

Dissemination, Awareness and Acceptability of the VMGO of Benguet State University from the Perspectives of the Stakeholders

Evelyn Santos Angiwan, PhD.

Associate Professor V, Department Chairperson
College of Teacher Education, Benguet State University, Philippines

Abstract

The institutional vision, mission, goals and objectives (VMGO) serve as a beacon of light for the University in attaining its dreams and aspirations set forth by the administration or leadership with the strong support from its constituents. Thus, this study focused on the dissemination, awareness and acceptability of the VMGO of Benguet State University, Northern Philippines from the lens of the stakeholders composed of one-hundred eighty-three (183) respondents distributed according to the following categories: administrators, teaching personnel, non-teaching staff, representatives from the graduate school alumni, and parents representing the community sector. Descriptive survey was employed and a validated data gathering tool was utilized. Obtained data and information via Google Form was analyzed through frequency, percentage, ranking, weighted means and interpreted using equivalent qualitative descriptions. The use of online platforms and face-to-face dissemination strategies of the VMGO were very effective. Based on the overall results, the stakeholders particularly the teaching personnel, non-teaching staff, alumni and parents or community groups are moderately aware of the VMGO but the administrators claimed to have full awareness. Meanwhile, the stakeholders among teaching personnel and alumni groups evaluated the VMGO with high acceptability but the administrators, non-teaching staff, and parents/community groups rated the VMGO as moderately acceptable. In sum, the stakeholders from various representative groups are moderately aware of the VMGO while the level of acceptability is also moderate, conveying a strong and high acceptance of the vision, mission, goals and objectives of the institution. Conclusively, there is a need to intensify the dissemination of the VMGO to the various stakeholders using technology-based information dissemination to achieve very high level of awareness and acceptance among stakeholders. A follow-up study on the VMGO attainment and congruence along the University's four-fold function such as instruction, research, extension and production may be considered for greater awareness and higher acceptability. A study on the congruency of the VMGO vis-à-vis attainment of curricular program goals among undergraduate and graduate students could be a significant research focus as part of the recommendation.

Keywords - Vision, Mission, Goals, Objectives, Dissemination, Awareness, Acceptability, Stakeholders

1. Introduction

The institutional Vision, Mission, Goals and Objective (VMGO) serve as guideposts of the organization leading towards its desired destination and expected outcomes. It outlines in a broader sense what the institution wants to become in the future, how it will achieve its dreams and aspirations, and how it will put into action its targets to attain significant successes for its endeavors in the areas of instruction, research, extension, production and governance. The fundamental purpose of the institution is the essence of its existence as part of the local and global community. The dissemination, awareness, and acceptability of institutional Vision, Mission, Goals, and Objectives (VMGO) among stakeholders are critical determinants of the institution's capability to align its long-term strategic directions with specific targets along its major tasks in the areas of quality instruction, innovative research activities, and relevant extension programs; engagements with clientele; administrative functions and governance; and partnerships with international and local linkages. A well-crafted VMGO based on existing data in previous years ensures an improved institutional dynamics and quality of service through continuous engagements with stakeholders, partner-institutions in global arena as well as with local communities. Since the VMGO under the current administration of the University has already been implemented for almost one term (four years), this survey is timely to determine the extent of implementation based on identified parameters or key result areas targeted by the University. Understanding the importance of the VMGO from the standpoint of the stakeholders cannot be ignored because of its vital role in guiding the institution to align its strategic functions, academic programs, administrative functions, clientele engagements, and desired performance of graduates (Seymour, 2016; Slamet & Rahman, 2024). Challenges in higher education institutions and VMGO alignment is part of the school agenda in reviewing its strategic functions to successfully attain its goals and objectives. However, dissemination strategies are limited to the usual means of information campaign rather than integrating it into the curriculum and institutional culture (Ferrer & Recio, 2021). Moreover, the foundational elements of strategic management should be anchored on a well-communicated VMGO that could influence governance and human resource management practices, and improvement of academic services (Slamet et al., 2024). Employees can work harmoniously towards common goals if the VMGO is integrated into daily operations ensuring that all stakeholders understand the essence of the Vision, Mission, Goals and Objectives (VMGO) as guiding statements towards the attainment of institutional success (Ozdem, 2023). In the Philippines, State Universities and Colleges (SUCs) subject all its academic programs for accreditation and evaluation to sustain quality assurance. The first area is focused on the institutional Vision, Mission, Goals and Objectives (VMGO) particularly on its wider dissemination, awareness, congruency, and acceptability among stakeholders; and correlation with other factors like excellence and global competitiveness, alignment with industry and career preparation of graduates. Anchored on the VMGO are the areas subjected for evaluation by the accreditors such as faculty, curriculum and instruction, student development, research and extension, linkages, library resources, physical facilities, laboratories, administration and governance. Garcia, et al (2021) pointed out that stakeholders' awareness and acceptance of the VMGO are crucial for institutional development and program effectiveness while Castro, et al (2017) emphasized that the alignment of VMGO with stakeholders' perceptions is linked to the improvement of educational outcomes and institutional reputation. Thereby, the role of stakeholders in promoting institutional programs to communities could greatly contribute to institutional performance

and organizational success. This will also increase enrolment and support from scholarship sponsors; funding sources for research and extension programs from both public and private agencies.

