

# Awareness, Acceptability and Relevance of Vision, Mission, Goals and Objectives (VMGO) Among Bachelor of Public Administration Stakeholders at Davao Del Norte State College

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## ABSTRACT

This study determined the level of awareness, acceptability and relevance of the Vision, Mission, Goals, and Objectives (VMGO) among stakeholders of the Bachelor of Public Administration (BPA) program at Davao del Norte State College (DNSC) and examined differences in awareness, acceptability and relevance when analyzed by students' year level. Utilizing a descriptive-comparative quantitative design, the study surveyed 500 respondents—including enrolled students, alumni, and faculty—through a validated structured questionnaire. Descriptive results revealed a very high level of VMGO awareness, acceptability and relevance across all stakeholder groups, with the highest scores in the relevance and acceptability of institutional goals. However, the indicator on VMGO dissemination consistently received the lowest ratings. Inferential analysis using ANOVA showed no significant difference in overall VMGO awareness, acceptability and relevance by year level ( $p = .32$ ), except for awareness of dissemination strategies, which showed significant variation ( $p = .008$ ). The findings affirm DNSC's institutional alignment efforts and support Institutional and Stakeholder Theories, while also highlighting the need for targeted dissemination strategies for lower-year students. The study contributes to educational governance by providing empirical insights on VMGO internalization and recommending enhanced communication strategies to strengthen stakeholder alignment in Philippine higher education.

**Keywords:** higher education, VMGO awareness, acceptability and relevance, stakeholder perception, comparative analysis, public administration, Philippines

## 1. INTRODUCTION

The awareness, acceptability and relevance of institutional Vision, Mission, Goals, and Objectives (VMGO) among stakeholders is a critical determinant of an educational institution's ability to align its academic programs, student engagement, and administrative functions with its core values and long-term strategic direction. Despite the importance of VMGO in shaping institutional identity and fostering a sense of shared purpose (Seymour, 2016), numerous studies highlight a persistent gap between VMGO formulation and stakeholder awareness, particularly among students, faculty, and alumni (Alvarez & Blanco, 2019; Kintu & Zhu, 2020). Empirical evidence suggests that limited awareness of VMGO impedes

the internalization of institutional goals, reducing its impact on academic performance, program relevance, and student motivation (Brusca et al., 2018). Furthermore, theoretical perspectives, such as institutional theory, emphasize the role of VMGO in legitimizing higher education institutions by reinforcing accountability and strategic coherence (Meyer & Rowan, 1977). However, dissemination strategies remain inconsistent, often limited to static documents or ceremonial references rather than integrated into the curriculum and institutional culture (Ferrer & Recio, 2021). In the case of Davao del Norte State College (DNSC), assessing VMGO awareness among Bachelor of Public Administration stakeholders is essential for ensuring that its mission and objectives are articulated and actively embraced by students at varying levels of their academic journey. Understanding the variations in VMGO awareness across different year levels can provide insights into how exposure and engagement with institutional values evolve, which can inform policies for more effective dissemination and institutional alignment.

Understanding stakeholders' awareness of an institution's Vision, Mission, Goals, and Objectives (VMGO) is pivotal in aligning organizational practices with strategic aspirations. Studies indicate that clear VMGO statements enhance institutional effectiveness by guiding decision-making and fostering a shared sense of purpose among stakeholders (Bryson, 2011). Furthermore, a well-communicated mission and vision are foundational elements in strategic management, influencing governance and human resource practices and impacting academic services (Slamet et al., 2024). Integrating VMGO into daily operations ensures that all members work cohesively towards common goals, enhancing institutional performance (Özdem, 2023).

In the Philippine context, the significance of VMGO awareness among stakeholders is underscored by its correlation with institutional accreditation and quality assurance. Research reveals that stakeholders' high awareness and acceptance of VMGO are integral to achieving educational objectives and maintaining accreditation standards (Cahapin et al., 2022). Additionally, studies have demonstrated that stakeholders' awareness and acceptance of VMGO are crucial for institutional development and program effectiveness (Garcia et al., 2021). Moreover, the alignment of stakeholders with the institution's VMGO has been linked to improved educational outcomes and institutional reputation (Castro et al., 2017).

Locally, within the Davao Region, assessing VMGO awareness among stakeholders of institutions like Davao del Norte State College is essential for contextualizing educational strategies and community engagement. While specific studies in this locale are limited, the broader national trends suggest that enhancing VMGO awareness can lead to more effective program implementation and stakeholder satisfaction. Understanding local stakeholders' perceptions allows institutions to tailor their approaches, ensuring educational offerings are relevant and aligned with institutional goals and community needs. This localized focus strengthens institutional identity and fosters community trust and collaboration.

The correlation between stakeholders' awareness and acceptance of an institution's Vision, Mission, Goals, and Objectives (VMGO) and their roles within the academic community has been extensively studied, revealing significant insights. A study conducted at Laguna State Polytechnic University found that stakeholders exhibited extremely high levels of awareness, acceptance, and understanding of the university's VMGO, suggesting a strong alignment with institutional objectives (Basilio et al., 2023). Similarly, research at a state university in Central Visayas demonstrated that stakeholders were highly aware of the VMGO and actively engaged in dissemination practices, including campus displays and online platforms (Lazaro & Ramos, 2022). These findings underscore the importance of effective communication strategies in enhancing stakeholder engagement with institutional goals (Santiago et al., 2021).

