Research Paper

Understanding, Acceptance, and Perception of the Vision, Mission, Goals, and Objectives of the Northwestern University College of Business Education Stakeholders

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Abstract

This research focuses on how various parties view and comprehend Northwestern University's Vision, Mission, Goals, and Objectives (VMGO) and whether they are aligned with them. Specifically, the study examines the stakeholders' awareness, acceptance, understanding, congruence, clarity, and perception. Stakeholders consisted of the students, faculty and staff, alumni, and industry partners. The research used structural equation modeling to find the links between awareness, acceptance, and understanding, congruency and clarity and perception. The study's findings were that the three variables relate to each other; however, the personal profile of the respondents only affected the awareness, acceptance, and understanding variables. This indicates that, for example, the age of the stakeholder, the older the stakeholder, the more he is aware of and comprehends the VMGO of the University. Moreover, this study recommends that the Institution continues to think of ways how to let its stakeholders comprehend the VMGO of the University.

Keywords *VMGO, Awareness, Understanding, Perception*

INTRODUCTION

An educational institution's vision, mission, goals, and objectives (VMGO) are its cornerstone. It is the first and most crucial topic assessed during accreditation. The VMGO should serve as the operational foundation for universities. When a college or university seeks accreditation, VMGO is the most fundamental of all areas to be evaluated. Everything at the university is only justifiable to the extent it advances the institution's VMGO.

Mission and vision are statements about the institution's long-term view of itself and the world in which it operates, including its fundamental reason for existence, its long-term function and stature, what it does to attain this objective, and how it would want to perform this role. Based on the needs of the program's clients, program educational objectives are broad statements that reflect the career and professional triumphs graduates are prepared for approximately three to five years after graduation. Robbins et al. (2003) believe the VMGO statements are future guiding principles for the institution and academic programs. They define collaborative efforts and steer the actions and programs of the organization.

The VMGO's effectiveness is contingent upon its structure and dissemination. For an educational institution's VMGOs to be achieved, its members must understand and accept their ramifications. All academic units (i.e., schools and colleges) of a university must have goals consistent with its vision and mission, and all programs within an academic unit must have objectives consistent with its goals. The College of Business Education, one of the largest colleges at Northwestern University (NWU), contributes to the university's mission by producing entrepreneurs and business professionals in business, accountancy, hotel and restaurant management, tourism management, and public administration. Its programs aim to provide

graduates with skills in their fields of expertise or chosen professions, critical and creative thinking, ethical leadership, and acceptable values. As a regional leader in outcomes-based education, the vision and mission statements of Northwest University are outcomes-based:

Vision: Northwestern University envisions itself as a premier learning institution in Asia committed to Excellence and Ethical Formation for Global Relevance.

Mission: NORTHWESTERN UNIVERSITY is dedicated to developing individuals to become highly Competent, Socially Responsible, and Morally Upright Leaders.

From its humble origins, Northwestern University has grown to become Laoag City and Ilocos Norte's premier and most modern educational institution. It is devoted to providing an exemplary learning environment and preparing students to become world-class citizens.

Over the past few years, various research studies have explored the VMGO. According to these studies, students possess knowledge about a university's vision, mission, objectives, and goals, and they understand and embrace these statements along with their obligation to contribute towards achieving these objectives to the best of their capabilities (Castillo, 2014). The components of a university are aware of and willing to learn about the relevance of their VMGOs, according to research by Salom and Florendo (2013). Additionally, the VMGO must be conveyed for success and accomplishment. In addition, for it to be shared, it must be constructed jointly. Physically and philosophically, it is crucial for the success of a university to bring together its stakeholders. Divergent perspectives must be reconciled, common ground must be identified, and a unified VMGO must be created.

This research aims to know the level of knowledge, comprehension, and acceptance of Northwestern University's (NWU) vision and mission, as well as the goals and objectives of the College of Business Education (COBE) goals and objectives. Specifically, the study sought to determine the difference in stakeholders' awareness, comprehension, and acceptance of the VMGO; examine the correlation between students' awareness, comprehension, and acceptance of the VMGO; and identify how students contribute to the achievement of the VMGO. A stakeholder is any person or group whose actions influence or are affected by an organization's actions. A stakeholder survey may greatly assist in gathering the crucial data required for performance management and sustaining organizational transformation. A stakeholder survey is a quantitative questionnaire used by organizations to better understand their internal and external stakeholders' knowledge, attitudes, views, interests, and experiences. The study's stakeholders include students, instructors, non-academic staff, alumni, and industry partners.

