audience beyond the university is important to foster shared understanding and support

(Castro *et al.*, 2017)^[4] from external stakeholders. A mission and goals statement must be developed with input from all constituencies and be specific enough to guide the institution's planning for the future ("Make Time to Evaluate Your Mission, Vision Statements," 2018). This suggests that efforts could be made to enhance the visibility and understanding of the university's mission beyond current levels.

Table 8: Awareness of the Respondents towards Dissemination of College Goals

Indicator	Mean	SD	Verbal Description	Rank
1. The college goals are communicated through various channels, including bulletin boards, syllabi, social media, and introductory sessions.	3.24	0.56	Aware	2.5
2. The goals are shared with a wide range of stakeholders, including students, faculty, staff, and external partners.	3.36	0.49	Highly Aware	1
3. The faculty plays an active role in disseminating the college goals through classroom announcements and discussions.	3.24	0.61	Aware	2.5
4. The college goals are widely dispersed across various agencies, institutions, industries, sectors, and the broader community.	3.15	0.57	Aware	4
Overall	3.25	0.48	Aware	

This table presents the awareness of the respondents towards dissemination of college goals. It revealed that the respondents are highly aware with the college goals been shared with a wide range of audience evident from the highest mean of 3.36. However, they are only aware with it been communicated through various channels ($M=3.24$), and been actively disseminated by faculty ($M=3.24$). Though the respondents were aware about the college goals been widely dispersed across the community, it still has the lowest mean of 3.15. In overall, the respondents are aware with the

dissemination of the college goals evident from a mean of 3.25.

The findings suggest that while respondents recognize the efforts made to communicate college goals through various channels and faculty members, there may be room for improvement in reaching a wider community audience. This indicates a need for strategic planning to enhance dissemination efforts and ensure broader awareness of the university's mission.

Table 9: Awareness of the Respondents towards Dissemination of BEEd Program Objectives

Indicator	Mean	SD	Verbal Description	Rank
1. The program objectives are communicated through various channels, including bulletin boards, syllabi, social media, and introductory sessions.	3.33	0.54	Highly Aware	2
2. The program objectives are shared with a wide range of stakeholders, including students, faculty, staff, and external partners.	3.28	0.57	Highly Aware	3
3. The faculty plays an active role in disseminating the program objectives through classroom announcements and discussions.	3.27	0.63	Highly Aware	4
4. The program objectives are widely dispersed across various agencies, institutions, industries, sectors, and the broader community.	3.42	0.56	Highly Aware	1
Overall	3.33	0.48	Highly Aware	

This table presents the awareness of the respondents towards dissemination of BEEd program objectives. It revealed that the respondents are highly aware with the program objectives being dispersed across the community evident from the highest mean of 3.42. Further, they are also highly aware with program objectives been communicated through various channels ($M=3.33$), shared with stakeholders (3.28), and played an active role in disseminating it through classroom announcement and discussions (3.27). In overall the respondents are aware with the dissemination of the BEEd program objectives evident from a mean of 3.33. This high

level of awareness among respondents suggests that the dissemination efforts for the BEEd program objectives have been effective and successful. It is important to continue utilizing various channels and engaging stakeholders to ensure continued awareness and understanding of the program goals. However, the findings indicate that while the respondents demonstrated a strong grasp of the BEED program objectives, there were still gaps in the community members' knowledge and attitude towards certain aspects of the Community-Based Education practices (Haligamo *et al.*, 2022)^[11].

Table 10: Awareness of the Respondents towards the PRMSU Vision when grouped according to Profile Variables

		Sum of Squares	df	Mean Square	F	Sig.	Decision
Age	Between Groups	.986	6	.164	1.558	.173	Accept Ho Not Significant
	Within Groups	7.281	69	.106			
	Total	8.267	75				
Gender	Between Groups	.446	2	.223	2.080	.132	Accept Ho Not Significant
	Within Groups	7.822	73	.107			
	Total	8.267	75				

Stakeholder Classification	Between Groups	.038	3	.013	.110	.954	Accept Ho Not Significant
	Within Groups	8.230	72	.114			
	Total	8.267	75				

Based on the table, the respondents' awareness of the PRMSU Vision is not significantly influenced by their age, gender, and stakeholder classification. The significant values for Age (.173), Gender (.132), and Stakeholder Classification (0.954) all had significance levels greater than 0.05, indicating no

statistically significant differences in awareness levels across these demographic factors. This means that the PRMSU Vision was equally known among young and old, male and female, and different stakeholder groups (Otchere *et al.*, 2016) ^[16].