Notably, studies conducted by other state universities in the country on the awareness and acceptability of the VMGO revealed similar findings. Results of the study conducted by Limama, et al (2025) affirmed that the stakeholders across groups in Davao Del Norte State College claimed that they have a very high level of awareness and acceptability of the institution's VMGO. While the stakeholders from Pili Capital College, Inc. demonstrated general awareness and acceptability of the VMGO based on the results of the study by Morallo, J. and Cedron, J. (2025). Furthermore, the need for more studies in the Cordillera Administrative Region, Philippines on the awareness, acceptability, and congruence of the VMGO along the various curricular program offerings in State Universities and Colleges in the region from the standpoint of the stakeholders needs to be addressed by institutional leaders. To address this gap, this study focused on the identified metrics to draw responses and feedbacks from the lens of the stakeholders. All curricular program offerings of the University are subjected to accreditation processes and certification of program compliance from the Commission on Higher Education, a mandatory requirement prior to the offering of the degree programs. Feedbacks from stakeholders are valuable insights for the review and enhancement of curricular programs with reference to the VMGO, serving as guideposts for the delivery of quality services to the stakeholders. As to the significance of the study, results of this study will help the school personnel in reviewing the dissemination strategies used and in exploring for more effective ways of information campaign to share the VMGO and institutional programs to the stakeholders. Realization to the limited means of disseminating the VMGO will challenge those who are in-charge of accreditation to intensify the discussion and sharing of the VMGO by using more strategic means either on a face-to-face mode or by using ICT for better understanding and gaining more support from the stakeholders.

2. THEORETICAL/CONCEPTUAL FRAMEWORK

Theories related to vision, mission, goals, objectives (VMGO) emanated from strategic management principles and organizational behavior which emphasized the importance of aligning organizational goals with the vision-mission to ensure effective strategy development and achievement of organizational goals. Some theories mentioned Bain and Company's Study results that 90% of surveyed firms issue mission and vision statements, which are crucial for effective strategy alignment. In addition, Kotter's vision statement, a concise, forward-thinking, and ambitious vision statement claims that these helps align efforts and motivate stakeholders towards a common goal. Armstrong's goals are broad, overarching targets that organizations aim to achieve within a specified timeframe, directly aligned with both the mission and the vision. Schein's organizational values are the core beliefs, principles, and ethical standards that guide behaviors, decisions, and actions within an organization. These theories provide a framework for understanding how vision, mission, goals, and objectives interact and contribute to organizational success. These serves as guide to organizations in developing effective strategies and setting measurable goals and objectives to achieve within a set time-frame (Bart & Baetz, 1998).

The conceptual framework of this study is reflected in Figure 1 below. The vision, mission, goals, and objectives of the institution should be clearly and intentionally communicated to the stakeholders for

them to understand the great purpose, directions, and specific targets of the organization. The vision statement is a guiding beacon and a declaration of what the organization wants to become in the future which usually looks ahead several years from where it stands at the present to where it is going in the future. The mission statement defines the fundamental purpose of the organization and the very reason why it is existing today. It is a statement that expects positive actions from the stakeholders because it defines who the institution serves and why it offers quality services. The institutional goals are high-level statements that specify what the institution intends to achieve in alignment with the vision and mission and it provides concrete steps to pursue the organizational targets. The objectives are specific, measurable, achievable, relevant, and time-bound (SMART) statements that support the achievement of the organizational goals. These are actionable steps to help the institution monitor its targets based on success indicators. These objectives guide the administrators, policymakers, and stakeholders to ensure that the broader goals are attained. When the vision and mission are clearly communicated to the stakeholders, they know exactly how to exert efforts and what to contribute for the attainment of institutional outcomes.

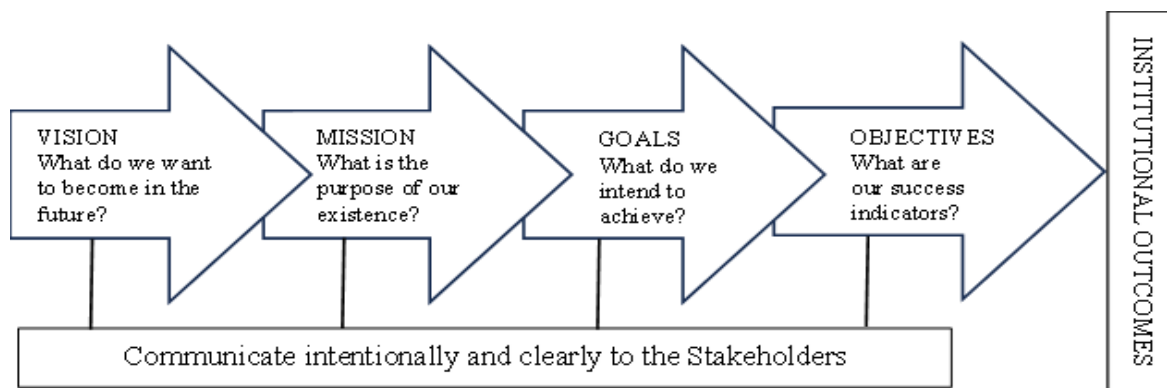


Figure 1. VMGO Framework by E.S. Angiwan (2025)

The paradigm of the study and the interrelationships of the variables are shown in Figure 2 below. The independent variables are composed of the respondents' demographic profile in terms of sex by birth, highest educational attainment, and stakeholder classification into administrators, teaching personnel, non-teaching staff, alumni, and parents or community representatives. It also includes the institutional vision, mission, goals, and objectives and the various strategies utilized by the institution to disseminate the VMGO to the stakeholders. The dependent variables cover the effectiveness of the strategies applied during the VMGO dissemination, level of awareness and acceptability of the VMGO according to the stakeholders. It is expected that the stakeholders will gain deeper understanding of the VMGO to increase their support to the institution by exerting more efforts in terms of productivity in order to attain higher rate of success and achievements of the institutional targets. Somehow, the stakeholders will realize the importance of their roles and the impact of their contributions that will significantly make a difference in the University's life and mission including its status in the academic community not only locally but even internationally.