Research Problem

Generally, this research paper determines the level of awareness, acceptance, and perception of the College of Business Education stakeholders to the VMGO of Northwestern University. A vision statement focuses on the future and expresses ambitions, while a mission statement emphasizes the present and specifies the organization's purpose. A company's vision and purpose may create a robust framework for decision-making and guarantee that all employees are working toward the same goals. Both assertions may operate in tandem to build and sustain a robust corporate culture. Therefore, knowing the awareness, acceptance, and knowledge of NWU's VMGO is necessary. Specifically, it answers the following questions:

1. What is the stakeholders' level of awareness, acceptance, and understanding of VMGO of NWU?

2. What is the stakeholders' level of congruency and clarity of VMGO of NWU?
3. What is the stakeholders' level of perception of NWU's VMGO in terms of:
   a. Congruency;
4. Is there a relationship between demographic profile to awareness, acceptance, and understanding of perception towards the VMGO?
5. Is there an effect of awareness, acceptance, and understanding on perception towards VMGO?

Research Framework
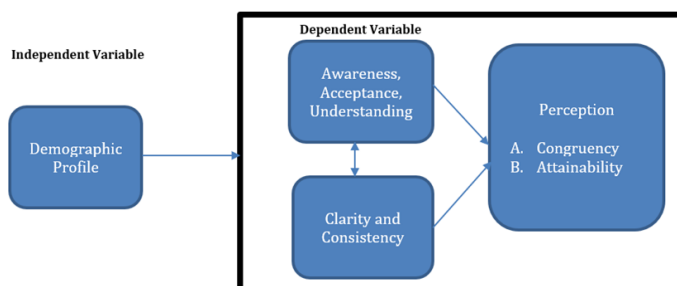
Figure 1. Research Framework

LITERATURE REVIEW

In recent years, several VMGO-related studies have been conducted. Numerous State institutions and colleges have studied the VMGO's acceptability and visibility (SUCs). Lucero (2010) of Cavite State University (CvSU) Don Severino de las Alas Campus College of Education found that out of 100 respondents, seventy-eight (78) percent were aware of the University's vision and mission, while eighteen (18) percent reported having little knowledge or awareness of the vision and mission. Only four percent (4%) are completely unaware. Sixty-one percent (61%) of College Education Program participants were aware of the program's aims; thirty-one percent (31%) had a limited understanding; and five percent (5%) were oblivious of the program's goals. Sixty-five percent (65%) of respondents are aware of the BSE program's objectives; twenty-eight percent (28%) have some comprehension; and only four percent (4%) are uninformed of the BSE program's objectives.

Laurante (2019) studies the stakeholders' awareness of Leyte Normal University's vision, mission, goals, and objectives (VMGO) and how they are communicated; it evaluates the stakeholders' grasp and acceptance of the VMGO. Data is collected using a descriptive research approach based on a survey and a stakeholder survey questionnaire. Results suggest that most stakeholders know, comprehend, and support the VMGO. Most respondents believe that the VMGO is effectively expressed, consistent with one another, congruent with educational practices or activities, and achievable. It also reveals that the internal stakeholders, notably the administrators and faculty members, are far more educated, accepting, and aware of the VMGO than the external stakeholders. Diverse University stakeholders found the College of Arts and Sciences's Vision, Mission, Goal, and Program Objectives to be very acceptable. In addition, Compelio et al. (2015) examined the knowledge, comprehension, and acceptance of the mission and vision of Benguet State University (BSU) and the goals of the College of Nursing (C.N.). The study outcomes provided light on the understanding, comprehension, and acceptability of the VMGO among university students. The conclusion may be valuable for creating data that may be utilized to enhance the College of Nursing's and other institutions' VMGO distribution and evaluation procedures. The

findings revealed that the Benguet State University - College of Nursing students have a high degree of VMGO knowledge, understanding, and acceptability. The stronger a student's grade level, the better his or her awareness, comprehension, and tolerance.

On the other hand, gender is a factor; particularly, males are more aware of and receptive to the VMGO. The research also revealed a correlation between students' knowledge, understanding, and acceptance of the VMGO. Students contribute to the realization of the VMGO by abiding by university norms and procedures, achieving academic excellence, participating in school events, becoming role models, passing board examinations, and doing research. Moreover, Garcia et al. (2021) observed that an institution's vision, mission, goals, and objectives (VMGO) serve as its basic pillars in achieving its thrusts, mandates, and aspirations. This descriptive cross-sectional study evaluated the level of awareness and acceptance of the university's vision and mission statement, as well as the goals and objectives of the teacher education programs at a public institution in Central Luzon, Philippines, among the institution's stakeholders. A total of 118 stakeholders, including administrators, faculty members, staff, alumni, and students, responded to the survey. The results revealed that the university's constituents are familiar with its new mission and vision statement. In addition, they have a thorough comprehension of the goals and objectives of teacher education programs. Almost every stakeholder actively participates in the reformulation of the mission statement. The VMGO is also clear, understandable, and acceptable, as established by university stakeholders.