Further studies highlight the role of dissemination methods in shaping stakeholders' perceptions. At Pangasinan State University, stakeholders reported high awareness and acceptance of the VMGO, attributing this to various communication media and planned activities (Delos Santos & Cruz, 2023). Similarly, research at Camarines Sur Polytechnic Colleges revealed that diverse dissemination methods, including print and non-print media, contributed to high stakeholder awareness and acceptance (Reyes & Alviar, 2022). These studies emphasize that tailored dissemination strategies are crucial for fostering stakeholder alignment with institutional objectives (Fernandez, 2021).

In the context of Davao del Norte State College, understanding the correlation between VMGO awareness and stakeholder roles is essential for aligning institutional practices with strategic goals. Assessing how enrolled students, alumni, and faculty perceive and accept the VMGO can inform targeted dissemination strategies, ensuring that educational programs and activities resonate with the institution's mission and vision. This alignment is vital for fostering a cohesive academic community that achieves shared objectives (Gomez et al., 2023).

This study is anchored on the Institutional Theory (Meyer & Rowan, 1977), which provides a strong foundation for understanding the relationship between VMGO awareness and stakeholder engagement in higher education institutions. This theory posits that organizations, including academic institutions, develop structures, policies, and behaviors that align with societal norms, expectations, and regulatory frameworks to establish legitimacy. VMGO symbolizes an institution's identity, guiding strategic planning, operational processes, and stakeholder behaviors. According to DiMaggio and Powell (1983), institutional conformity, driven by coercive (regulatory), mimetic (benchmarking), and normative (professionalization) pressures, compels organizations to integrate their VMGO into academic governance and dissemination practices. This theory explains why educational institutions prioritize VMGO awareness among students, alumni, and faculty—ensuring alignment with accreditation standards, national educational policies, and global quality assurance frameworks. In the context of Davao del Norte State College (DNSC), Institutional Theory supports the premise that increasing VMGO awareness among stakeholders enhances institutional credibility, governance, and strategic coherence, ultimately leading to improved academic and operational outcomes. Institutional Theory is the most suitable anchor theory for this study, as it encapsulates the structured, regulatory, and cultural dimensions of VMGO awareness in academic institutions. In my perspective, educational institutions should not merely publish their VMGO statements but actively integrate them into governance, pedagogy, and institutional branding. The challenge lies in ensuring that stakeholders do not perceive VMGO as static documents, but as guiding principles embedded in their academic and professional experiences.

Moreover, Stakeholder Theory emphasizes the significance of engaging all individuals and groups that affect or are affected by an institution's operations. Freeman (1984) argues that institutions must balance the interests of multiple stakeholders—including students, alumni, faculty, and administrators—by aligning institutional objectives with their needs and expectations. The dissemination of VMGO is crucial in this regard, as it fosters a shared institutional vision, strengthens organizational commitment, and promotes accountability. Research by Harrison et al. (2019) affirms that institutions with high stakeholder engagement experience greater institutional effectiveness and performance as stakeholders become co-creators of educational policies and programs. As highlighted by Stakeholder Theory, institutions must engage students, alumni, and faculty in VMGO formulation and implementation, ensuring that these statements reflect evolving educational demands.

Furthermore, Rogers Diffusion of Innovation Theory explains how information about institutional

policies, such as VMGO, spreads among stakeholders. This theory highlights that awareness and acceptance of innovation (in this case, VMGO principles) depend on effective communication channels, stakeholder involvement, and institutional readiness for adoption. The dissemination of VMGO among students and faculty follows the five stages of innovation diffusion: knowledge, persuasion, decision, implementation, and confirmation. Institutions integrating VMGO awareness into curriculum development, faculty training, and student orientations foster a stronger institutional culture, ensuring that stakeholders internalize and uphold the institution's mission and goals (Kirkland & Sutch, 2021). Likewise, the Diffusion of Innovation Theory reminds us that institutions must employ modern communication strategies, such as digital platforms and experiential learning, to enhance VMGO dissemination and acceptance.

