



Transcending as an institution of hope by evaluating students' cognizance, understanding, and acceptance of the VMGO of the College, Institute, and Degree Program

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ABSTRACT

The Vision, Mission, Goals, and Objectives of each and every college and university in the globe are the driving forces behind their institutions' very existence. The institution's own declarations of its mission and vision serve as a roadmap for the school's purposes and aspirations. In light of this, the purpose of the current study is to investigate the levels of awareness, comprehension, and approval that students have regarding the VMGOs of the college. After collecting data from a sample of Bachelor of Physical Education students at a local college in Region III [$N_{\text{Male}} = 189$ (51.9%) and $N_{\text{Female}} = 175$ (48.1%)], the findings revealed a significant variance concerning students' cognizance of the VMGOs, as well as its clarity and consistency in terms of gender and year level. In addition, the findings of the Partial Least Square-Structural Equation Modelling showed that: (1) cognizance is significantly related to and predicts understanding and acceptance; (2) cognizance is associated with and affects perceived clarity and consistency; and (3) perceived clarity and consistency are interrelated to and heighten understanding and acceptance of the VMGOs. According to the findings of the study, it is critical to determine whether or not students are aware of, comprehend, and are willing to conform with the VMGO because these factors are indicative of the quality of the school's services, operations, policies, and overall performance. Several suggestions for the further growth of study in the field are being put forward in connection with this current investigation.

Keywords: Acceptance, Cognizance, Quality Education, Understanding, VMGO

INTRODUCTION

Students are the first priority for all of the Philippines' higher education institutions (HEIs). Students are the principal target audience for many different colleges and universities because they are the primary reason that educational institutions exist in the first place: to provide students with a quality education and to prepare students with the necessary information and skills to enable them to become professionals in the field of specialization of their choosing. All of the world's colleges and universities have formulated what are known as their Missions, Visions, Goals, and Objectives (VMGOs), which detail their objectives for the future. The VMGOs, which are generally regarded as the most crucial aspect of the continued existence of colleges and universities, are the only basis for the operations. According to what the Commission on Higher Education (CHED) has stated, quality education is ensuring that the vision, mission, and goals of the institute are exemplified by outstanding learning and service outcomes and that achieving the culture of quality is in harmony with the learning environment (Arado et al., 2019).

Previous studies have already been conducted in the Philippines that focus on accreditation, monitoring, evaluation, and policy development. These studies assessed students and other significant stakeholders' level of cognizance and acceptability of the VMGOs (Bueno, 2019; Cascolan & Venture, 2019; Constantino et al., 2020; Tolosa et al., 2021; Villanca et al., 2020), as well as its significance and congruence (Bentor et al., 2017; Reusia et al., 2020), and scope of dissemination (Gallinero & Otig, 2017; Laurente, 2019). The research described focused on a variety of degree programs, including business administration, economics, electromechanical technology, midwifery, nursing, public administration, and teacher education (Belo-delariarte et al., 2017; Cascolan & Venture, 2019; De Guzman et al., 2018; Dela Rosa & Pantaleon, 2018; Garcia et al., 2021; Rañeses, 2020; Salom & Florendo, 2013; Siniguian, 2018). These studies, on the other hand, were carried out at private HEIs as well as State Universities and Colleges (SUCs), and no recent research was discovered on the subject of the local college and university settings (LCUs), even in an international scale. In light of this, additional

research into the history of LCU can be carried out since it will provide material that is useful for the dissemination of new knowledge in the area of educational management and evaluation.

Higher Education Institutions (HEIs) in the Philippines subject themselves to accreditation from various agencies accredited by the Commission on Higher Education in-line with the CHED Memorandum Order No. 01, Series of 2005 or also known as the "Revised Policies and Guidelines on Voluntary Accreditation in aid of Quality and Excellence in Higher Education (Commission on Higher Education, 2005)". This refers to a rigorous process that is used to evaluate the quality of education that is offered to students. In this context, one of the aspects that are being evaluated by the accrediting body is the degree to which the students are aware of and understand the goals and objectives of the institute and the program, as well as the degree to which these align with the vision and mission statement of the school. In line with this, the purpose of this study is to determine the level of cognizance possessed by students, as well as their comprehension and acceptance of the VMGO, as well as their perceptions with regard to the clarity and consistency of the Institute and Bachelor of Physical Education Program's goals and objectives in congruence with the vision and mission of the College. The primary objective of this study is to collect useful data as part of the preparation for the impending accreditation of the college and degree program. This study will also serve as a form of evaluation on the process and performance of the department in achieving a culture of excellence through the provision of free access and quality education for students who belong to the marginalized sector. This evaluation will be carried out as a result of the findings of this study.

Literature review and hypotheses formulation

Cognizance with Understanding and Acceptance of Students towards the VMGO

The findings of Escolano (2021) revealed a significant positive relationship between the two variables that were investigated by Camarines Sur Polytechnic College in regard to the connection between cognizance, understanding, and acceptance. The research was carried out in Camarines Sur Polytechnic College. In addition, a study that was conducted in a similar manner by Del Rosario Aquino and Rivano (2022) found that there was a substantial association between awareness and the level of comprehension and acceptability from a variety of stakeholders from Laguna State Polytechnic University. Because previous research has shown that there is a positive link between the two variables, testing the hypothesis that there is a causal connection between them is now permissible. But before that, there is a rule of thumb in performing and testing hypotheses for causal relationships. There are three preconditions that are widely accepted, such as first, that the variables are associated; second, that the independent variable precedes the dependent variable in temporal order; and third, that all possible alternative explanations for the relationship have been accounted for and dismissed (Warner, 2017). Due to the fact that all of the prerequisites have been satisfied, one possible explanation is as follows:

H₁: Level of cognizance positively predicts the degree of understanding and acceptance of students toward the VMGO of the college, institute, and program.