Bentor et al. (2017) planned to examine the degree of awareness, acceptance, and relevance of the NSU graduate school programs' vision, purpose, goals, and objectives. It utilized a descriptive study methodology. The study's findings reflect students' and NSU stakeholders' comprehension, relevance, and acceptance of the university's graduate programs' vision, mission, goals, and objectives. The result may be valuable for generating information that can be used to enhance the Graduate school's processes and the distribution and evaluation of their VMGO. The study's findings revealed that graduate students and other respondents were fully aware, relevant, and receptive to the various courses' NSU Vision, Mission, and Graduate School goals and objectives.

The studies yielded favorable results, revealing a high awareness, acceptance, and comprehension of the various VMGOs of the examined colleges. Similar findings were reported by Labo (2018), Fernandez (2015), De Guzman (2018), and Cascolan (2017). According to the findings, all higher education institutions surveyed are aware of and receptive to the VMGO. The parents and industry partners got the lowest score for stakeholders' awareness and approval. In order to improve their understanding and acceptance of the VMGO, parents, and stakeholders should be directly involved in its review and reformulation. This article seeks to assess the acceptability, awareness, and comprehension of the vision, mission, and objectives of the College of Business Education at Northwestern University's many stakeholders. Lastly, this report will serve as a resource for the administrators and senior officers of the school in their efforts to continuously enhance the school's services and sustain its quality initiatives for its stakeholders. The VMGO's effectiveness is contingent upon its structure and dissemination. In addition, it is possible to infer that widely acknowledged and understood VMGO is one of the indicators of a high-quality institution. To do this, members of an educational institution must be conversant with its VMGOs and fully comprehend their implications.

RESEARCH METHOD
Participants

The study respondents were selected using a convenience sampling technique and are the stakeholders (alumni, industry partners and employees). In contrast, for students of the College of Business Education, the Raosoft calculator was used to compute the sample size. This study

involves the participation of second to fourth-year students and alumni who graduated within the last five years. The total population of COBE students is 900, with 22 faculty members and two non-academic staff members. Table 1 presents the profile of the respondents in more detail.

Table 1. Demographics of Respondents

Characteristics	Frequency	Percentage
Students		
Year Level		
First Year	64	18
Second Year	67	18
Third Year	83	22
Fourth Year	156	42
Course		
BSBA	93	25
BS HM/CM	148	40
BS Tourism	130	30
BS Accountancy	19	5
Gender		
Male	129	35
Female	241	65
Faculty & Staff		
Years in the University		
1-5 years	4	21
6-10 years	2	11
11-15 years	4	21
16-20 years	6	32
21-25 years	2	11
Above 25 years	1	5
Employment Status		
Full-time	16	84
Part-time	2	11
Contractual	1	5
Alumni		
Gender		
Male		
Female		
Age		
20 years old and younger	135	40
21-22	90	26
23-24	93	27
25 years and above	23	7
Industry Partner		
Gender		
Male	2	40
Female	3	60
Age		
21-25	2	40
26-30	0	0
31-35	1	20
36-40	2	40

Research Instrument

A questionnaire served as the research tool that was utilized throughout the study process. The questionnaire is broken up into three different pieces. The demographic profile comes first, followed by examining acceptability, awareness, and views of VMGO at NWU in the second section. Age, work position, gender, average monthly income, educational achievement, and level of schooling were the components of the demographic profile. The second and third sections have been modified from a research article by Castillo (2014).

Data Analysis

For the first part, descriptive statistics will be utilized. Mean ratings of the variables are used. The suggested structural model on the relationship between the variables is tested using a predictive-correlational approach to see whether it is applicable. The parameter estimates of the suggested model are measured using the partial least squares-structural equation modeling (PLS-SEM) approach. Moreover, the researchers used focus group discussions, interviews, and document analysis of the 2022 Strategic Planning Session to validate the stakeholders' responses.

Ethical Considerations

Ethics were considered in the College of Business Education stakeholders' study. Participants learned about the study's goal and unique contribution. After explaining the study's aim, informed permission was obtained. The researchers also welcomed participants to withdraw at any time. All questions are addressed honestly.

During the study process, researchers say and follow everything. The researchers ensured respondents received the best, benefited from the study's results, contributed to teaching and learning, and were never physically, mentally, or emotionally harmed. Informed permission also comprised (a) a researcher-participant agreement to participate in the study. Sufficient information was presented and explained to participants at their level of comprehension, (b) information from which participants can withdraw at any time, ask questions, and refuse to answer questions if they are uncomfortable with the questions, (c) an explanation of the study's potential risks and benefits to help them make informed decisions about their participation, and (d) a description of the participants. Data collection began with a completed permission form.