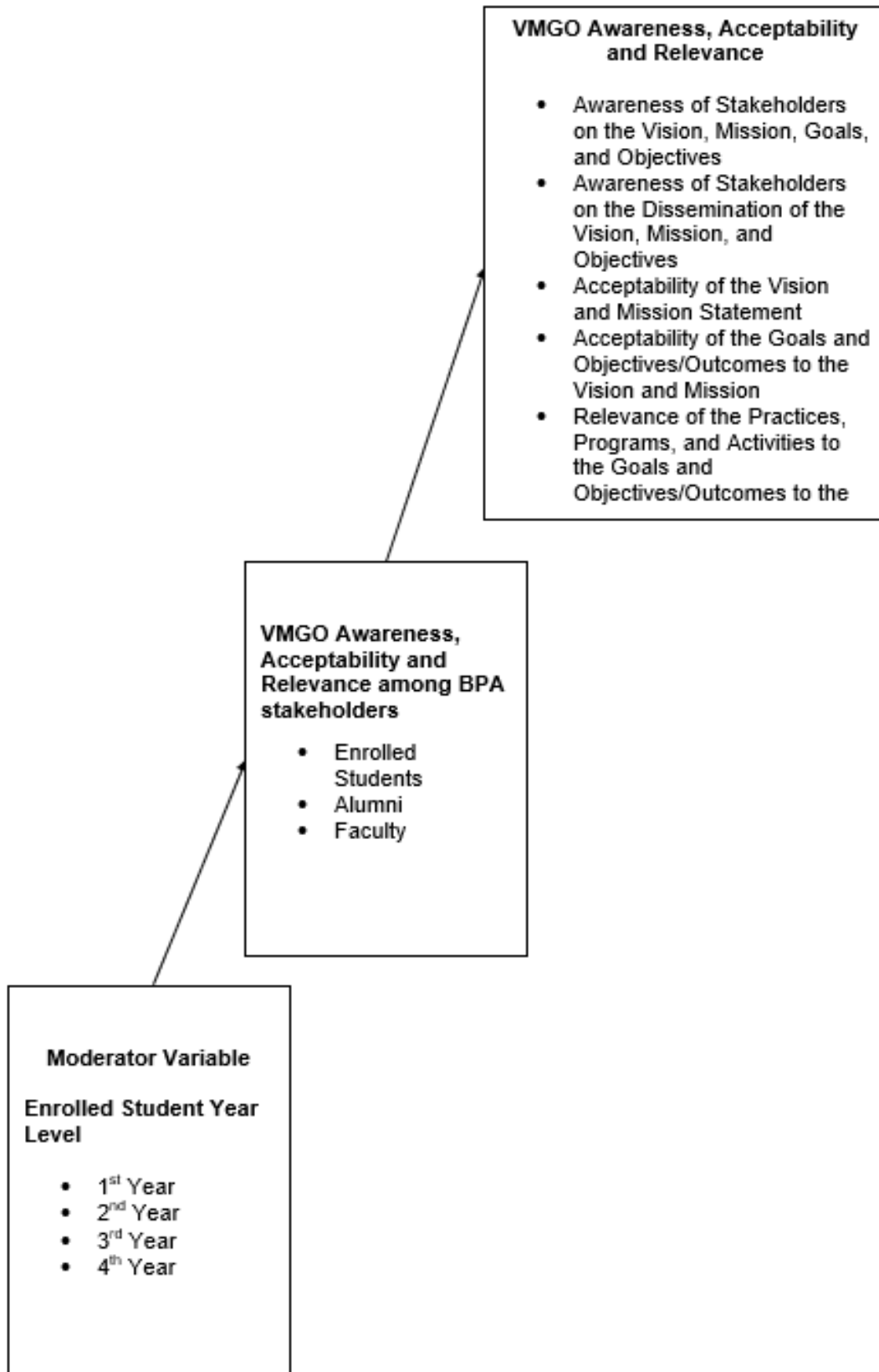
The Organizational Commitment Model also explains how individuals identify with and commit to an institution's values and objectives. The model identifies three types of commitment: affective commitment (emotional attachment to the institution), continuance commitment (perceived costs of leaving the institution), and normative commitment (moral obligation to stay and contribute). VMGO awareness enhances affective commitment among stakeholders by instilling a sense of belonging and purpose. Alumni who strongly resonate with the institution's vision are more likely to support institutional initiatives, while faculty with high VMGO acceptance exhibit greater dedication to academic excellence and student development (Mowday et al., 2013). Lastly, the Organizational Commitment Model affirms that strong VMGO alignment fosters institutional pride, creating a more engaged and dedicated academic community. In the case of DNSC, integrating these theoretical perspectives can inform policies that improve VMGO awareness and strengthen institutional identity and governance.

This study is anchored on a conceptual framework that explores the extent of awareness, acceptability, and relevance of the Vision, Mission, Goals, and Objectives (VMGO) among stakeholders of the Bachelor of Public Administration (BPA) program at Davao del Norte State College (DNSC). Central to this framework is the examination of how the enrolled student year level serves as a moderating variable that influences stakeholders' perceptions of the VMGO. The framework is composed of three interrelated components: VMGO Awareness, Acceptability, and Relevance; VMGO Awareness, Acceptability, and Relevance among BPA Stakeholders; and the Moderator Variable – Enrolled Student Year Level.

Guided by Alvior (2018), it is expected that institutional stakeholders recognize, understand, and accept the institution's VMGO. This component is measured through five key indicators: (1) the awareness of stakeholders regarding the Vision, Mission, Goals, and Objectives, which reflects how well they can recall and articulate the institution's guiding principles; (2) awareness of how the VMGO is disseminated, which examines the effectiveness of institutional communication strategies such as orientations, posters, and faculty discussions; (3) the acceptability of the Vision and Mission Statement, which highlights the extent to which stakeholders align with the institution's overarching vision and mission; (4) the acceptability of the goals and objectives or intended outcomes in relation to the vision and mission, indicating perceived consistency and alignment; and (5) the relevance of institutional practices, programs, and activities to the VMGO, assessing how well both curricular and extracurricular initiatives reflect the institution's objectives.

Informed by Freeman's Stakeholder Theory (1984), the framework identifies three primary stakeholder groups within the BPA program: enrolled students, alumni, and faculty. Enrolled students are considered the principal recipients of institutional services and are directly affected by the implementation of the VMGO in their academic experience. Alumni, as former students, provide an external validation of the

institution's ability to realize its mission through its graduates. Faculty members, on the other hand, play a pivotal role in operationalizing the VMGO through instruction, mentorship, and curriculum integration.