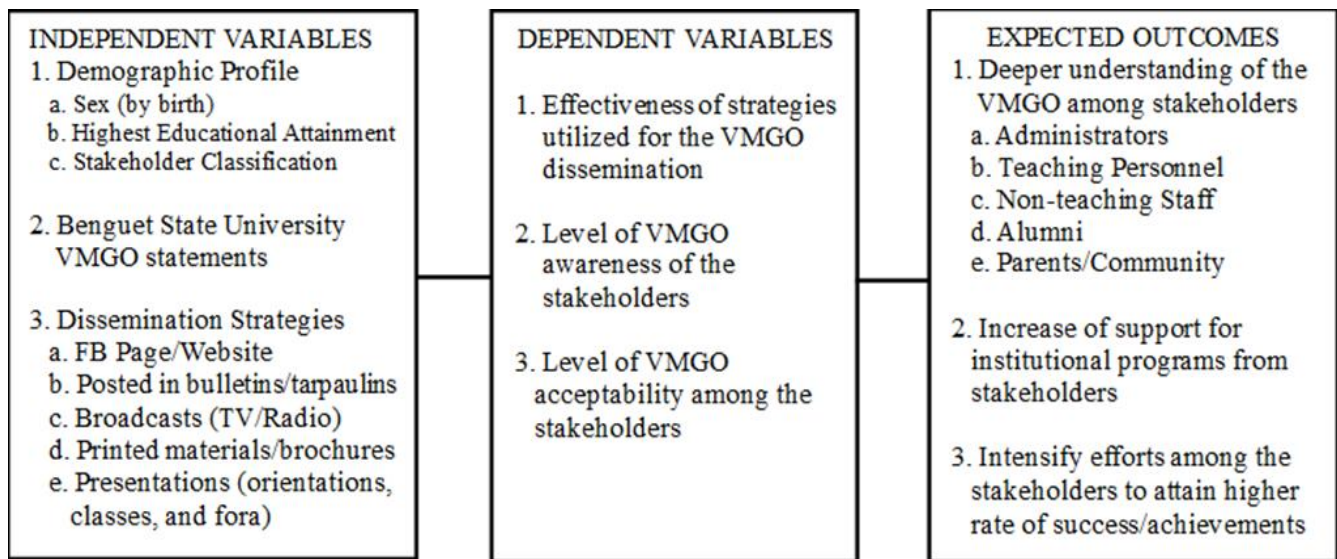


Figure 2. Paradigm of the Study

3. RESEARCH OBJECTIVES

The main objective of the study is to find out the dissemination strategies, awareness and acceptability of the Vision, Mission, Goals and Objectives (VMGO) of Benguet State University from the lens of the stakeholders during the School Year 2025-2026. Specifically, the study focused on identifying the strategies utilized in disseminating the VMGO; and it determined the level of awareness and acceptability of the VMGO among administrators, teaching personnel, non-teaching staff, alumni, parents and community representatives.

4. METHODOLOGY

This portion of the study focused on describing the population and locale of the study; explanation of the materials and instruments utilized to gather data and information; design and procedures involved in the processes applied prior, during, and after obtaining the data. This quantitative research study employed a survey method in gathering valuable information from the identified group of respondents. Data were treated using frequency counts, percentages, weighted means, ranking, and equivalent qualitative descriptions, bases for discussion and interpretation of results of the study. The scope of this study was delimited to the identified respondents composed of administrators, teaching personnel, non-teaching staff, representatives from the graduate school alumni, and parents representing the community sector. These identified stakeholders play very important roles in propelling the school's aspirations to reach greater heights in attaining the key result areas for evaluating top universities in the region as well as in global rankings

Respondents of the Study

Table 1 discloses the demographic profile of the population of the study. The participants of the study are stakeholders from the College of Teacher Education of Benguet State University composed of one-hundred eighty-three (183) distributed as follows: administrators, 7.10 percent; teaching personnel, 26.78 percent; non-teaching staff, 5.46 percent; representatives from the graduate school alumni, 23.50 percent; and parents representing the community sector, 37.16 percent. Total enumeration method was employed in population selection to provide equal opportunities of participation in the study among the stakeholder sectors. The respondents from the alumni group were delimited to those who finished their graduate studies at the College of Teacher Education in the last three years while the parent-respondents were delimited to parents-representatives of the Parent-Teacher Association from the laboratory schools of the college since they are considered as primary stakeholders. The inclusion of variables such as sex and highest educational attainment in the demographic profile of the respondents is a source to describe the sample of participants and the significant differences in the results of the study. Great majority of the respondents are female, 76.50 percent while their male counterparts are only 23.50 percent. In terms of highest educational attainment, great majority are college graduates, 50.82 percent followed by the master's degree holders, 31.6 percent; and the least in number are doctorate degree holders, 17.49 percent. Total sampling method was employed as deemed appropriate to have a considerable population size representing each population category. The overall response rate of 71.34% reflects strong engagement, providing a solid foundation for assessing VMGO-related metrics. These findings are supported by the 4th Philippine Graduate Tracer Study conducted by Tutor, Orbeta, and Mirafior (2019), reports revealed that high response rates in tracer studies are often linked to strong institutional culture and program relevance.