Each participant received a reference-based code and attached it to the interview guide to maintaining confidentiality and anonymity. The researchers did not identify respondent data. The researchers gave each participant a unique number identifier for anonymity. Only the researcher knows the source. A cabinet protected the data. The researchers protected participants' anonymity by concealing experience information. Participants were informed that they might withdraw anytime if they felt uncomfortable. Participants received this just before data collection.

The report states that the researchers have no financial, familial, or proprietary conflicts of interest with the sponsor or study site. This ensures that only essential actions are taken and that the study is neither biased nor unfair. The study respondents will be safeguarded from physical, psychological, and mental assault since they are residents. None of the respondents are old, pregnant women, indigenous people (IP), homeless persons, terminal or incurable illness patients, powerless people due to poverty, or dependent children.

Official communications were sent to the relevant authorities to obtain authorization to recruit responders. The responder asked questions the researchers expected to be answered. After providing all essential information, the researchers obtained written informed consent from the individual. Respondents are safe since data was collected using an interview guide. The survey also requested the respondent's most convenient interview time.

FINDINGS AND DISCUSSION
Awareness, Acceptance and Understanding of the VMGO

Table 2 presents the level of awareness of stakeholders of NWU to its VMGO. As seen in the table, the highest weighted means are the faculty (x̄ = 3.72) and staff (x̄=3.97) in terms of awareness of the VMGO. The familiarity of faculty and staff on the VMGO of the University can be attributed to the fact that they have been employed and connected for more than five years at the time of the study. Moreover, faculty and staff are more conscious that they need to learn the VMGO of their organization. Also, the achievement of the VMGO is discussed at every faculty and staff meeting in COBE, whether in the areas of instruction, research, extension, production, or any other aspect of the university's effort to enhance its operations in order to produce positive outcomes or impacts for the target clienteles. What is glaring with the awareness results is that of the industry partners group. Even though they are the third party at the University, they have a high mean rating for awareness (x=3.64), as seen in the table. This only means that the College also orient their industry partners of the VMGO before they collaborate and partner with them.

Table 2. Awareness of Stakeholders to VMGO

Construct/Items	Students		Faculty & Staff		Alumni		Industry Partner	
Awareness	x̄	VI	x̄	VI	x̄	VI	x̄	VI
I am familiar with NWU's Vision and Mission	3.54	HA	3.93	HA	3.64	HA	3.80	HA
I am aware of NWU's Objectives.	3.51	HA	3.93	HA	3.61	HA	3.80	HA
I am aware of the Program Objectives to which I belong.	3.49	HA	3.55	HA	3.51	HA	3.80	HA
I am conscious that the VMGO are posted on message boards.	3.20	MA	3.43	HA	3.51	HA	3.60	HA
I am aware that the VMGO appears in catalogs, manuals, and other publications.	3.18	MA	3.93	HA	3.12	MA	3.65	HA
I am aware that the VMGO is aired via media outlets and the internet.	3.14	MA	3.67	HA	3.10	MA	3.44	HA
I am aware that the VMGO appears in catalogs, manuals, and other publications.	3.12	MA	3.57	HA	3.15	MA	3.40	HA
Composite Mean	**3.31**	**HA**	**3.72**	**HA**	**3.38**	**HA**	**3.64**	**HA**

Legend: 1.00-1.75 Not Aware (NA)
1.76-2.25 Slightly Aware (S.A.)
2.26-3.25 Moderately Aware (MA)
3.26-4.00 Highly Aware (H.A.)

Students' overall mean rating is 3.31, with a verbal interpretation of Highly Aware. This is a good indicator that students are aware of the VMGO. However, looking closely at the items, it is evident that some only have the verbal interpretation of Moderately Aware. This means that the College still needs innovations and strategies to make students aware of the VMGO of the University.

Furthermore, Table 3 shows the level of understanding and acceptance of VMGO by the different stakeholders of the College. Compared to the level of awareness, acceptance, and awareness received better results. Again, the faculty (x̄ = 3.98) and staff (x̄=4.00) of the College got the highest rating regarding the understanding and acceptance of the VMGO. This connotes that they accepted the responsibility to develop students and that they have accepted to live up to the

VMGO of the University and become role models. As students, they have received a high mean rating as well ($\bar{x}$=3.58) with a verbal interpretation of Highly Understood. This is indicative that students know their responsibilities and duties as a student, such as reading their lessons and being responsible students of the College. This shows that the institution is concerned with generating competitive graduates, competent or trained researchers, extension catalysts, and embodies the university's basic values of excellence, professionalism, selfless service, and honesty.