Cognizance with Perceived clarity and consistency of Institute's goals and Program's objectives in congruence with the vision and mission of the school / Perceived clarity and consistency with Understanding and Acceptance towards the VMGO of the school

In order to come up with hypotheses, it is necessary to review a variety of studies examining the relationship between cognizance and perception, as well as the relationship between cognizance, understanding, and acceptance. Numerous studies on the connection between cognition, also known as awareness, and perception have already been carried out by researchers from a variety of subjects and disciplines. In light of the fact that there have been no studies carried out in the past that are relevant to the current scope of the inquiry, it is necessary to come up with an alternative explanation in order to develop a plausible and testable hypothesis. Such as the findings of Jauriyah Binti (2020), which demonstrated that there is a substantial association between public awareness and perspective toward consumption of Government Business Support Services (GBSS). In addition, the findings of the study that was conducted by Spring (2018) demonstrated that there is a favorable correlation between the level of awareness that students have and their perceptions of cybercrime. In addition to this, there is a significant association between the perception and awareness of cybercrime among young people who use the internet (Hasan et al., 2015). The findings revealed that there is a statistically significant association between awareness and understanding in regards to plagiarism among postgraduate students attending chosen universities in Nigeria. This was established by looking at the findings (Idiegbeyan-Ose et al., 2016). To put it another way, if students were more aware, they would have a more positive perspective of plagiarism, which would also improve. Lastly, it was revealed in the cross-sectional study that Abdul Ghani et al. (2021) conducted about the implementation of dispensing separation in Malaysia that participants' awareness is linked to their perceptions regarding the implementation of DS. In reference to the connection between cognizance and perception, the aforementioned investigations have previously been successful in establishing its relevance. As was said earlier in regard to causality, the preconditions that were supplied were satisfied; therefore, the primary focus of this study is on evaluating the hypothesis:

H₂: Level of cognizance predicts the perceived level of clarity and consistency of students toward the VMGO of the college, institute, and program.

In order to have a better understanding of the direct influence that perception has on acceptance, a thorough search for comparable studies was carried out. Studies that were conducted in relation to these factors that are being measured for this current investigation are prevalent from a variety of other sectors and fields of study. In order to relate these empirical findings into the realm of education, in particular with regard to this particular study, the same strategy was utilized, which consisted of formulating an alternative explanation. The study by Dolu et al. (2021), which found that individuals' willingness to get inoculated with vaccination is substantially related to the perceived risk of developing COVID-19 and other factors related to it, is an illustration of this phenomenon in the field of health and allied sciences. Additionally, risk preferences and perceptions had a significant impact on the degree to which people in German-speaking Switzerland accepted digital contract-tracing apps, often known as DCTAs (Albrecht et al., 2021). A study that falls within the category of business disciplines was conducted by Albertsen et al. (2020), and their findings showed that innovation-related perception and other factors are important variables that are highly related to customers' acceptance of innovative food product. These findings were based on the findings of a previous study. In the realm of athletics, the athletes' perceptions of the leadership of the coaches, the cohesiveness of the team, the level of communication within the team, and other role-related factors all influenced their acceptance of their roles (Benson et al., 2013). In light of this, one may argue that one's point of view influences both their levels of understanding and their level of acceptance. This study would like to investigate the following hypothesis:

H₃: The perceived level of clarity and consistency predicts the degree of understanding and acceptance of students toward the VMGO of the college, institute, and program.

The conceptual framework has been established as shown in Figure 2 as a result of an in-depth review of studies and published research that had been carried out in the past.

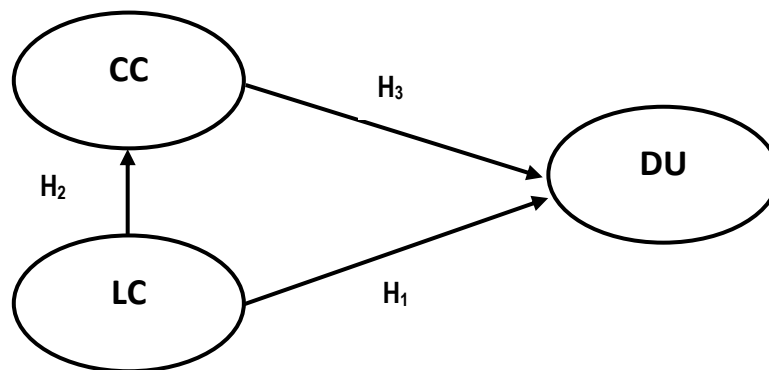


Figure 1. Conceptual framework

METHOD

Research Design

This study is a descriptive, comparative, and predictive causal in design. Its first goal is focused on describing the level of cognizance, the understanding and acceptance, and perceived clarity and consistency of the goals and objectives of the Institute and Degree program in consonance with the Vision and Mission of the college. Second, it aimed to examine the significant variance of these three constructs with respect to students' gender and year level. Lastly, it is engrossed in examining the causal effect of the individual variables (level of cognizance, and understanding and acceptance of VMGO) to the dependent variable (perceived clarity and consistency of the goals and objectives in harmony with the Vision and Mission of the college).