Table 1

Demographic Profile of the Respondents

PROFILE OF THE RESPONDENTS		FREQUENCY (183)	PERCENTAGE %
Sex	Male	43	23.50
	Female	140	76.50
Highest Educational Attainment	Bachelor's Degree	93	50.82
	Master's Degree	58	31.69
	Doctorate Degree	32	17.49
Stakeholder Classification	Administrators	13	7.10
	Teaching Personnel	49	26.78
	Non-teaching Staff	10	5.46
	Alumni	43	23.50
	Parents/Community	68	37.16

Design and Procedure

This study employed a quantitative research approach particularly the descriptive-comparative survey design to determine the sources of information on the dissemination of the VMGO, level of awareness and acceptability of the VMGO from the lens of the stakeholders. This design is widely used in educational researches to examine the characteristics, patterns, and relationships within a population (Creswell, 2014). This design is suitable for this particular study for analyzing the awareness and acceptability levels from the lens of the stakeholders. The survey was administered digitally through Google Forms, with consistent follow-ups online to increase response rates. Prior to the data gathering, participants were informed on the ethical considerations in the conduct of this research. Informed consent was obtained from the participants, ensuring voluntary agreement, providing clear information about the purpose of the study, giving option for withdrawal rights, ascertaining confidentiality and anonymity, storing and protecting the digital files, adhering to data privacy, and restricting access to data by the researcher and utilization of results exclusively for academic purposes. Data obtained through Google Forms were processed systematically using frequency counts and weighted means using Likert four-point rating scale. Equivalent qualitative interpretations were used to describe the results of the study.

Instrumentation

To measure systematically the dissemination, awareness and acceptability of the VMGO among stakeholders of the College of Teacher Education, Benguet State University, Philippines, a structured survey questionnaire was formulated, validated, and administered by the researchers using Google Forms. The instrument was designed to capture the responses of the respondents comprehensively. The data gathering tool is composed of four parts: first part focused on the demographic profile of the respondents; second part is a checklist of the various means used to disseminate to the VMGO to the stakeholders; third part pertained to specific variables that measure the awareness of the respondents on the vision, mission, goals, and objectives; and the last part concentrated on variables that measure the acceptability of the vision, mission, goals, and objectives (VMGO) of the University. The questionnaire was structured using Likert four-point scale. The dissemination strategies were in the form of a checklist while items to measure awareness and acceptability were in the form of structured statements related to the vision, mission, goals, and objectives of the institution using a four-point rating scale with corresponding qualitative descriptions.

Ethical Considerations and AI Utilization Disclosure

The data collection followed structured steps to ensure ethical compliance. A formal request to conduct this study was forwarded to the Head of Office for approval. The data privacy statement formed part of the data gathering tool and permission was sought from the respondents by signifying either their agreement or disagreement to participate in the study. The conduct of this study adhered to ethical standards by ensuring that the key informants were enlightened on the research purpose, methods, possible potential risks, and benefits that may be derived from the results of the study. The principle of transparency ensuring the protection of the respondents' rights was also observed. It was emphasized that participation was voluntary in nature and no coercion was insinuated. Participants were also assured on the treatment of data with confidentiality and about the integrity in dealing with the gathered information. Artificial

Intelligence (AI) was only utilized only to generate references for the related literature to support and corroborate the findings of the study.

5. RESULTS AND DISCUSSION

Research results are thoroughly discussed and analyzed following the chronology of the stated research problems. Corresponding interpretations per specific section of the study including its implications and corroboration of the results with related literatures were incorporated in this portion of the study.

1. Means of VMGO Dissemination to the Stakeholders

Information dissemination plays a vital role in today's fast changing and ever evolving landscape not only among academic sectors but also in various organizations across the globe, universe as well. In this digital era where data is very much accessible to anyone, it is essential that information disseminated by and/or for organizations, governments, public and private sectors, as well as among individual members of the society are verified to ensure that sources are authentic to inform and educate the masses. The main goals of strategic information dissemination are providing online or offline truthful information; transforming individuals by educating; influencing decisions and behaviors; leading people towards positive actions; and empowering others to become aware of what's happening around them.

Table 2 identifies the various sources of information in the dissemination of the vision, mission, goals and objectives (VMGO) to the stakeholders. Top of the lists is the use of the social media through the Benguet State University website and Face Book page. The University Public Affairs Office (UPAO) was responsible in posting the VMGO online. This office is responsible for promoting the vision, mission, goals and objectives of the university to the public. Its main tasks include drafting of press releases, preparation of information for the media, proper arrangement of interviews for the spokespersons of the institution, documentation of events and posting the same online. The need for tracking the university activities through the academic, research, extension, business affairs sectors is necessary as these are determinants to evaluate the attainment of the University goals and objectives to fulfill its vision and mission as an agent of societal development. Hence, its pivotal role in nation building is to serve as catalysts for knowledge dissemination, social transformation, and community development to improve the quality of life and to preserve human assets including cultural and environmental resources. Great majority of the respondents were informed on the VMGO through the billboard at the main entrance of the university, tarpaulins posted in bulletin boards located at the lobby of the different colleges in the campus and other visible areas for common usage or big gatherings such as gym, function halls, clinic, student lounges, and hallways. Furthermore, the University constituents and other stakeholders are well-informed about the VMGO during orientation programs either conducted university-wide or by the different colleges. Copies of the VMGO were also distributed during the orientation programs. Another effective way of disseminating the VMGO was through the faculty members during class orientations since the VMGO is included in the first part of the course syllabi. Each faculty member discussed first the VMGO followed by an overview of the course of study in their respective classes. This implies that massive dissemination through various forms or varied strategies are very effective in informing the

stakeholders about the vision, mission, goals and objectives of the University. It also implies that reproduction of materials such as tarpaulins for posting in visible areas like bulletin boards in the campus and printed materials such as flyers and brochures for distribution during orientation programs are effective means of dissemination.