Table 3. Understanding and Acceptance of Stakeholders to VMGO

Construct/Items	Students		Faculty & Staff		Alumni		Industry Partner	
Understanding and Acceptance	$\bar{x}$	VI	$\bar{x}$	VI	$\bar{x}$	VI	$\bar{x}$	VI
I understand and accept the NWU Objectives.	3.59	HU	4.00	HU	3.59	HU	4.00	HU
I comprehend and embrace NWU's Vision & Mission.	3.60	HU	3.93	HU	3.58	HU	4.00	HU
I comprehend and accept the Objectives of the Program to which I belong, as well as the responsibility for achieving these objectives in my capacity.	3.56	HU	4.00	HU	3.49	HU	3.80	HU
Composite Mean	**3.58**	**HU**	**3.98**	**HU**	**3.55**	**HU**	**3.93**	**HU**

Legend: 1.00-1.75 Not Understood (NU)
1.76-2.25 Slightly Understood (S.U.)
2.26-3.25 Moderately Understood (M.U.)
3.26-4.00 Highly Understood (H.U.)

Perception of the VMGO

As presented in Table 4, all the College of Business Education stakeholders find the VMGO of NWU clear and consistent. All of them state that all the aspects and the directions of the University and the goal of producing quality graduates are found in the VMGO of the University. The stakeholders of COBE think that the vision, Mission, goals, and objectives are clearly expressed and consistent, as shown in Table 4. All groups have the greatest influence on the notion that the vision accurately reflects NWU's aspirations for the future.

Table 4. Clarity and Consistency of NWU's VMGO

Construct/Items	Students		Faculty & Staff		Alumni		Industry Partner	
Perception	$\bar{x}$	VI	$\bar{x}$	VI	$\bar{x}$	VI	$\bar{x}$	VI
Clarity and Consistency								
Future aspirations of NWU are reflected in the vision.	3.59	HC	3.87	HC	3.59	HC	3.80	HC
The Mission Statement represents the legal and educational purpose of Northwestern University.	3.55	HC	3.87	HC	3.58	HC	3.60	HC
The Goals are clearly articulated and aligned with NWU's mission.	3.54	HC	3.93	HC	3.49	HC	3.80	HC
NWU's Objectives are congruent with the Program Objectives.	3.52	HC	3.93	HC	3.53	HC	3.80	HC
The Program Objectives outline the desired results in terms of students' and graduates' competences and technical abilities.	3.50	HC	3.93	HC	3.46	HC	3.80	HC

The Program Objectives specify the intended achievements in terms of graduate and student research and extension skills.	3.49	HC	3.67	HC	3.46	HC	3.80	HC
The Program Objectives specify the anticipated results in terms of the students' concepts, ideal attitudes, and personal discipline.	3.49	HC	3.67	HC	3.44	HC	3.80	HC
The Program Objectives specify clearly the intended moral character results.	3.47	HC	3.73	HC	3.41	HC	3.80	HC
The Program Objectives specify the desired results in terms of critical thinking abilities in a clear and concise manner.	3.50	HC	3.87	HC	3.42	HC	3.80	HC
The Program Objectives specify the intended results in terms of aesthetic and cultural values in a clear and concise manner.	3.47	HC	3.80	HC	3.42	HC	3.60	HC
Composite Mean	**3.51**	**HC**	**3.85**	**HC**	**3.38**	**HC**	**3.76**	**HC**

Legend: 1.00-1.75 Not Clear (NC)
1.76-2.25 Slightly Clear (SC)
2.26-3.25 Moderately Clear (MC)
3.26-4.00 Highly Clear (H.C.)

Table 5. Congruency of NWU's VMGO

Construct/Items	Students		Faculty & Staff		Alumni		Industry Partner	
Congruency	x̄	VI	x̄	VI	x̄	VI	x̄	VI
Actual educational procedures and activities are consistent with the NWU's mission	3.34	HC	3.20	MC	3.32	HC	3.80	HC
Actual educational procedures and activities are consistent with NWU's objectives.	3.34	HC	3.40	HC	3.25	MC	3.40	HC
Actual educational methods and activities are consistent with the Program Objectives to which I belong.	3.36	HC	3.47	HC	3.27	HC	3.60	HC
The faculty and student projects and activities directly contribute to the attainment of the program's objectives.	3.38	HC	3.60	HC	3.50	HC	3.60	HC
VMGO serve as the basis for all NWU activities.	3.36	HC	3.73	HC	3.31	HC	3.60	HC
Composite Mean	**3.36**	**HC**	**3.48**	**HC**	**3.33**	**HC**	**3.60**	**HC**

Legend: 1.00-1.75 Not Congruent (NC)
1.76-2.25 Slightly Congruent (SC)
2.26-3.25 Moderately Congruent (MC)
3.26-4.00 Highly Congruent (H.C.)