Participants and sampling technique

The target respondents for the study are students currently enrolled in the Bachelor of Physical Education Program offered by an institute in a local college in Region III. In this, purposive sampling has been employed. It is a sampling technique where the researcher deliberately chooses participants for the study due to the respondents' qualities (Lobo et al., 2022). The total number of students currently enrolled in the program is four hundred sixty (460). In order to identify the number of participants needed for the study, Raosoft Sample Size Calculator was utilized. From the total population, the target sample size for the study is 210 participants, with a 95% confidence level and a 5% margin of error. Exceedingly, three hundred sixty-four (364) students completed the online survey and accepted for data analysis. Table 1 represents the respondents' demographic

characteristics according to gender and year level. Most of the students who answered the online survey are male (51.9%), and 2nd year students (34.3%) from the overall population of the study.

Table 1: Demographic characteristics of the respondents

Demographic characteristics	f	%
Gender		
Male	189	51.9
Female	175	48.1
Total	364	100
Year level		
1 st year	101	27.7
2 nd year	125	34.3
3 rd year	51	14.0
4 th year	87	23.9
Total	364	100

Instrumentation

This research made use of a questionnaire that was developed in a more recent investigation conducted by Valenzuela and Antonio (2022). An online survey created with Google forms has been utilized to disseminate the instrument, which is separated into a total of four (4) distinct portions. In the first part of the report, the researchers attempted to profile the respondents based on their demographic information. The second part of the survey evaluated the students' levels of familiarity with the Vision and Mission of the College, the goals of the Institute (e.g., "I am aware of the goals of the Institute of the Institute"), and the objectives of the Bachelor of Physical Education program (e.g., "I am aware of the objectives of the Bachelor of Physical Education Program"), respectively. The understanding and acceptance of the VMGOs was evaluated in the third section of the questionnaire (for example, "I understand and accept the objectives of the Bachelor of Physical Education program where I belong and the responsibility of realizing such objectives in my capacity"). Last but not least, the final section of the questionnaire aims to describe the level of respondents' perceptions towards VMGOs, as well as the clarity and consistency of the institute's goals and BPEd Program objectives with the College's Vision and Mission (for example, "The vision clearly shows what the college plans to become in the future").

Data analysis

The Partial Least Squares-Structural Equation Modelling (PLS-SEM) using SmartPLS 4. In terms of measurement model, it is highly suggested that scholars should deliberate the outer loadings of each item and the average variance extracted (AVE) in establishing convergent validity (Hair et al., 2021). Moreover, Hair et. al. also suggested Fornell-Larcker criterion and cross loading should be utilized in order to establish discriminant validity. Lastly, the Heterotrait-Monotrait (HTMT) criterion was also proposed as another analysis in assessing discriminant validity. For the structural model, the path coefficients and the coefficient of determination (R^2) will be measured. In line with all of these, aforementioned criteria will all be applied in order to assess the measurement and structural models.

Furthermore, IBM SPSS 27 was utilized in the study. Descriptive statistical analyses were performed to describe students' demographic characteristics according to gender and year level. Frequency (f) and Percentage (%) were used in this study. Additionally, mean (M) and Standard Deviation (SD) were utilized to describe respondents' answers regarding their level of awareness, degree of understanding and acceptability, and level of clarity and consistency of the VMGO of the College, the Institute, and the Program. Moreover, to interpret the findings regarding level of awareness, degree of cognizance and acceptability, and level of clarity and consistency, the researcher utilized a point-scale interpretation based on the average weighted mean of each statement and the totality of each part of the questionnaire presented in Table 2.

Table 2: Descriptive interpretation on the level of awareness, degree of cognizance and acceptability, and level of clarity and consistency.

Range of weighted mean	Interpretation		
	Level of Cognizance	Degree of understanding and acceptability	Level of clarity and consistency
4.50 – 5.00	Very aware	Very acceptable	Strongly agree
3.50 – 4.49	Aware	Acceptable	Agree
2.50 – 3.49	Moderately aware	Moderately acceptable	Moderately agree
1.50 – 2.49	Slightly aware	Slightly acceptable	Disagree

1.00 – 1.49	Not aware	Not acceptable	Strongly disagree
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A normality test was conducted to identify the appropriate statistical analyses to be used in the research study. Table 3 revealed the results from the Kolmogorov-Smirnov and Shapiro-Wilk tests. It was shown that the p-value of all parts of the questionnaire concerning gender and year-level is lower than .05 (<.05); as a result, the data are considered not normally distributed. Hence, non-parametric data analyses are appropriate for the study.