**Figure 1. Conceptual Framework Showing the Variables of the Study**

The moderating variable in this framework is the enrolled student year level, grounded in Tinto's Student Integration Model (1993), which emphasizes the progressive academic and social integration of students within the institution. The year level categories include first-year students, who are newly enrolled and typically have limited exposure to the VMGO; second-year students, who begin to develop familiarity through orientation and classroom discussions; third-year students, who experience deeper institutional involvement and are expected to show greater VMGO internalization; and fourth-year students, who are nearing graduation and are assumed to possess the highest level of VMGO awareness, acceptance, and relevance perception.

Overall, this conceptual model illustrates the interaction between BPA stakeholders and the institutional VMGO, moderated by the students' year level. It provides a structured lens through which the effectiveness of VMGO dissemination, stakeholder engagement, and programmatic alignment can be evaluated. The framework ultimately supports efforts to enhance institutional governance and quality assurance in higher education by ensuring that core institutional values are understood, embraced, and reflected in all aspects of academic life.

Despite the recognized significance of institutional Vision, Mission, Goals, and Objectives (VMGO) awareness, acceptability and relevance in higher education, existing literature primarily focuses on the general effectiveness of VMGO dissemination and its role in institutional accreditation (Cahapin et al., 2022; Garcia et al., 2021). However, there is a limited body of research that explores the nuanced awareness levels among different stakeholder groups, particularly across varying year levels of enrolled students. The current studies tend to assess VMGO awareness at a macro level, overlooking how different cohorts of students, alumni, and faculty internalize, accept, and apply VMGO principles in academic and professional contexts (Santiago et al., 2021). This gap is particularly evident in Philippine higher education, where the effectiveness of VMGO dissemination at different stages of the student's academic journey remains underexplored. Thus, the study at Davao del Norte State College (DNSC) is unique in its approach as it examines how student year level moderates VMGO awareness, acceptability and relevance, adding depth to existing knowledge on institutional alignment and educational governance.

Furthermore, no prior study has focused on DNSC's Bachelor of Public Administration (BPA) stakeholders. While national research highlights VMGO's role in higher education success, no empirical data examines how DNSC students, alumni, and faculty perceive and integrate the institution's VMGO into their academic and professional engagement. As a field closely tied to public governance, the BPA program should ideally reflect a strong understanding of institutional mission and goals, given its emphasis on leadership and policy implementation. This study seeks to fill the gap by providing empirical data on how awareness and acceptability of VMGO evolve within a program explicitly designed for future public administrators.

The urgency of this study is further underscored by DNSC's commitment to institutional quality assurance and its need to enhance strategic alignment between educational objectives and student engagement. Given the accreditation pressures in Philippine higher education (CHED Memorandum Order No. 46, s. 2012), institutions must continuously assess the effectiveness of VMGO dissemination. If students in earlier year levels exhibit lower awareness, acceptability and relevance of institutional objectives than senior students and faculty, then targeted interventions may be necessary to reinforce VMGO integration in curricula and student activities. Likewise, the study is critical in determining whether existing dissemination methods (e.g., student orientations, faculty discussions, printed materials) effectively enhance VMGO awareness, acceptability and relevance or if innovative, digital, and participatory strategies must be implemented.

This study was intended to determine the awareness, acceptability and relevance of the vision, mission, goals, and objectives among Bachelor of Public Administration stakeholders at Davao del Norte State College. This study sought to assess the level of VMGO awareness, acceptability and relevance among BPA stakeholders in terms of (Awareness of Stakeholders on the Vision, Mission, Goals, and Objectives; Awareness of Stakeholders on the Dissemination of the Vision, Mission, and Objectives; Acceptability of the Vision and Mission Statement; Acceptability of the Goals and Objectives/Outcomes to the Vision and Mission; Relevance of the Practices, Programs, and Activities to the Goals and Objectives/Outcomes to the Vision and Mission); and to determine the significant difference of VMGO awareness, acceptability and relevance when analyzed by enrolled students' year level. This study also tests the stated null hypothesis that no significant difference exists in the VMGO awareness, acceptability and relevance of BPA-enrolled students when analyzed by year level.

This study contributes to the growing body of literature on institutional governance and higher education management by providing empirical evidence on the awareness, acceptability and relevance of Vision, Mission, Goals, and Objectives (VMGO) among stakeholders in a Bachelor of Public Administration (BPA) program. At the global level, higher education institutions (HEIs) are crucial in shaping future leaders and professionals (Santiago et al., 2021). However, while studies emphasize the importance of institutional mission statements, limited research examines the depth of stakeholder engagement with these foundational elements (Özdem, 2023). By investigating the levels of VMGO awareness, acceptability and relevance among students, faculty, and alumni, this study extends theoretical discussions on institutional alignment, student engagement, and strategic governance in higher education. The findings can inform global academic policies on enhancing institutional effectiveness through targeted dissemination and internalization of VMGO.

Additionally, this study contributes to stakeholder and organizational theories by reinforcing that educational institutions must actively engage their stakeholders in internalizing institutional values to achieve long-term sustainability and academic success (Freeman, 1984; Meyer & Rowan, 1977). The study also provides valuable insights for educational policymakers and accreditation bodies worldwide, particularly in structuring quality assurance measures that ensure institutions move beyond passive mission statements toward active integration of VMGO into student experiences.