Furthermore, according to Table 5, most stakeholders agree that educational methods and activities align with the mission, goals, and objectives. Moreover, they believe that faculty and student projects and activities contribute directly to achieving program outcomes and that the

VMGO serves as the cornerstone for all NWU operations. In addition, respondents are sure that the projects and activities undertaken by professors and students directly contribute to achieving their program's goals.

The table reveals one item under the Alumni category that obtained a rating of Moderately Congruent: "There is congruence between actual educational practices and activities and NWU's goals." This implies that Alumni believe there is still room for development regarding the congruence between actual practices and NWU's stated objectives.

Table 6. Attainability of NWU's VMGO

Construct/Items	Students		Faculty & Staff		Alumni		Industry Partner	
Attainability	x̄	VI	x̄	VI	x̄	VI	x̄	VI
The Objectives of the Program where I belong are being attained	3.43	HC	3.73	MC	3.42	HC	3.60	HC
The Goals of NWU are being achieved	3.41	HC	3.87	HC	3.37	MC	3.60	HC
The Vision and Mission of NWU are being realized	3.47	HC	3.80	HC	3.47	HC	3.80	HC
Composite Mean	**3.44**	**HC**	**3.80**	**HC**	**3.42**	**HC**	**3.67**	**HC**

Table 6 demonstrates that COBE's stakeholders largely agree that the program objectives, COBE's aims, and NWU's vision and purpose are being met, with the professors and staff having the highest overall mean and the students and alumni having the lowest.

Indicators of Model Fit and Quality

The link between 4 variables, including personal profile, awareness, acceptance and understanding, clarity and consistency and perception towards VMGO, was examined using PLS-SEM. Evaluation of the PLS-SEM route model includes two phases (Hulland, 1999) The first section examines a measurement model. This phase evaluates the variables' validity and dependability. The second stage assesses the structural model by assessing the supposed links between variables (Dimaunahan & Amora, 2016).

Table 7 provides the model fit coefficients and quality indicators for the structural equation model. According to the overall results, the SEM estimates fall within the allowable range.

Table 7. Model Fit and Quality Indices of SEM

Model fit and Quality Indices	Coefficients
APC	0.308, p<0.001
ARS	0.376, p<0.001
AARS	0.373, p<0.001
AVIF	1.401
AFVIF	1.977
Tenenhaus GoF	0.495

The p-values of the average path coefficient (APC), average R-squared (ARS), average block VIF (AVIF), and average full collinearity VIF (AFVIF) indices need to be less than 3.30 for the model to be considered valid (Kock, 2017). If the Tenenhaus goodness of fit (GoF), which is a measure of the model's explanatory capacity is more than 0.1, it is considered to be small; if it is larger than 0.25, it is considered to be medium; and if it is greater than 0.36, it is considered to be large.

According to Wetzels et al. (2009) and Kock (2017), calculating the GoF requires using the mean commonality index in addition to taking the square root of the ARS (Tenenhaus et al., 2005). The indicators of the model's quality and fit are shown in Table 7 fall within the limitations of what is permissible.

Table 8. Item Loadings, AVE, and Reliability of the Variables

Construct/Items	Item Loading	AVE	CR	CA
Awareness, Acceptance and Understanding				
Awareness				
I am familiar with NWU's Vision and Mission	0.791	0.637	0.946	0.936
I am aware of NWU's Objectives.	0.848			
I am aware of the Program Objectives to which I belong.	0.852			
I am conscious that the VMGO are posted on message boards.	0.871			
I am aware that the VMGO appears in catalogs, manuals, and other publications.	0.890			
I am aware that the VMGO is aired via media outlets and the internet.	0.821			
I am aware that the VMGO appears in catalogs, manuals, and other publications.	0.877			
Understanding and Acceptance				
I understand and accept the NWU Objectives.	0.947			
I comprehend and embrace NWU's Vision & Mission.	0.941			
I comprehend and accept the Objectives of the Program to which I belong, as well as the responsibility for achieving these objectives in my capacity.	0.856			
Clarity and Consistency		0.750	0.968	0.963
Future aspirations of NWU are reflected in the vision.	0.801			
The Mission Statement represents the legal and educational purpose of Northwestern University.	0.824			
The Goals are clearly articulated and aligned with NWU's mission.	0.863			
NWU's Objectives are congruent with the Program Objectives.	0.898			
The Program Objectives outline the desired results in terms of students' and graduates' competences and technical abilities.	0.899			
The Program Objectives specify the intended achievements in terms of graduate and student research and extension skills.	0.853			
The Program Objectives specify the anticipated results in terms of the students' concepts, ideal attitudes, and personal discipline.	0.881			