Table 3: Kolmogorov-Smirnov and Shapiro-Wilk Test

		df	Kolmogorov-Smirnov		Shapiro-Wilk	
			Statistics	p-value	Statistics	p-value
	Gender					
Level of cognizance	Male	175	.251	.000	.808	.000
	Female	189	.336	.000	.695	.000
Degree of understanding and acceptability	Male	189	.446	.000	.536	.000
	Female	175	.407	.000	.594	.000
Level of clarity and consistency	Male	189	.376	.000	.552	.000
	Female	175	.310	.000	.708	.000
	Year level					
Level of cognizance	1 st year	101	.370	.000	.625	.000
	2 nd year	125	.243	.000	.820	.000
	3 rd year	51	.227	.000	.834	.002
	4 th year	87	.320	.000	.702	.000
Degree of understanding and acceptability	1 st year	101	.495	.000	.397	.000
	2 nd year	125	.384	.000	.662	.000
	3 rd year	51	.381	.000	.637	.000
	4 th year	87	.431	.000	.520	.000
Level of clarity and consistency	1 st year	101	.369	.000	.531	.000
	2 nd year	125	.316	.000	.701	.000
	3 rd year	51	.302	.000	.708	.000
	4 th year	87	.392	.000	.608	.000

The Mann-Whitney U test and the Kruskal-Wallis H test were carried out in order to determine whether or not there was a statistically significant difference between genders and year levels with regard to the level of cognizance, the degree of understanding and acceptability, and the level of clarity and consistency. The Mann-Whitney U test, also known as the Wilcoxon Rank-Sum test, is a non-parametric test that seeks to compare the means of two independent groups under the premise that the data does not follow a normal distribution (Sundjaja et al., 2022). In addition, the Kruskal-Wallis H test is a non-parametric test that is used to compare the means of three or more groups based on data that is not normally distributed (Wong & Wong, 2016). The results of the Kolmogorov-Smirnov Test and the Shapiro-Wilk Test were used to determine the outcomes of these statistical analyses.

RESULTS AND DISCUSSION

In order to measure the reliability of each item, a factor loading analysis must be performed. A threshold value of 0.7 for each item’s loading is considered reliable. The Cronbach’s Alpha value and composite reliability should be equal to or greater than 0.7. As illustrated in Table 4, all items are reliable and satisfactorily complied with the criteria except for LC4, LC5, L6, L7, L8 and L9 since their factor loadings are below the threshold of 0.7. Therefore, these items were removed from the structure. On the one hand, the Average Variance Extracted (AVE) is used to validate constructs (dos Santos & Cirillo, 2021). In order to determine the convergent validity, AVE should be equal or higher than 0.5, and the corresponding p-value should be at most 0.5 (Fauzi et al., 2021; Hair et al., 2021; Lacap & Alfonso, 2022). As shown in Table 4, the Cronbach’s Alpha and the composite reliability values are more significant than 0.7, and the AVE are greater than 0.5. Hence, convergent validity has been established.

In order to establish the discriminant validity, the Fornell-Larcker criterion, cross loadings, and HTMT should be inspected. Regarding Fornell-Larcker criterion, the square root of AVE (diagonal value) in each variable should exceed the correlation of latent variables, as presented in Table 5. Additionally, the cross loading of each indicator should be higher than the loadings of its corresponding variables’ indicators, which is shown in Table 6. Lastly, the HTMT value should be less than 0.85 which is illustrated in Table 7.

Table 4: Measurement Model Results

Constructs	Items	Loadings	Cronbach's Alpha	Composite Reliability	Average Variance Extracted
Level of Cognizance	LC1	0.830	0.850	0.850	0.653
	LC2	0.805			
	LC3	0.788			
Clarity and Consistency	CC1	0.720	0.962	0.964	0.719
	CC2	0.814			
	CC3	0.914			
	CC4	0.847			
	CC5	0.828			
	CC6	0.909			
	CC7	0.841			
	CC8	0.870			
	CC9	0.870			
	CC10	0.857			
Degree of Understanding and Acceptance	DU1	0.798	0.894	0.899	0.742
	DU2	0.894			
	DU3	0.889			

Table 5: Fornell-Larcker Criterion Results

	CC	DU	LC
CC	0.848		
DU	0.821	0.862	
LC	0.680	0.793	0.808

Table 6: Cross Loading Results

	CC	DU	LC
CC1	0.720	0.607	0.469
CC2	0.814	0.698	0.516
CC3	0.914	0.750	0.621
CC4	0.847	0.707	0.560
CC5	0.828	0.680	0.563
CC6	0.909	0.734	0.634
CC7	0.841	0.664	0.605
CC8	0.870	0.699	0.611
CC9	0.870	0.719	0.586
CC10	0.851	0.698	0.581
DU1	0.660	0.798	0.625
DU2	0.721	0.894	0.730
DU3	0.739	0.889	0.690
LC1	0.568	0.654	0.830
LC2	0.537	0.647	0.805
LC3	0.542	0.619	0.788

Table 7: Heterotrait-Monotrait ratio (HTMT)

	CC	DU	LC
CC			
DU	0.824		
LC	0.679	0.794	

Table 8 illustrates the level of cognizance of students of the College's Vision and Mission, the Institute' goals, and the Bachelor of Physical Education program objectives. The findings revealed that students are very aware of the College's vision and mission, Institute' goals, and objectives of the BPEd program, which all garnered

(4.66 ± .611), (4.52 ± .718), and (4.48 ± .744) respectively. Students' overall level of cognizance resulted in (4.27 ± .684), which can be interpreted as "very aware."