From a societal perspective, this study underscores the importance of institutional coherence in higher education and its impact on student success, alumni engagement, and faculty commitment. A well-internalized VMGO cultivates a shared vision among students, alumni, and faculty, fostering a sense of institutional belonging and purpose (Kintu & Zhu, 2020). In turn, this leads to higher academic motivation, ethical leadership, and a commitment to community development, particularly in public administration and governance programs. By ensuring that public administration students fully understand and align with their institution's mission, the study helps cultivate a generation of professionals who are technically skilled and deeply rooted in ethical leadership and social responsibility. The study, therefore, has far-reaching implications for governance and public service, as future policymakers and administrators will carry institutional values into their professional lives, leading to more effective and ethical governance structures. Moreover, by evaluating gaps in VMGO dissemination, the study supports educational equity and institutional transparency, ensuring that all students, regardless of their background, have equal access to institutional values and strategic objectives.

This study aligns with the United Nations Sustainable Development Goal (SDG) 4: Quality Education, which emphasizes ensuring inclusive, equitable, and quality education for all (United Nations, 2023). One

of the key targets of SDG 4 is to enhance educational institutions' effectiveness by strengthening the relevance, accessibility, and impact of higher education. In assessing the awareness, acceptability and relevance of VMGO among stakeholders, this study contributes to the continuous improvement of educational governance and institutional accountability—both critical in achieving high-quality education. Additionally, by reinforcing ethical leadership and governance principles among public administration students, the study also supports SDG 16: Peace, Justice, and Strong Institutions, as it helps prepare future leaders who will uphold transparency, accountability, and institutional integrity in government service. Strengthening the alignment between institutional goals and stakeholder awareness, acceptability and relevance of VMGO ensures that graduates have the competencies and ethical foundations to contribute to nation-building and sustainable governance.

The findings of this study offer significant benefits to various sectors, notably higher education institutions (HEIs), public administration education, government bodies, and future researchers. Universities and colleges can utilize the results to enhance VMGO dissemination strategies and integrate them more effectively into curricula, faculty training, and student engagement programs. Additionally, accreditation bodies and educational policymakers can refine assessment standards for institutional alignment and stakeholder engagement, ensuring that VMGO is well-communicated and actively internalized by academic communities.

In the Public Administration Education Sector, institutions offering Public Administration and Governance programs can tailor their curricula to ensure that students' academic training aligns with institutional values, reinforcing ethical leadership, policy analysis, and governance frameworks. By incorporating VMGO into pedagogical approaches, these institutions can better prepare students for government and public service leadership roles.

This study also directly benefits Davao del Norte State College (DNSC) and its stakeholders, including students, faculty, alumni, and administrators. The research provides empirical data on VMGO awareness, acceptability and relevance gaps and offers actionable recommendations for improving stakeholder engagement. Faculty members can refine their teaching approaches to ensure institutional values are effectively embedded in coursework and student interactions. Meanwhile, alumni engagement strategies can be enhanced by aligning outreach programs with institutional identity, fostering lifelong professional connections, and reinforcing their role as institutional ambassadors.

For government and policy-making bodies, particularly the Commission on Higher Education (CHED) and other educational regulatory agencies, the study's findings can be instrumental in shaping higher education governance policies to improve VMGO integration and monitoring. Furthermore, local and national government units benefit from a more competent and ethically driven workforce, as public administration graduates who fully internalize their institution's mission and goals are better equipped to implement good governance practices in the public sector.

Lastly, future researchers will find this study a valuable foundation for further exploration of stakeholder engagement, institutional governance, and academic motivation. Scholars can expand this research by conducting comparative studies across multiple institutions or adopting longitudinal methods to assess changes in VMGO awareness, acceptability and relevance over time. Building on these findings, future studies can contribute to stronger institutional policies and more effective strategies for integrating VMGO into higher education.

## 2. Method

### 2.1. Research Respondent

The target population for this study comprises Bachelor of Public Administration (BPA) stakeholders at Davao del Norte State College (DNSC), including enrolled students, alumni, and faculty members. These groups were selected as they are essential in understanding and implementing the institution's Vision, Mission, Goals, and Objectives (VMGO). The common attributes among the participants include direct involvement in the academic community, varying levels of exposure to DNSC's VMGO, and different stages of professional and educational engagement. Enrolled students represent those currently undergoing education at DNSC, alumni serve as indicators of long-term institutional impact, and faculty members contribute as key facilitators of VMGO dissemination and integration.

This study employed total enumeration sampling across all identified stakeholder groups, including enrolled students, alumni, and faculty members. Total enumeration sampling involves including all members of the population or subgroup in the study when the population size is manageable and accessible (Daniel & Cross, 2013). This approach ensured that every possible respondent within the population frame had the opportunity to participate, thereby enhancing the comprehensiveness and inclusivity of the data. Moreover, the researchers used data from the 1<sup>st</sup> semester of the school year 2024-2025. Out of a total population of 554, a total of 500 respondents participated, yielding a 90% response rate. The specific breakdown of respondents is as follows: first-year students (99 out of 107, 93%), second-year students (43 out of 43, 100%), third-year students (66 out of 66, 100%), fourth-year students (30 out of 30, 100%), alumni (254 out of 300, 85%), and faculty members (8 out of 8, 100%). Since the population sizes of each group were clearly defined and accessible, total enumeration was deemed the most appropriate method to capture a complete and accurate representation of each group's perspectives.

| Respondent        |                      | Total Population | Responded | Percentage |
|-------------------|----------------------|------------------|-----------|------------|
| Enrolled Students | 1 <sup>st</sup> Year | 107              | 99        | 93%        |
|                   | 2 <sup>nd</sup> Year | 43               | 43        | 100%       |
|                   | 3 <sup>rd</sup> Year | 66               | 66        | 100%       |
|                   | 4 <sup>th</sup> Year | 30               | 30        | 100%       |
| Alumni            |                      | 300              | 254       | 85%        |
| Faculty           |                      | 8                | 8         | 100%       |
| Overall           |                      | 554              | 500       | 90%        |

This method is supported by Daniel and Cross (2013), who note that total enumeration is ideal when working with small, well-defined populations, as it eliminates sampling error and allows for a more thorough understanding of the entire group under study.