The Program Objectives specify clearly the intended moral character results.	0.884			
The Program Objectives specify the desired results in terms of critical thinking abilities in a clear and concise manner.	0.883			
The Program Objectives specify the intended results in terms of aesthetic and cultural values in a clear and concise manner.	0.869			
Perception Congruency				
Actual educational procedures and activities are consistent with the NWU's mission	0.884	0.711	0.952	0.942
Actual educational procedures and activities are consistent with NWU's objectives.	0.887			
Actual educational methods and activities are consistent with the Program Objectives to which I belong.	0.889			
The faculty and student projects and activities directly contribute to the attainment of the program's objectives.	0.893			
VMGO serve as the basis for all NWU activities.	0.846			
Attainability				
The Objectives of the Program where I belong are being attained	0.912			
The Goals of NWU are being achieved	0.938			
The Vision and Mission of NWU are being realized	0.920			

The reliability and validity tests, both convergent and discriminant, were analyzed so that the measurement model could be evaluated. An investigation of construct dependability enables the evaluation of a reflective item or collection of reflective items with respect to the construct that the evaluation is intended to assess (Straub et al., 2004; Roldan & Sanchez-Franco, 2012). When evaluating dependability, composite reliability and Cronbach's alpha, are the two most common metrics utilized (Kock, 2017). Scores of at least 0.70 on the composite reliability (C.R.) and Cronbach's alpha (C.A.) tests are required to establish a high degree of dependability. (Nunnally & Bernstein, 1994). According to Table 3, the conditions for the construct's dependability were satisfied by the variables of awareness, comprehension, and acceptance of the VMGO, as well as clarity and consistency.

Convergent validity, on the other hand, assesses the quality of the questions or question statements that are included in a research instrument. This demonstrates that participants understand the goals or question statements of each construct as intended by the designers of those constructs (Kock, 2017). For convergent validity, the p-values of each item must be less than or equal to 0.05, and the loadings must be greater than or equal to 0.5. (Kock, 2017). Item loading refers to the connection between a piece of content and a structure (Kock, 2017). Each item loading in Table 8 meets the criteria for statistical significance and is more than 0.5. In addition, the average variance extracted (AVE) is a measurement that determines the variation of each construct recovered from its components compared to the variance of the measurement error (Amora et al., 2016). The average value of each latent variable's AVE is greater than the validity criterion of 0.5, as was indicated before. The AVE coefficients were calculated to the highest degree of accuracy.

Table 9. Square Roots of AVE Coefficients and Correlation Coefficients

	Personal Profile	Awareness	Understanding	Perception
Personal Profile	**0.628**			
Awareness, Acceptance, Understanding	0.155	**0.798**		
Understanding	0.175	0.695	**0.866**	
Perception	0.085	0.686	0.786	**0.843**

Table 9 presents the results of a test that examines the discriminant validity of the instrument by analyzing the correlations between variables with the help of the square roots of AVE coefficients. In order to determine the discriminant validity of a questionnaire, it must be determined whether or not the respondents can understand the statements associated with each latent variable. In addition to this, it ensures that statements made regarding a single variable, for instance, do not contradict assertions made regarding other variables (Kock, 2017). It is imperative that the square root of each variable's AVE is higher than the square root of any correlation that may exist between the variables. It is plausible, given the data, to declare that the measures used in the study have discriminant validity.

Table 10. Path Results

Hypotheses	B	P-value	S.E.	f^2
H1. Personal Profile – Awareness, Acceptance and Understanding	0.269	<0.001	0.051	0.08
H2. Personal profile - Congruency and Clarity	-0.026	0.313	0.053	0.005
H3. Personal Profile – Perception	0.046	0.194	0.053	0.007
H4. Awareness, Acceptance and Understanding – Congruency and Clarity	0.726	<0.001	0.048	0.522
H5. Awareness, Acceptance and Understanding – Perception	0.312	<0.001	0.051	0.222
H6. Congruency and Clarity - Perception	0.585	<0.001	0.049	0.466

Table 10 depicts the model for a multiple relationship test. There are significant relationships between a personal profile and the awareness, acceptance, and comprehension of VMGO (B=0.269, p0.01), between personal awareness, acceptance, and comprehension and congruency and clarity (B=0.726, p0.01), between awareness, acceptance, and comprehension and perception (B=0.312, p0.01), and between congruency and clarity and perception (B=0.585, p0.01), but there is no significant relationship between a personal profile and congruency.

The parameter estimates for the relationship model are shown in Table 10. The examination of the data demonstrated that the personal profile of a respondent influences their understanding, acceptance, and comprehension of VMGO (B=0.269, p0.001). The positive route coefficient demonstrates how a person's profile improves their understanding, acceptance, and awareness of VMGO. Cohen's f^2 = 0.08 indicates that the route from personal profile to awareness, acceptance, and understanding of VMGO has a modest impact size. The conclusion provides support for H1.

The personal profile had no significant effect on consistency and clarity (B=-0.026, p=313).