According to the findings, it was found that students had a high level of awareness of the vision, mission, objectives, and goals of the college, institute, and program. According to the findings, they have a comprehensive picture of the VMGOs. These findings are congruent with the result from a study of the same topic conducted in the Teacher Education program, and they are comparable to the findings of studies that have been conducted in the past, all of which have resulted in a high level of awareness of the VMGO (Escolano, 2021; Segismundo, 2017) from the State Universities and Colleges Sector (Garcia et al., 2021).

Table 8: Level of cognizance of the College's Vision and Mission, the Institute of Education, Arts and Sciences' goals, and the Bachelor of Physical Education program objectives

Statements	Mean ± SD	Interpretation
I am aware of the Vision and Mission of the College	4.66 ± .611	VA
I am aware of the goals of the Institute	4.52 ± .718	VA
I am aware of the objectives of the Bachelor of Physical Education Program	4.48 ± .744	VA
Overall	4.55 ± .606	VA
Values are expressed as Means ± Standard Deviations. VA = Very aware, A = Aware, MA = Moderately aware, SA = Slightly aware, and NA = Not aware.		

Table 9 reveals the finding based on the degree of understanding and acceptance of students on the VMGO of the college, the institute, and the program's objectives. Students highly understand and accept the vision and mission of the college (4.83 ± .464), the institute's goals (4.75 ± .542), and the program's objectives (4.73 ± .562). In general, students highly accept and understand the VMGO of the college, the institute, and the objectives of the BPEd program (4.77 ± .476).

In relation to the results that were found, there is a congruency of conclusions based on earlier research that were undertaken at different state universities and colleges (Belango & Escobar, 2021; Castillo, 2014; Joy et al., 2015; Pelicano, 2016). A robust framework of words for a vision, mission, goals, and objectives should be succinct, making it easy to comprehend, while yet being clear and compelling. Because the aims and program objectives of the institute are in accordance with the vision and mission statement of the institution, these statements serve as the guiding principles for the students as they work toward the accomplishment of their goals. In addition to that, the statements are meant to be encouraging and motivating to the intended audience. The results showed that a high degree of understanding and acceptance of the VMGO existed, which can be interpreted as a strong realization on their part of the goal and aspirations of the college, institute, and program. Last but not least, the students are aware that it is their obligation to understand what the program's goals are since doing so will also help them work toward their primary objective, which is to complete the degree program to which they have been admitted.

Table 9: Degree of understanding and acceptance of the VMGO

Statements	Mean ± SD	Interpretation
I understand and accept the Vision and Mission of the College	4.83 ± .464	VA
I understand and accept the goals of the Institute	4.75 ± .542	VA
I understand and accept the objectives of the Bachelor of Physical Education program where I belong and the responsibility of realizing such objectives in my capacity	4.73 ± .562	VA
Overall	4.77 ± .476	VA
Values are expressed as Means ± Standard Deviations. VA = Very acceptable, A = Acceptable, MA = Moderately acceptable, SA = Slightly acceptable, and NA = Not acceptable.		

Table 10 illustrates the perception and level of understanding of students based on the clarity and consistency of the institute's goals and program objectives in conjunction with the college's vision and mission. All of the statements are highly agreed by the students, but the statement that garnered the highest mean among the items is "The vision clearly shows what the college plans to become in the future" (4.84 ± .456).

The college views itself as an institution that may provide students from disadvantaged backgrounds a glimmer of hope for a better future. In addition to this, it considers itself to be one of the most prestigious community colleges in the Philippines. Excellence, resiliency, stewardship, and patrimony are the core values that guide the college as it strives to fulfill its mission and realize its goals. The college is dedicated to providing high-quality education for the overall growth and development of its students, with the end goal of producing professionals who are competitive and technically capable. It is evident from the vision and mission statement of the college that its primary ambition of being a school that caters to and provides access to quality education to students

who cannot afford to pay fees to sustain their education, manifested in the abovementioned findings. In addition, one of the indications that the school aspires to be one of the premier schools in the country is its consistent 100% passing rate in the Licensure Examinations for teachers (LET), particularly in the BPEd program over the past three years. This is one of the indicators that the school aspires to be one of the premier schools in the country. Indeed, the fact that the students, the institution's primary clientele, find relevance in the school's vision and mission statements in their performance as future professional instructors is a favorable indication of the institution's quality.

Consistent with college's vision and mission, the Institute is dedicated to providing students with rigorous coursework in a welcoming setting, encouraging the development of original research, scholarship, and inquiry in the field of education, and partnering with local K-12 institutions, community organizations, and government entities to provide programs that equip students to work competently, collaboratively, and ethically to enhance educational outcomes. The findings suggest that the institute's aims are well-defined and in line with the college's overarching vision and mission. The values of the institution have served as inspiration for the institute's mission, which is to train future educators to be adaptable to the ever-evolving demands of the education industry and the local community.

In addition, the Bachelor of Physical Education is geared toward fostering PE teachers with a deep and broad understanding of the field, which will aid them in making informed decisions about the curriculum they use to plan, design, execute, and assess student learning. Its goal is to train teachers to the highest standards and abilities so that they can effectively instruct their students in a wide range of contexts, using a variety of movement forms, elements, methods, and tactics. Experts in pedagogy will be produced by the curriculum as well, with a focus on increasing student involvement and fostering a culture of acceptance for all types of students. Furthermore, the program seeks to develop practitioners who are reflective and who will hold themselves to high standards of accountability in their teaching and their pursuit of professional development opportunities. Last but not least, experts in the field of Physical Education who are capable of fostering and maintaining relationships with peers, stakeholders, professionals, and learning communities in order to promote the discipline's value, promote excellence, and serve as leaders in the field of education. The aforementioned statements represent the program's goals, which are in turn based on the college's vision and mission. The program's results are grounded in the college's vision and mission, the institute's goals, and the Commission on Higher Education's expectations for graduates in terms of technical skills, research and extension, ideas, desirable attitudes and personal discipline, morality, critical thinking skills, and aesthetic and cultural values. The aforementioned conclusions are consistent with those drawn by Estrada (2018), Feliciano (2022), and Tan & Borres (2020).