### 2.2. Materials and Instruments

To systematically measure Vision, Mission, Goals, and Objectives (VMGO) awareness, acceptability and relevance among stakeholders, a structured survey questionnaire was developed and administered using Google Forms. The instrument was designed to capture quantitative data on stakeholder awareness, dissemination, acceptability, and relevance of the institution's VMGO. The questionnaire was divided into five key components, each corresponding to a specific variable in the study.

First, Awareness on the Vision, Mission, Goals, and Objectives; this section measured respondents'

familiarity with DNSC's institutional VMGO statements and their ability to recall and articulate them. Items in this section were adapted from existing institutional effectiveness assessments and were structured using a four-point Likert scale. Then, the Awareness, acceptability and relevance of Stakeholders on the Dissemination of the Vision, Mission, and Objectives section assessed the effectiveness of DNSC's dissemination strategies (e.g., faculty discussions, student orientations, printed materials, online platforms). It included items evaluating the clarity, accessibility, and frequency of VMGO communication.

Next is the Acceptability of the Vision and Mission Statement; this section evaluated whether respondents found the vision and mission of DNSC aligned with their academic and professional aspirations. Items measured the perceived relevance, institutional credibility, and willingness to adopt institutional values. Also, Acceptability of the Goals and Objectives/Outcomes to the Vision and Mission, this section examined the degree to which DNSC's goals and expected learning outcomes were aligned with the overarching institutional mission and vision. Lastly, the Relevance of the Practices, Programs, and Activities to the Goals and Objectives/Outcomes of the Vision and Mission section measured how well institutional practices, academic programs, and extracurricular activities aligned with DNSC's stated goals and objectives.

Each section consisted of multiple items, all structured using a four-point Likert scale to ensure clarity and ease of interpretation. The scale used was:

| RANGE OF MEAN      | DESCRIPTIVE LEVEL | INTERPRETATION   |
|--------------------|-------------------|--|
| <b>3.50 – 4.00</b> | Very High         | This means that respondents have a strong awareness of the VMGO, fully accept it, and consider it extremely relevant.        |
| <b>2.50 – 3.49</b> | High              | This means that respondents generally recognize and accept the VMGO, considering it relevant to the institution's direction. |
| <b>1.50 – 2.49</b> | Low               | This means that respondents have limited awareness and acceptance of the VMGO.   |
| <b>1.00 – 1.49</b> | Very Low          | This means that there is minimal awareness, acceptability, and perceived relevance of the VMGO.                              |

As the questionnaire was researcher-made, it underwent pilot testing (pre-testing) to ensure validity and reliability. A total of 30 respondents who were not part of the main study population were selected for

pilot testing. The purpose was to Identify ambiguities and unclear statements in the questionnaire, Ensure internal consistency and comprehensibility of survey items, and Assess the instrument's reliability using Cronbach's Alpha test. Following the pre-test, Cronbach's Alpha reliability coefficient was computed, yielding an overall score of 0.89, indicating high reliability based on Nunnally's (1978) threshold, where a reliability score of 0.70 and above is considered acceptable.

Before full-scale implementation, the instrument underwent content validation by three expert validators specializing in higher education governance, public administration, and institutional research. Each expert evaluated the instrument based on Content relevance (alignment with VMGO awareness, acceptability and relevance constructs), Clarity of questions (language precision and comprehensibility), and Technical accuracy (appropriate measurement and logical flow). The expert validation results yielded an average validation rating of 4.7 out of 5, indicating that the instrument was highly valid and appropriate for measuring VMGO awareness, acceptability and relevance. Minor revisions based on expert feedback were incorporated to enhance clarity and ensure contextual alignment with DNSC's institutional framework.

### 2.3.Design and Procedure

This study employed a descriptive-comparative research design widely used in educational and organizational research to examine the characteristics, patterns, and relationships within a population (Creswell, 2014). This approach is appropriate as it aims to assess the level of VMGO awareness, acceptability and relevance among Bachelor of Public Administration (BPA) stakeholders at DNSC and determine the differences in awareness, acceptability and relevance levels across student year levels. Descriptive research allows for a comprehensive analysis of awareness, acceptability and relevance. At the same time, the comparative component enables the study to analyze differences between groups, particularly students at different academic levels (1st year to 4th year). This method aligns with the study's educational perspective, providing empirical data to inform policy improvements in higher education governance and institutional effectiveness. A quantitative approach was used to collect measurable data on stakeholders' awareness, acceptability, and relevance of VMGO, ensuring objectivity and statistical accuracy in interpreting results.