Table 2

Means of VMGO Dissemination to the Stakeholders

INDICATORS	ADMIN						RANK
	IS- TRATO RS (13)	FACU LTY (49)	STAF F (10)	ALUM NI (43)	PARE NTS (68)	TOTA L (183)	
1. Displayed through billboards in visible areas	12	32	10	31	43	128	3
2. Displayed in bulletin boards in different colleges/offices	13	32	10	34	45	134	2
3. Printed at the back of university activity programs	8	24	5	24	31	92	7
4. Printed at the back of college activity programs	8	20	3	17	24	72	11
5. Printed in leaflets and brochures of the university/ colleges	9	21	3	22	33	88	9
6. Incorporated in university journals, newsletters or school paper	7	23	3	27	29	89	8
7. Broadcast in local radio program of the university	7	16	2	13	26	64	12
8. Posted in the university website or shared in official Face Book Page	13	36	10	43	55	157	1
9. Presented during stakeholders' meetings/for a	8	20	4	22	32	86	10
10. Presented during student							

orientation programs	10	23	7	22	33	95	5
11. Disseminated by faculty during	11	35	4	15	36	101	4
class orientations							
12. Distribution of copies during	9	28	5	17	34	93	6
student orientations							

Moreover, additional forms of VMGO dissemination that informed many of the respondents were program papers during university and college events, journals, newsletters, and school papers incorporating the VMGO in some publications. The last in the list of information source which was least utilized in the VMGO dissemination is sharing during fora and using broadcast through the local radio station. This implies that the University through the Office of Extension Services specifically, the broadcast program “BSU on the Air” will include in its platform the VMGO dissemination by tapping the University Public Affairs Office to do the task. Wider dissemination of the VMGO to the stakeholders could be attained through the broadcast program or during televised interviews like BSU *Kapihan* (Coffee Table) program during foundation anniversary and charter day celebrations.

2. Level of VMGO awareness among stakeholders

Table 3 divulges the overall result of the level of VMGO awareness from the perspective of the stakeholders. The administrators are fully aware of the VMGO of the institution. This means that they are well-informed and completely conscious about the VMGO of the university. It implies that the administrators are very much knowledgeable of the VMGO since they are usually involved during the discussion, cascading, consultation, review, and finalization of the VMGO. The administrators claimed that they are well-informed about the content and context of the VMGO. It implies that the administrators are well-versed and they fully understood the VMGO and they are very reasonably conscious and have full knowledge of the VMGO. It is imperative that discussions regarding the University’s targets (goals and objectives) are concretized through plans, programs and activities (PPAs) in the Office Performance Commitment and Review (OPCR), Department Performance Commitment and Review (DPCRs), and Individual Performance Commitment and Review (IPCRs) from the top management down to the lowest level. On the other hand, the teaching personnel, non-teaching staff, alumni, parents and community groups are moderately aware of the VMGO. The faculty members are knowledgeable since the VMGO is part of the syllabi. All faculty members are mandated to present it during class orientations in every course handled by the teachers particularly at the beginning of the academic year. The respondents are reasonably conscious and have knowledge of the VMGO however, they need to fully grasp the details of the goals and objectives along the four-fold function of the university. The administrators and faculty members claimed that they are aware how the University can achieve its vision in the future. They are also reasonably conscious and have full knowledge about the targets of the University through its four-fold function in the areas of instruction, research, extension, and production. Hence, the quality of instructional delivery would always depend on the teachers. Their crucial roles include instructional leadership and planning, effective management of teaching-learning, ensuring to meet the needs of diverse learners, adapting developmentally appropriate teaching methodologies, monitoring, evaluating and reporting the

progress of students or assessment of teaching and learning as a whole. The tremendous roles and responsibilities of the teachers are determinants of the successful implementation of the university goals and objectives in the area of instruction. Thereby, quality instructional delivery is part of the mission that every faculty member shall fulfill. Their awareness of the University goals and objectives mean so much in attaining the vision and mission of the University as a premier bedrock of transformative education in the country. Generally, the teaching personnel are moderately aware of the University's vision, mission, goals and objectives (VMGO). While the respondents are reasonably conscious about it and have knowledge of it, implications of the results would be the need to thoroughly review and reflect on the University's VMGO so that they will have a full grasp of it to guide them in implementing programs, projects, and activities that lead to the attainment of the University's vision and mission. Perhaps, the stakeholders will appreciate it more if they fully understand the importance of their contributions to the attainment of the University's VMGO through their participation and involvement in various endeavors particularly in the areas of instruction, research, extension, production, and other significant endeavors of the institution. Data revealed that the alumni, parents and community respondents are moderately aware of the VMGO which means that they are reasonably knowledgeable about it however, they need more detailed information about the VMGO. It implies that there is a lack of information dissemination of the VMGO to them since alumni homecoming happens once a year or they might have missed to visit the University online sites where the VMGO is posted. There is a need to post the VMGO in the Alumni Page to increase their awareness and to intensify the campaign for support from them to help disseminate the successful endeavors of the University worldwide. Hence, the roles of the alumni in institutions are not only centered on financial and material contributions but also on networking or connecting the University beyond borders, sharing of support and resources, engagement activities in research and extension, fostering linkages, and influencing policy formulation for the benefit of the University. It is imperative then that the University VMGO shall be presented during alumni gatherings for them to appreciate where the University is heading under its leadership and management and how to get there through its targets or goals and objectives.