Table 10: Level of clarity and consistency of the Institute of Education, Arts and Sciences' goals and Bachelor of Physical Education program's objectives with the college's Vision and Mission

Statements	Mean ± SD	Interpretation
The vision clearly shows what the college plans to become in the future	4.84 ± .456	SA
The mission reflects the legal and educational mandate of the college	4.78 ± .505	SA
The goals of the Institute are clearly stated, and are consistent with the mission of the college	4.75 ± .527	SA
The program objectives of the Bachelor of Physical Education are consistent with the goals of the Institute	4.72 ± .538	SA
The program objectives of the Bachelor of Physical Education are consistent in terms of competencies or technical skills of students and graduates	4.74 ± .531	SA
The program objectives of the Bachelor of Physical Education clearly state the expected outcomes in terms of research and extension capabilities of students and graduates	4.71 ± .547	SA
The program objectives of the Bachelor of Physical Education clearly state the expected outcomes in terms of students' ideas, desirable attitudes, and personal discipline	4.73 ± .539	SA
The program objectives of the Bachelor of Physical Education clearly state the expected outcomes in terms of moral character	4.75 ± .503	SA
The program objectives of the Bachelor of Physical Education clearly state the expected outcomes in terms of critical thinking skills	4.70 ± .557	SA
The program objectives of the Bachelor of Physical Education clearly state the expected outcomes in terms of aesthetic and cultural values	4.73 ± .535	SA
Overall	4.74 ± .453	SA
Values are expressed as Means ± Standard Deviations. SA = Strongly agree, A = Agree, MA = Moderately agree, D = Disagree, and SD = Strongly disagree.		

Comparison Analysis

Level of Cognizance, Degree of Cognizance and Acceptance, and Level of Clarity and Consistency in respect to gender

Based on the Mann-Whitney U analysis, a significant difference between groups regarding students' level of cognizance of the College's Vision and Mission, the Institute of Education, Arts and Sciences' goals, and the Bachelor of Physical Education program objectives concerning gender ($U = 13478.500$, $p = .001$) was observed. The result revealed that most female students are much more aware than males. Moreover, a significant difference between groups was also observed concerning the clarity and consistency of the Institute's goals and the Bachelor of Physical Education program's objectives with the college's Vision and Mission ($U = 14256.000$, $p = .009$). The finding yielded that most female students understood the clarity and consistency of the Institute's goals and program's objectives with the college's vision and mission compared to males similar to the study of (Dolipas et al., 2022; Joy et al., 2015). On the other hand, no significant difference observed concerning the degree of cognizance and acceptance of the VMGO ($U = 15502.000$, $p = .181$) which refuted the findings of Joy et al. (2015). This result can be interpreted that both male and female students fully understand and accept the VMGO of the College, Institute, and the program. The result of this analysis can be supported by conducting a similar study to support or refute the claim of this investigation.

Level of Cognizance, Degree of Cognizance and Acceptance, and Level of Clarity and Consistency in respect to year level

After performing the Kruskal-Wallis H analysis, a significant difference between groups regarding students' level of cognizance of the College's Vision and Mission, Institute's goals, and program's objectives $H(3) = 18.364$, $p = .000$, and the level of clarity and consistency of the institute's goals and program's objectives in congruence with the college's vision and mission $H(3) = 7.417$, $p = .060$. The results revealed that 1st-year students are highly aware of the college's Vision and Mission, Institute's goals, and the program's objectives, and they understood the level of clarity and consistency of VMGO of the college, institute, and the program compared to other year levels similar to the findings of Joy et al. (2015). On the other hand, no significant difference observed in the degree of cognizance and acceptance between groups $H(3) = 14.802$, $p = .002$. The current findings are similar to study of Joy et al. (2015). This can be interpreted that all students from different year levels understand and accept the VMGO of the College, Institute, and the program.