In terms of typology, this study is classified as Objective Dimension; this research falls under evaluative research, as it seeks to assess the extent of VMGO awareness, acceptability and relevance and its impact on institutional engagement among stakeholders. The findings are expected to provide insights to enhance institutional strategies for VMGO dissemination stakeholder alignment and Time Dimension. The study follows a cross-sectional research design, meaning that data was collected at a single time. This approach is suitable for analyzing stakeholder awareness, acceptability and relevance levels as they stand at the time of the study rather than tracking changes over a long period.

The data collection followed structured steps to ensure methodological rigor and ethical compliance. Initially, a formal request for approval to conduct the study was submitted to the DNSC administration, specifically the Office of the College President and the Research Ethics Committee. Ethical clearance was sought to ensure participant rights were upheld, particularly concerning informed consent, confidentiality, and voluntary participation. The survey instrument was developed using Google Forms and structured based on validated instruments measuring awareness, acceptability, and relevance of VMGO. A pilot test (pre-test) was conducted among 30 respondents to evaluate clarity, reliability, and validity. The reliability test (Cronbach's Alpha = 0.89) confirmed high internal consistency, ensuring the instrument was suitable for full-scale implementation.

In the participant recruitment and data collection phase, total enumeration sampling was used involves including all members of the population or subgroup in the study when the population size is manageable and accessible. The survey was administered digitally through Google Forms, with follow-ups conducted to increase response rates. Participants were informed of their rights, including the option to withdraw at any stage without academic or professional consequences. Following data collection, responses were screened for inconsistencies and missing values to maintain completeness and accuracy. Descriptive statistics were used to summarize awareness, acceptability and relevance levels, acceptance rates, and perceptions of VMGO dissemination, while comparative analysis examined statistical differences in awareness, acceptability and relevance across student year levels. Moreover, the study was conducted on November 1-20, 2024 from 1<sup>st</sup> semester of the school year 2024-2025.

For data analysis and interpretation, the collected data was encoded and analyzed using SPSS to ensure accuracy and consistency. Statistical treatments included Descriptive Statistics (Mean, Standard Deviation) to measure overall VMGO awareness, acceptability and relevance levels, One-Way ANOVA to determine significant differences in awareness, acceptability and relevance across student year levels, Post-Hoc Analysis (Tukey's Test) to identify specific group differences, and Chi-Square Tests to assess relationships between stakeholder categories and awareness, acceptability and relevance levels.

To uphold ethical compliance, the study adhered to standard research protocols. Informed consent was obtained from all participants, ensuring they voluntarily agreed to participate after receiving clear information about the study's purpose, confidentiality measures, and withdrawal rights. Confidentiality and anonymity were maintained by excluding identifying information and storing responses in password-protected digital files. The study also ensured non-coercion and voluntary participation, with no penalties or incentives influencing participation. Finally, data security and protection measures were strictly implemented, ensuring that all collected data was securely stored and used exclusively for academic purposes, with access restricted to the research team.

### 3. Result and Discussion

#### 3.1. Level of VMGO Awareness, Acceptability and Relevance among BPA Stakeholders

Table 1 (as shown on the next page) presents the overall level of Vision, Mission, Goals, and Objectives (VMGO) awareness, acceptability and relevance among Bachelor of Public Administration (BPA) enrolled students at Davao del Norte State College (DNSC). The overall mean score of 3.71 with a standard deviation (SD) of 0.41 indicates a "Very High" level of awareness, acceptability and relevance among students.

**Table 1 Level of VMGO Awareness, Acceptability and Relevance among BPA Enrolled Students (Overall)**

| Indicator   | SD   | Mean | Descriptive Level |
|---|------|------|-------------------|
| Awareness of Stakeholders on the Vision, Mission, Goals, and Objectives               | 0.39 | 3.78 | Very High         |
| Awareness of Stakeholders on the Dissemination of the Vision, Mission, and Objectives | 0.50 | 3.49 | High              |

|   |             |             |                  |
|---|-------------|-------------|------------------|
| Acceptability of the Vision and Mission Statement   | 0.42        | 3.67        | Very High        |
| Acceptability of the Goals and Objectives/Outcomes to the Vision and Mission  | 0.39        | 3.80        | Very High        |
| Relevance of the Practices, Programs, and Activities to the Goals and Objectives/Outcomes to the Vision and Mission | 0.34        | 3.81        | Very High        |
| <b>OVERALL</b>  | <b>0.41</b> | <b>3.71</b> | <b>Very High</b> |

Among the five indicators, “Relevance of the Practices, Programs, and Activities to the Goals and Objectives/Outcomes to the Vision and Mission” recorded the highest mean score of 3.81 (SD = 0.34), suggesting that students strongly perceive the alignment between institutional programs and VMGO statements. Similarly, “Acceptability of the Goals and Objectives/Outcomes to the Vision and Mission” (M = 3.80, SD = 0.39) also scored very high, indicating that students agree that the institution’s goals and learning outcomes align with its vision and mission.

Conversely, the lowest mean score was observed in “Awareness of Stakeholders on the Dissemination of the Vision, Mission, and Objectives” (M = 3.49, SD = 0.50), though still falling under the "High" descriptive level. This suggests that while students generally acknowledge the presence of VMGO dissemination efforts, there is still room for improvement in the methods used to communicate and reinforce VMGO awareness. The highest SD of 0.50 in this indicator implies a greater variability in student responses, meaning that some students are well-informed about the institution’s VMGO dissemination strategies, while others may have limited exposure.