Table 11: Awareness of the Respondents towards the PRMSU Mission when grouped according to Profile Variables

		Sum of Squares	df	Mean Square	F	Sig.	Decision
Age	Between Groups	2.156	6	.359	1.711	.132	Accept Ho Not Significant
	Within Groups	14.494	69	.210			
	Total	16.650	75				
Gender	Between Groups	1.710	2	.855	4.179	.019	Reject Ho Significant
	Within Groups	14.940	73	.205			
	Total	16.650	75				
Stakeholder Classification	Between Groups	.349	3	.116	.514	.674	Accept Ho Not Significant
	Within Groups	16.301	72	.226			
	Total	16.650	75				

Based on the table, the respondents' awareness of the PRMSU Mission is not significantly influenced by their age, and stakeholder classification. The significant values for Age (.132), and Stakeholder Classification (0.674) all had significance levels greater than 0.05, indicating no statistically significant differences in awareness levels across these demographic factors. However, it is significantly influenced by gender profile (.019). Further analysis revealed that male respondents showed higher awareness of the

PRMSU Mission compared to female respondents. This suggests that gender may play a role in shaping individuals' awareness of the university's mission. Female is much more aware with details of the institution as compared to male respondents (Omar *et al.*, 2021) ^[15]. The findings from the study indicate that the university may need to implement targeted awareness campaigns to ensure that all stakeholders, regardless of gender, are well-informed about the PRMSU Mission (Chidozie *et al.*, 2016; Gerolin & Palic, 2020) ^[5, 9].

Table 12: Awareness of the Respondents towards the College Goals when grouped according to Profile Variables

		Sum of Squares	df	Mean Square	F	Sig.	Decision
Age	Between Groups	1.482	6	.247	1.238	.298	Accept Ho Not Significant
	Within Groups	13.770	69	.200			
	Total	15.252	75				
Gender	Between Groups	.644	2	.322	1.610	.207	Accept Ho Not Significant
	Within Groups	14.608	73	.200			
	Total	15.252	75				
Stakeholder Classification	Between Groups	.120	3	.040	.190	.903	Accept Ho Not Significant
	Within Groups	15.132	72	.210			
	Total	15.252	75				

Based on the table, the respondents' awareness of the College Goals is not significantly influenced by their age, gender, and stakeholder classification. The significant values for Age (.298), Gender (.207), and Stakeholder Classification (0.903) all had significance levels greater than 0.05, indicating no statistically significant differences in awareness levels across

these demographic factors. This suggests that the College Goals are equally understood and recognized by respondents regardless of their demographic characteristics. It may be beneficial for future research to explore other potential factors that could impact awareness levels.

Table 13: Awareness of the Respondents towards the Program Objectives when grouped according to Profile Variables

		Sum of Squares	df	Mean Square	F	Sig.	Decision
Age	Between Groups	1.594	6	.266	1.299	.269	Accept Ho Not Significant
	Within Groups	14.113	69	.205			
	Total	15.707	75				
Gender	Between Groups	.645	2	.322	1.563	.216	Accept Ho Not Significant
	Within Groups	15.062	73	.206			
	Total	15.707	75				
Stakeholder Classification	Between Groups	.222	3	.074	.344	.794	Accept Ho Not Significant
	Within Groups	15.485	72	.215			
	Total	15.707	75				

Based on the table, the respondents' awareness of the Program Objectives is not significantly influenced by their age, gender, and stakeholder classification. The significant values for Age (.269), Gender (.216), and Stakeholder Classification (0.794) all had significance levels greater than

0.05, indicating no statistically significant differences in awareness levels across these demographic factors. This suggests that the program are equally understood and recognized by respondents regardless of their demographic characteristics.

Table 14: Awareness of the Respondents towards the Dissemination of PRMSU Vision when grouped according to Profile Variables

		Sum of Squares	df	Mean Square	F	Sig.	Decision
Age	Between Groups	2.853	6	.476	1.988	.079	Accept Ho Not Significant
	Within Groups	16.508	69	.239			
	Total	19.362	75				
Gender	Between Groups	1.713	2	.857	3.543	.034	Reject Ho Significant
	Within Groups	17.648	73	.242			
	Total	19.362	75				
Stakeholder Classification	Between Groups	.579	3	.193	.739	.532	Accept Ho Not Significant
	Within Groups	18.783	72	.261			
	Total	19.362	75				

Based on the table, the respondents' awareness on the dissemination of the PRMSU Vision is not significantly influenced by their age, and stakeholder classification. The significant values for Age (.079), and Stakeholder Classification (0.532) all had significance levels greater than 0.05, indicating no statistically significant differences in awareness levels across these demographic factors. However, it is significantly influenced by gender profile (.034). Further

analysis revealed that male respondents showed higher awareness of the PRMSU Vision compared to female respondents. This suggests that gender may play a role in how individuals perceive and are aware of the PRMSU Vision. It would be beneficial to explore further why male respondents have higher awareness levels and how this information can be used to improve overall awareness among all stakeholders.