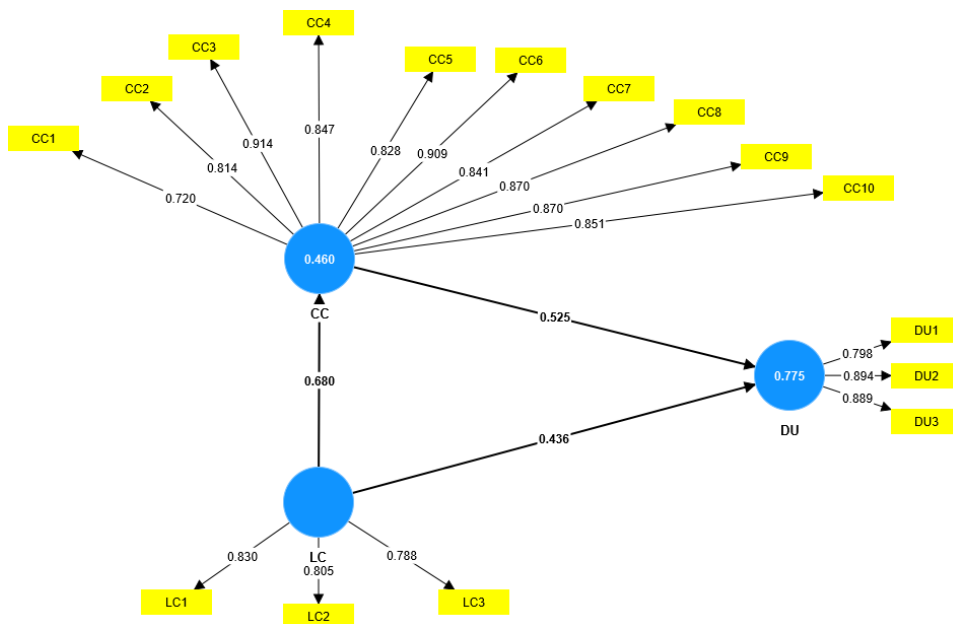


Figure 2. Path analysis results

The explanatory power of the model has been evaluated by measuring the discrepancy amount in the dependent variables of the model. As Hair et al. (2021) have stated, the R^2 and the path coefficients are the essential measures for assessing the structural model. As seen in Figure 1, the model has R^2 value of CC is 46.0% and DU 77.5% respectively.

In terms of the path analysis that was carried out, Figure 1 and Table 11 displayed the path coefficients and p-values for each hypothesis respectively. According to the findings, Hypothesis 1 (H_1) describes the relationship

between Level of Cognizance and Degree of Understanding ($\beta = 0.436, p < .05$), which indicates that the level of cognizance of students positively predicts the degree of understanding and acceptance of students towards the VMGO college, institute, and program which supported H₁. This analysis will not be possible without the relationship between the two variables, which was established based on studies that were carried out in the past (Del Rosario Aquino & Rivano, 2022; Escolano, 2021). The data might be interpreted in such a way as to suggest that the degree to which students' levels of awareness increase is proportional to the degree to which they comprehend and accept the VMGO of the school.

Table 11: Hypotheses Test Results

Hypotheses	Path	Path Coefficient	p-value	Decision
H ₁	LC → DU	0.436	0.000	Supported
H ₂	LC → CC	0.680	0.000	Supported
H ₃	CC → DU	0.525	0.000	Supported

Furthermore, it was revealed that the level of cognizance of students leverages the perceived level of consistency and clarity of students towards the VMGO of the school, which supported the hypothesis tested for this study H₂ ($\beta = 0.680, p < .05$). The finding has been supported by previously conducted studies as mentioned in the review of related literature (Abdul Ghani et al., 2021; Hasan et al., 2015; Idiegbeyan-Ose et al., 2016; Jauriyah Binti, 2020; Lulu-Pokubo & Echem, 2020; Spring, 2018). In this case, it can be concluded that as students' level of awareness increases, there would be in intensification perceived on the clarity and consistency in the institute's goals and program's objectives in congruence to the vision and mission of the school. Lastly, it was discovered that the perceived clarity and consistency of the institute's goals and program's objectives positively predicted students' degree of understanding and acceptance of the school's VGMO H₃ ($\beta = 0.525, p < .05$), which supported the hypothesis. The finding is parallel from previously conducted studies as stated in the review of related literature (Albertsen et al., 2020; Albrecht et al., 2021; Benson et al., 2013; Dolu et al., 2021). In this, it can be interpreted that as the students genuinely perceive the clarity and consistency of the institute's goals and the program's objectives, the more they understand and accept these VMGOs. The results mentioned above are considered inconclusive as no previous studies were found to support these findings. In this regard, this study highly suggests conducting a study of the same to support further or refute these claims. Furthermore, the findings of this study are significant as it adds new information, most especially in the field of educational management and evaluation.

CONCLUSION

As have mentioned, there were already previously conducted studies in relation to this present research investigation. However, there were no researches which were conducted in the setting of Local Colleges and Universities (LCUs) in the Philippines. Moreover, what makes this unique and different from previously conducted studies is that it has utilized various statistical analyses in order to gain a deeper understanding of the topic. In relation to this, the present study is focused on assessing the level of cognizance, degree of understanding and acceptance of students toward the vision and mission of the college, the institute's goals, and the Bachelor of Physical Education program's objectives. Moreover, it aimed to assess the understanding of stakeholders (students) regarding the level of clarity and consistency of the goals and objectives of the institute and the program in congruence to the vision and mission of the college. Lastly, to provide new approach in understanding the importance of students' awareness, understanding and acceptance of VMGO in providing quality education, it focused on answering the following questions: if cognizance can predict the understanding and acceptance of students towards the VMGO; cognizance can predict students' perceived level of clarity and consistency of the VMGO; and lastly, perceived level of clarity and consistency can predict the understanding and acceptance of students towards the VGMO through path analysis.