Table 3

Level of VMGO awareness among Stakeholders

Vmgo Statements/ Indicators	Adminis- Trators	Teching Personnel	Non- Teaching Staff	Alumni	Parents/ Commu nity	Wtd Mean
VISION - A premier university in transformative education, innovative research, inclusive extension services, sustainable development, and stewardship of culture and the environment	3.64 (FuA)	3.52 (FuA)	3.20 (MoA)	2.85 (MoA)	2.80 (MoA)	3.20 (MoA)

MISSION - Cultivate resilient and future-ready human capital through excellent teaching, responsive research, proactive and sustainable community engagements, strategic partnerships, and progressive leadership	3.62 (FuA)	3.51 (FuA)	3.10 (MoA)	2.77 (MoA)	2.90 (MoA)	3.18 (MoA)
GOALS - Ensure equity in accessing quality higher education; Advance quality and relevant instruction to boost regional economies; Develop pioneering science and gender and culture-sensitive solutions to reduce regional vulnerabilities and boost socio-economic conditions; Develop proactive extension programs for disadvantaged communities and vulnerable sectors; Promote integrity-based governance and efficient management of resources; Balance progressive resource development while maintaining existing biophysical resources; Strengthen and expand strategic partnerships	3.40 (MoA)	3.40 (MoA)	3.29 (MoA)	2.62 (MoA)	2.78 (MoA)	3.10 (MoA)
OBJECTIVES – Educate and train globally competent and service-oriented professionals imbued with virtues and principles; Provide quality	3.39 (MoA)	3.38 (MoA)	3.13 (MoA)	2.60 (MoA)	2.70 (MoA)	3.04 (MoA)

education that emphasizes the development of relevant pedagogical, and technical knowledge, skills, competencies and values for good citizenship; Support and strengthen research programs that are useful to a wide range of teaching-learning practices; Establish sustainable linkages, networking, and partnerships with local, national and international entities; Provide quality service through special programs and projects geared towards self-reliance and sustainable development; Demonstrate excellent leadership practices and efficient management systems in accordance with governing laws, policies, and procedures						
OVER-ALL MEAN	3.51 (FuA)	3.45 (MoA)	3.18 (MoA)	2.71 (MoA)	2.79 (MoA)	3.13 (MoA)

Ranges: 3.50-4.00 = Fully Aware (FuA); 2.50-3.49 (Moderately Aware (MoA); 1.50-2.49 = Fairly Aware (FaA); 1.00-1.49= Not Aware (NoA)

Generally, the stakeholders composed of teaching personnel, non-teaching staff, alumni, parents and community representatives claimed that they are moderately aware or somehow knowledgeable about the vision, mission, goals, and objectives of the University but the administrators are fully aware or very well-informed of the VMGO. This is attributed to their access to the University's webpage, face book accounts, attendance and involvement in the discussion and revision of the VMGO during administrative and academic council meetings, and direct involvement in the dissemination of the VMGO during general student orientation programs and class orientations since the VMGO is at the first part of the syllabus. Faculty members usually spend the first day of classes to discuss the VMGO along with the course content and requirements they are handling. This implies that there is greater awareness of the VMGO among faculty members due to their direct participation in its dissemination. On the other hand, there is a need to intensify the dissemination of the VMGO by incorporating it in seminars, fora, and meetings with faculty

and staff including community partners so that they will become fully aware of the vision, mission, goals, and objectives of the University. This will somehow help them appreciate their roles and contributions in the attainment of the VMGO. Cascading the VMGO to the alumni will encourage them to support the University's endeavors for progress and development including the fulfillment of its dream as a catalyst of transformational education and steward in the preservation of the rich culture of the people in the Cordilleras. These findings align with the study by Sanchez & Olvido (2023) at Cebu Normal University, which found that VMGO dissemination was most effective through bulletin boards, faculty-led discussions, and digital platforms. Their research emphasized the role of visible and accessible formats in shaping student awareness, particularly in graduate education settings. Similarly, Makie & Buado (2025) investigated the relationship between dissemination and awareness of VMGO at a Philippine university. Their study confirmed that digital tools and structured orientation programs significantly boosted student awareness, while print media and radio had minimal impact. They recommended enhancing digital engagement and embedding VMGO discussions into academic routines to improve institutional alignment. Astorga et al. (2022), in their development of the VMGO Impact Model at Eulogio Amang Rodriguez Institute of Science and Technology, also found that classroom integration and faculty reinforcement were key drivers of VMGO awareness and acceptability. Their research supported the idea that passive methods, such as printed materials and external broadcasts, were less effective in reaching the stakeholders. Together, these studies reinforce the conclusion that digital communication, orientation-based strategies, and classroom engagement are the most impactful channels for VMGO dissemination to attain higher level of awareness.