Table 15: Awareness of the Respondents towards the Dissemination of PRMSU Mission when grouped according to Profile Variables

		Sum of Squares	df	Mean Square	F	Sig.	Decision
Age	Between Groups	2.746	6	.458	2.569	.026	Reject Ho Significant
	Within Groups	12.291	69	.178			
	Total	15.037	75				
Gender	Between Groups	.140	2	.070	.343	.711	Accept Ho Not Significant
	Within Groups	14.898	73	.204			
	Total	15.037	75				
Stakeholder Classification	Between Groups	.534	3	.178	.883	.454	Accept Ho Not Significant
	Within Groups	14.504	72	.201			
	Total	15.037	75				

Based on the table, the respondents' awareness on the dissemination of the PRMSU Mission is not significantly influenced by their age, and stakeholder classification. The significant values for Gender (.711), and Stakeholder Classification (0.454) all had significance levels greater than 0.05, indicating no statistically significant differences in awareness levels across these demographic factors. However,

it is significantly influenced by age profile (.026). This suggests that age plays a role in how aware respondents are of the PRMSU Mission dissemination efforts. Older respondents, especially those aged 51 and above, tend to have higher awareness levels compared to younger age groups (Chidozie *et al.*, 2016) ^[5].

Table 16: Awareness of the Respondents towards the Dissemination of College Goals when grouped according to Profile Variables

		Sum of Squares	df	Mean Square	F	Sig.	Decision
Age	Between Groups	2.855	6	.476	2.326	.042	Reject Ho Significant
	Within Groups	14.116	69	.205			
	Total	16.970	75				
Gender	Between Groups	.223	2	.112	.487	.617	Accept Ho Not Significant
	Within Groups	16.747	73	.229			
	Total	16.970	75				
Stakeholder Classification	Between Groups	.438	3	.146	.636	.594	Accept Ho Not Significant
	Within Groups	16.532	72	.230			
	Total	16.970	75				

Based on the table, the respondents' awareness on the dissemination of the PRMSU Mission is not significantly influenced by their age, and stakeholder classification. The significant values for Gender (.617), and Stakeholder Classification (0.594) all had significance levels greater than

0.05, indicating no statistically significant differences in awareness levels across these demographic factors. However, it is significantly influenced by age profile (.042). This suggests that age plays a role in how aware respondents are of the College goals efforts. Older respondents, especially

those aged 51 and above, tend to have higher awareness levels compared to younger age groups (Chidozie *et al.*, 2016) [5].

Table 17: Awareness of the Respondents towards the Dissemination College Goals when grouped according to Profile Variables

		Sum of Squares	df	Mean Square	F	Sig.	
Age	Between Groups	1.510	6	.252	1.144	.347	Accept Ho Not Significant
	Within Groups	15.184	69	.220			
	Total	16.694	75				
Gender	Between Groups	1.071	2	.535	2.501	.089	Accept Ho Not Significant
	Within Groups	15.624	73	.214			
	Total	16.694	75				
Stakeholder Classification	Between Groups	.379	3	.126	.558	.645	Accept Ho Not Significant
	Within Groups	16.315	72	.227			
	Total	16.694	75				

Based on the table, the respondents' awareness of the dissemination of Program Objectives is not significantly influenced by their age, gender, and stakeholder classification. The significant values for Age (.347), Gender (.089), and Stakeholder Classification (0.645) all had significance levels greater than 0.05, indicating no statistically significant differences in awareness levels across these demographic factors. This suggests that the program are equally understood and recognized by respondents regardless of their demographic characteristics.

Conclusion

1. The majority of respondents were young adults, primarily aged 22-31. The sample was predominantly female, with a smaller percentage of male and LGBTQ+ respondents. In terms of stakeholder classification, parents and barangay/municipality officials constituted the largest groups, followed by alumni and cooperating schools.
2. The findings of the study indicate a strong alignment between the institution's vision, mission, and goals, and the awareness of these among the respondents. The high mean scores for awareness of college goals and alignment with the vision and mission suggest that the institution has effectively communicated its strategic direction to its stakeholders.
3. The findings of the study suggest that the dissemination of the PRMSU Vision, Mission, and Goals (VMGO) and BEEd program objectives has been effective. The high mean scores indicate a strong awareness among the respondents regarding these key aspects of the institution's identity and purpose.
4. The findings of the study suggest that the dissemination of PRMSU's Vision, Mission, Goals, and Program Objectives has been generally effective across various demographic groups. The analysis revealed that there were no significant differences in awareness levels based on age, gender, or stakeholder classification. This indicates that the institution has successfully communicated its strategic direction to a wide range of stakeholders.
5. The findings of the study indicate that the dissemination of PRMSU's Vision, Mission, and Program Objectives has been generally effective across various demographic groups, with no significant differences observed based on age and stakeholder classification. However, gender appears to be a significant factor influencing awareness of the PRMSU Mission.

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