It has been noticed that the BPEd students have a high awareness of the VMGO of the college, and program that they are engaged in. The findings of the investigation serve as the foundation upon which the conclusion is constructed. The students have a comprehensive understanding of the objectives and ambitions that the school has for them in terms of their future employment as professional educators. In order to completely optimize the knowledge that students have through a variety of mediums, the office of the school that is in charge of the strategic marketing strategies should be able to carry out a major information distribution campaign using a variety of different sorts of social media. These sorts of media may include social media, infographics, cartoons, video clips, and the placement of tarpaulins or posters in key spots across the campus, the community, and agencies. Aside from these, the incorporation of the VMGO into the course syllabi should not only be done through a piece of written material, but also through the orientation that is offered by the instructors of the various courses. This is very similar to the student orientation that is given by the college and the institute to new students each semester. As a result, it is possible to acquire a more profound comprehension of these assertions, which can be ingrained on a more personal level. Furthermore, one of the positive findings of this

inquiry is that students' levels of understanding and acceptance of the VMGO are significantly extremely high. This is one of the positive remarks that can be drawn from this investigation. A promising sign that students comprehend and agree with these assertions on a more profound and individual level. In addition, this may suggest that the institution is dedicated to the provision of a high-quality education that is constrained by its VMGO and fundamental principles.

The degree to which the goals and objectives of the institute and the program are clear and consistent with one another, as well as with the vision and mission of the college, was observed to be very high, and this was reflected in the observations. The vast majority of those who responded are completely in agreement that there is a relationship between the aims and purposes of the institute and the program that is directed by the vision and mission statements of the college. In light of this, it is strongly advised that a consistent effort be made to provide high-quality learning experiences for students through education, research, and extension. The college may also be able to exceed its current assessment for the subsequent years by providing a variety of experiential activities. These activities would be carefully planned and assessed based on the current needs of students in relation to the challenges they face in their chosen careers. This would allow for students to develop in a holistic fashion.

There was a discernible gap between the levels of knowledge that male and female students had of the VMGO of the college, institute, and program, as well as the degree to which the goals and objectives of the institute and program were clear and aligned with the vision and mission statements of the college. This was one of the observations that was made. On the other hand, there was not a discernible change seen in the degree to which students understood and accepted the VMGO. In light of these findings, it is possible to draw the conclusion that individuals of both sexes comprehend and accept the VMGO. However, there is a distinction between them based on the level of consciousness and comprehension they possess. In addition, a discernible disparity was found between year levels in terms of both the degree of knowledge of the VMGO and the clarity and coherence of the objectives and goals of the institution and program in relation to the vision and mission of the school. On the other hand, there is not a substantial amount of variation in terms of the level of comprehension and acceptance of the VMGO. It can be understood that all students have the same level of understanding and acceptance across different year levels. Based on the following findings, regardless of gender and year level, should have the same level of awareness and comprehension of these VMGOs. In a manner analogous to the recommendations that were presented before, appropriate strategic planning and implementation may be carried out in the process of disseminating the VMGO through a variety of different means.

Knowledge of the college's, institute's, and program's VMGO, as well as the clarity with which students understood how the institute's and program's goals and objectives related to the college's overarching vision and mission, varied significantly between male and female students. Students' knowledge of and agreement with the VMGO, however, showed no such differences. These findings suggest that students of both sexes have an internalized knowledge of and support for the VMGO. It was also found that there was a substantial variation between year levels in terms of VMGO knowledge and the clarity and consistency of the institute's and program's aims and goals in relation to the vision and mission of the school. Contrarily, there is no major variation in students' familiarity with and support for the VMGO. It's clear that students of all sex and grade levels have a common ground of comprehension and acceptance. Given these results, it is imperative that all students, regardless of gender or grade level, be made aware of and familiar with these VMGOs. Disseminating the VMGO across several channels can be done strategically, like the earlier suggested directions.

In addition, it was discovered that the level of awareness of the students is a favorable predictor of the degree to which students understand and accept the VMGO of the school. In addition, the level of cognizance that students have influences their perceptions of the clarity and consistency of the goals and objectives of the institute and program in relation to the vision and mission of the school. These perceptions are leveraged by the level of cognizance that students have. Lastly, the degree to which students comprehend and are receptive to the VMGO can be significantly impacted by the students' perceptions of the clarity and consistency of the goals and objectives. As has been established, each of the hypotheses was validated by the data obtained from the investigations that were carried out in the past. This investigation strongly proposes doing another study that is very similar to it in order to support or contradict the statements that were made in this investigation.

The current findings are extremely useful since they create substantial figures that can be utilized to analyze the current procedures and operations of the college, institute, and the Physical Education department. This makes the current findings extremely beneficial. In addition, this will be of assistance to the department in re-evaluating its performance and locating particular areas that require enhancement in order to adhere to the highest possible standard in terms of quality assurance. This will be based on the shifting needs and demands of both the community and the students. In addition, this study wants to extend an invitation to other local colleges and universities in the Philippines as well as other institutions located in other countries around the world to analyze their operations and performance by performing a study that is analogous to this one. This will help to provide new information in the field and discipline of educational organizations' operations on the importance of

disseminating the VMGO to the primary stakeholder of all learning institutions (the students), with the ultimate goal of providing the highest quality service possible on both a local and global scale.

Students were the sole participants in this research, which is one of its key limitations. The data only includes BPEd students from the institute of a local college in Region III. It is strongly suggested that the teaching and non-teaching staff, parents, public and private industry partners, alumni, and community members of various higher education institutions around the world be surveyed to ascertain the general level of awareness and acceptance of the VMGO among these groups.

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