The findings of this study are supported by Sanchez and Olvido (2023) in their study at Cebu Normal University, which examined VMGO awareness among teaching personnel. Their research found that Vision and Mission were more widely recognized due to visible dissemination and faculty engagement, while Objectives were less understood, often lacking integration in coursework and strategic discussions. Similarly, Joaquin et al. (2023) at Capiz State University evaluated VMGO awareness and congruency among stakeholders in the College of Education. Their study revealed that Vision and Mission were more familiar to stakeholders while Goals and Objectives were less emphasized. The authors recommended embedding VMGO discussions into leadership training and academic planning to improve institutional alignment. Arado et al. (2019) at Palompon Institute of Technology also found that graduate students and faculty members demonstrated moderate awareness of VMGO components. Vision and Mission were better understood, while Objectives required more strategic communication. Their study emphasized the importance of aligning program objectives with institutional goals to foster leadership that reflects the university's mission. Together, these studies reinforce the conclusion that stakeholders possess a foundational grasp of the VMGO, with stronger alignment to Vision and Mission. However, the lower awareness of Objectives suggests a need for targeted curriculum integration and faculty-led initiatives to ensure that future educational leaders internalize and apply the university's operational aims in their professional practice. Similarly, Batan et al. (2023) at Bohol Island State University–Clarin Campus reported moderate awareness of VMGO among stakeholders in teacher education programs. Their study highlighted that while Vision and Mission were well understood, Goals and Objectives were less familiar, particularly among graduate students. The authors recommended targeted communication and curriculum integration to improve awareness of operational aims. Cunanan and Heretape (2023), in their research at Philippine College Foundation, explored VMGO awareness and implementation among School of

Education stakeholders. Their findings revealed that while Vision and Mission were widely recognized, Objectives were often overlooked or poorly integrated into academic planning. The study emphasized the importance of embedding VMGO discussions into coursework and faculty-led initiatives to enhance institutional alignment. Together, these studies reinforce the conclusion that stakeholders possess a foundational understanding of the VMGO, with stronger alignment to Vision and Mission. However, the lower awareness of Objectives highlights the need for more intentional integration of these components into academic planning and leadership training. As future administrators and supervisors, deepening their understanding of the VMGO is essential for implementing educational strategies that reflect and uphold the university's mission and values.

3. Level of VMGO acceptability among stakeholders

Table 4 presents the results of the level of VMGO acceptability particularly from the lens of the stakeholders. The VMGO of the University was rated with high acceptability among the teaching personnel and alumni respondents. The respondents conveyed a very strong and favorable acceptance of the VMGO. The affirmative acceptance rate of the respondents served as a rough indicator that could be attributed to their full and guaranteed support to the school management and administration in pursuit of excellence and higher yields of productivity that will positively contribute to institutional development and progress in the future.

Table 4

Level of VMGO acceptability among Stakeholders

VMGO STATEMENTS/INDICATORS	ADMINISTRATORS	TECHING PERSONNEL	NON-TEACHING STAFF	ALUMNI	PARENTS/COMMUNITY	WTD MEAN
VISION - A premier university in transformative education, innovative research, inclusive extension services, sustainable development, and stewardship of culture and the environment	3.59 (HA)	3.69 (HA)	3.53 HA	3.69 (HA)	3.23 (MA)	3.55 (HA)
MISSION - Cultivate resilient and future-ready human capital through excellent teaching, responsive research, proactive and sustainable community engagements,	3.52 (HA)	3.71 (HA)	3.47 (MA)	3.60 (HA)	3.33 (MA)	3.53 (HA)

strategic partnerships, and progressive leadership						
GOALS - Ensure equity in accessing quality higher education; Advance quality and relevant instruction to boost regional economies; Develop pioneering science and gender and culture-sensitive solutions to reduce regional vulnerabilities and boost socio-economic conditions; Develop proactive extension programs for disadvantaged communities and vulnerable sectors; Promote integrity-based governance and efficient management of resources; Balance progressive resource development while maintaining existing biophysical resources; Strengthen and expand strategic partnerships	3.37 (MA)	3.47 (MA)	3.40 (MA)	3.50 (HA)	3.12 (MA)	3.37 (MA)
OBJECTIVES – Educate and train globally competent and service-oriented professionals imbued with virtues and principles; Provide quality education that emphasizes the development of relevant pedagogical, and technical knowledge, skills, competencies and values for good citizenship; Support and strengthen research programs that are	3.28 (MA)	3.40 (MA)	3.20 (MA)	3.48 (MA)	3.22 (MA)	3.32 (MA)

useful to a wide range of teaching-learning practices; Establish sustainable linkages, networking, and partnerships with local, national and international entities; Provide quality service through special programs and projects geared towards self-reliance and sustainable development; Demonstrate excellent leadership practices and efficient management systems in accordance with governing laws, policies, and procedures						
OVER-ALL MEAN	3.44 (MA)	3.57 (HA)	3.40 (MA)	3.57 (HA)	3.23 (MA)	3.44 (MA)

Ranges: 3.50-4.00 = Highly Acceptable (HA); 2.50-3.49 (Moderately Acceptable (MA); 1.50-2.49 = Fairly Acceptable (FA); 1.00-1.49= Not Acceptable (NA)