The positive route coefficient suggests that personal profile does not affect congruity and clarity. Hence, H2 is unsupported. The influence of personality traits on judgments of VMGO was minimal (B=0.046, p=0.194). Hence, H3 lacks support.

In addition, awareness, acceptance, and understanding statistically impact congruence and clarity (B=0.746, p=0.001). The presence of awareness, acceptance, and understanding improves coherence and clarity, as shown by the positive route coefficient. The relationship between the two variables is quite significant (f^2 = 0.52; Cohen). Hence, H4 is supported.

In addition, VMGO awareness, acceptance, and understanding significantly influence VMGO perception (B=0.312, p0.001) Positive path coefficient suggests that awareness, acceptance, and understanding enhance perception. Significant (Cohen's f^2=0.222) is the correlation between identity and loyalty. Hence, H5 is supported. Lastly, congruency and clarity affected VMGO perception (B=0.585, p=0.001). The positive path coefficient shows that congruency and clarity enhance perceptual acuity. Cohen's f^2=0.466 demonstrates that the connection between identity and loyalty has a substantial effect. Hence, H6 is supported.

CONCLUSIONS

The study analyzed university stakeholders' awareness, acceptance, comprehension, and perception of the institution's vision and purpose and the aims and objectives of business education programs. The vision statement, purpose, goals and objectives are well-known, accepted, and comprehended by all stakeholders. The VMGOs are clear, intelligible, and acceptable to the stakeholders. The existence and distribution of the VMGO of NWU are well-known to all parties involved. They comprehend and strongly embrace them and find them articulated and consistent with all university programs, educational methods, activities, and plans. In addition, respondents found the VMGO to be very compatible with program objectives.

The high awareness and high acceptability of the vision, Mission, and goals of the College of Business Education and the Program Outcomes indicate that the COBE stakeholders appeared to have a thorough understanding of the NWU's Vision, Mission, Goals, and Program Outcomes of the COBE and to view the College's Vision, Mission, and Goals as highly acceptable within the context of what is appropriate and relevant to the business profession. The high level of awareness is also ascribed to the extensive dissemination of the Vision, Mission, Goals, and Program Outcomes through highly prominent posters and billboards in the Mega Building. The stakeholders support the College's intentions and intended future course of action. In addition, the increasing acceptance of the College's Vision, Mission, Goals, and Program Outcomes results from the students' enhanced awareness.

This study is different from the existing research about the assessment of VMGO of a university since it used PLS-SEM to confer the relationships of the different variables such as awareness, acceptance, understanding, congruency and perception of stakeholders. The study confirmed that strong awareness and comprehension of VMGO affect its attainability and congruency. This means that the University should make it a point that efforts to let the stakeholders know and understand the VMGO should be a topmost concern and priority. In this study, the model that was tested and verified through PLS-SEM is presented in the Figure 2 below.
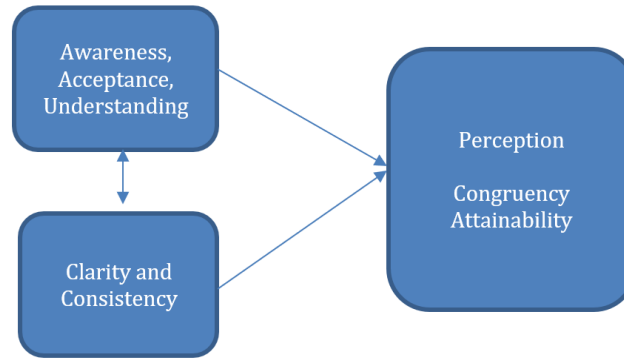
Figure 2. Recommended Framework

This implies that the University should not forget to continuously orient their students about the Vision, Mission, goals, and objectives of NWU and COBE's goals to inculcate to the different stakeholders its core concepts and in order to attain the NWU's goal of producing world-class citizenry.

LIMITATION & FURTHER RESEARCH

The study suggests conducting a huge information distribution effort using various media to tell stakeholders about the vision statement, the institution's Mission, and the aims and objectives of business education degree programs. These media formats include social media usage, infographics, radio, cartoons, tarpaulins posted in key spots throughout the campus and community, and video clips. Participants are also invited to contribute to achieving the university's desired results and mandates. The findings of the study also have policy formulating consequences. The institution may require students to recite the university's vision and Mission during student clearing or other events. The degree programs' aims and objectives should be prominently displayed in all rooms, buildings, and websites. The College of Business Education should have a webpage announcing significant advancements. The institution may also add the V.M. statement in the footer of official letters and documents for greater distribution.

For future research, larger sample sizes may be used to ensure higher validity and a broader reach. Qualitative methods may also be employed to characterize the respondents' knowledge and acceptance of the VMGO.

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