The administrators, non-teaching personnel, parents/community groups of respondents conveyed a strong and moderate acceptance of the VMGO of the university which means that the respondents adhere and supports the University in attaining its vision by doing its mission as an institution that aims to transform society. On the other hand, the teaching personnel and alumni groups conveyed high level of acceptability of the VMGO. Results show that the teaching personnel and alumni groups received the rating, indicating strong resonance with the University's long-term aspirations and reflecting broad support for the University's core purpose and strategic direction. This high level of acceptability suggests that both teaching personnel and alumni representatives do not only understand the VMGO but they also internalized it as part of their academic and professional identity—likely due to effective dissemination, integration in academic activities, and the relevance of the VMGO to their leadership-focused training. Meanwhile, the administrators, non-teaching staff, parents/community representatives expressed moderate acceptability for the VMGO with quite strong adherence to it, yet conveying a quite weak and low acceptance of the VMGO. This implies that the administrators, non-teaching staff, parents and community representatives expressed moderate acceptability of the VMGO, meaning the need to fully support the attainment of the VMGO through various implementing strategic programs that contribute to the transformation of communities is imperative. While they conveyed positive acceptance, more explanations to let them understand the essence of attaining the vision by doing the University's mission and by reaching the targets spelled out in the goals and objectives need more attention. Apparently, the

VMGO of the University are rated as highly acceptable by the teaching personnel and alumni groups. Most of the teaching personnel have served the University for longer years while majority of the alumni group graduated in the University which makes the VMGO statements familiar to them. The high acceptability rating is attributed to the teachers' involvement in the dissemination and sharing of the VMGO to their students. While the administrators, non-teaching personnel, parents and community groups rate the VMGO as moderately acceptable. Results of the study imply the need to strengthen collaboration with stakeholders through curriculum review and institutional engagements that can help ensure full alignment across all VMGO components and enhance the relevance of mission-driven education which would be conveyed to stakeholders like the communities where extension services are offered by the University. Overall, particular emphasis on the strategic dissemination of the VMGO will strengthen relationships and partnership programs with community partners. The alignment of institutional programs with the VMGO is essential for delivering instruction that embodies the University's values. Strengthening this connection through curriculum design, faculty engagement, and institutional messaging can deepen the stakeholders' understanding of institutional goals and enhance their capacity to promote mission-driven education in various settings. Building strong partnerships with communities represented by the alumni and parents as primary stakeholders of the University is of great importance in the dissemination to increase the acceptability of the VMGO. To attain the University's vision, mission, goals and objectives, dissemination and integration of the VMGO should be part of the extension program components whenever extension activities are brought to the communities. Appreciation of the University's VMGO will guide the partnership programs and targets to attain greater success. Partnership endeavors with communities are strong pillars of institutional influence in transforming communities to improve the quality of life through various extension activities.

These findings are supported by Sanchez and Olvido's (2023) study at Cebu Normal University, which found that graduate students in education programs—including those in leadership tracks—were highly aware and accepting of VMGO components, particularly vision and mission. Their research emphasized the role of visible dissemination and faculty reinforcement in shaping institutional alignment. Similarly, Astorga et al. (2022) developed a VMGO Impact Model at Eulogio Amang Rodriguez Institute of Science and Technology, showing that stakeholders in leadership-oriented programs rated VMGO components as highly acceptable, with vision and mission receiving the strongest endorsement. The study attributed this to strategic integration of VMGO into curriculum and administrative practices. Usman and Alim (2024), in their research at Cotabato State University, also found high levels of VMGO acceptability among students in governance and management programs, reinforcing the idea that institutional values are more deeply internalized when aligned with professional identity and leadership preparation. Together, these studies affirm that PhD-EM students' strong endorsement of the VMGO reflects not only awareness but also meaningful engagement with the university's mission. Their potential to serve as ambassadors of institutional values underscores the importance of maintaining clear and consistent communication, while continued curriculum integration and faculty support can further strengthen this alignment. Moreover, Morallo and Cedron (2025) examined VMGO acceptability among Bachelor of Elementary Education stakeholders at Pili Capital College and reported that Mission was the most accepted component, while Vision, Goals, and Objectives were rated moderately. Their study emphasized the need for targeted dissemination strategies to improve engagement with the less prominent components. Lobo and Martin (2023), in their evaluation of VMGO understanding across education programs, also found that students

preparing for teaching roles demonstrated strong alignment with Mission but showed moderate acceptance of Vision and Goals, and less clarity around Objectives.

6. CONCLUSIONS

Based from the findings of this study, the following conclusions were drawn: Great majority of the respondents are female and college graduates. As to stakeholder classification, most of the participants came from the community representatives and the least in number are from the administrators and non-teaching personnel. Pertaining to the means of VMGO dissemination, postings in the University website and FB Page topped the lists followed by displays in bulletin boards and billboards along the highway, video presentation during student orientation programs and class orientation conducted by faculty members. This study concludes that the administrators are fully aware of the VMGO while the teaching personnel, non-teaching staff, alumni, parents and community representatives claimed to be moderately aware of the VMGO. On the other hand, the teaching personnel and alumni groups expressed high acceptability of the VMGO while the administrators, non-teaching staff, parents and community representatives claimed moderate acceptability. Overall results show that the stakeholders are moderately aware of the VMGO and they considered this also as moderately acceptable. In sum, there is a need to increase the level of awareness and acceptability of the VMGO among stakeholders of the University.

7. RECOMMENDATIONS

Stemming from the conclusions of the study, the following recommendations may be considered by the VMGO task force: tap the University Public Affairs Office to utilize the media for wider dissemination of the VMGO or inclusion in television interviews during the Kapihan sa BSU; dissemination by posting of the VMGO through the use of tarpaulins to be displayed in the strawberry farm and other tourist destinations within the municipality and extension sites in communities; and distribution of flyers during orientation programs, research fora, and community gatherings in campus or during off-campus internship programs of students to increase the level of awareness and acceptability of the VMGO. It is also recommended that a follow-up study of the VMGO congruence and alignment in the curricular programs be conducted among the graduate and undergraduate students across degree programs in the University.

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