**Table 1.1** presents the level of VMGO awareness, acceptability and relevance among first-year Bachelor of Public Administration (BPA) students at Davao del Norte State College (DNSC). The overall mean score of 3.66 with a standard deviation (SD) of 0.44 indicates a "Very High" level of awareness.

**Table 1.1 Level of VMGO Awareness, Acceptability and Relevance among BPA Enrolled Students (1<sup>st</sup> YEAR)**

| Indicator   | SD   | Mean | Descriptive Level |
|---|------|------|-------------------|
| Awareness of Stakeholders on the Vision, Mission, Goals, and Objectives               | 0.43 | 3.73 | Very High         |
| Awareness of Stakeholders on the Dissemination of the Vision, Mission, and Objectives | 0.56 | 3.38 | High              |
| Acceptability of the Vision and Mission Statement                                     | 0.43 | 3.63 | Very High         |
| Acceptability of the Goals and Objectives/Outcomes to the Vision and Mission          | 0.39 | 3.77 | Very High         |

|   |             |             |                  |
|---|-------------|-------------|------------------|
| Relevance of the Practices, Programs, and Activities to the Goals and Objectives/Outcomes to the Vision and Mission | 0.36        | 3.77        | Very High        |
| <b>OVERALL</b>  | <b>0.44</b> | <b>3.66</b> | <b>Very High</b> |

Among the five indicators, “Acceptability of the Goals and Objectives/Outcomes to the Vision and Mission” and “Relevance of the Practices, Programs, and Activities to the Goals and Objectives/Outcomes to the Vision and Mission” both recorded the highest mean score of 3.77, suggesting that first-year students perceive a strong alignment between institutional goals and academic programs, activities, and outcomes. This indicates that even at the beginning of their academic journey, students recognize and accept the importance of the institution’s objectives in shaping their education and professional development.

On the other hand, the lowest mean score was observed in “Awareness of Stakeholders on the Dissemination of the Vision, Mission, and Objectives” ( $M = 3.38$ ,  $SD = 0.56$ ), which falls under the "High" descriptive level. This suggests that while first-year students generally acknowledge the dissemination efforts of DNSC’s VMGO, there may be gaps in how effectively this information is communicated to them. The standard deviation of 0.56, the highest among all indicators, suggests greater variability in student responses, implying that while some students are well-informed about VMGO dissemination strategies, others may have limited exposure. This could be attributed to differences in orientation sessions, classroom discussions, or institutional outreach efforts targeting new students.

**Table 1.2** presents the level of VMGO awareness, acceptability and relevance among second-year Bachelor of Public Administration (BPA) students at Davao del Norte State College (DNSC).

**Table 1.2 Level of VMGO Awareness, Acceptability and Relevance among BPA Enrolled Students (2<sup>nd</sup> YEAR)**

| Indicator   | SD   | Mean | Descriptive Level |
|---|------|------|-------------------|
| Awareness of Stakeholders on the Vision, Mission, Goals, and Objectives   | 0.28 | 3.86 | Very High         |
| Awareness of Stakeholders on the Dissemination of the Vision, Mission, and Objectives                               | 0.45 | 3.59 | Very High         |
| Acceptability of the Vision and Mission Statement   | 0.43 | 3.71 | Very High         |
| Acceptability of the Goals and Objectives/Outcomes to the Vision and Mission  | 0.35 | 3.87 | Very High         |
| Relevance of the Practices, Programs, and Activities to the Goals and Objectives/Outcomes to the Vision and Mission | 0.28 | 3.89 | Very High         |

|                |             |             |                  |
|----------------|-------------|-------------|------------------|
| <b>OVERALL</b> | <b>0.36</b> | <b>3.79</b> | <b>Very High</b> |
|----------------|-------------|-------------|------------------|

The overall mean score of 3.79 with a standard deviation (SD) of 0.36 indicates a "Very High" level of awareness. The highest mean score was observed in "Relevance of the Practices, Programs, and Activities to the Goals and Objectives/Outcomes to the Vision and Mission" ( $M = 3.89$ ,  $SD = 0.28$ ), signifying that second-year students strongly perceive institutional programs and activities as well-aligned with DNSC's VMGO. This suggests that students have developed a deeper understanding of how academic and extracurricular activities contribute to achieving institutional objectives by their second year. Similarly, "Acceptability of the Goals and Objectives/Outcomes to the Vision and Mission" recorded a high mean score of 3.87 ( $SD = 0.35$ ), further reinforcing that students recognize and support the alignment of DNSC's educational goals with its mission and vision.

Conversely, the lowest mean score was observed in "Awareness of Stakeholders on the Dissemination of the Vision, Mission, and Objectives" ( $M = 3.59$ ,  $SD = 0.45$ ), though still at a "Very High" descriptive level. This suggests that while students acknowledge the existence of dissemination efforts, there is some variability in how effectively the VMGO is communicated. The highest standard deviation ( $SD = 0.45$ ) in this category indicates that students have different levels of exposure to VMGO dissemination initiatives, possibly due to variations in classroom discussions, institutional events, or online accessibility of VMGO-related materials.

**Table 1.3** presents the level of VMGO awareness, acceptability and relevance among third-year Bachelor of Public Administration (BPA) students at Davao del Norte State College (DNSC). The overall mean score of 3.71 with a standard deviation (SD) of 0.38 indicates a "Very High" level of awareness among third-year students. The highest mean score was recorded in "Acceptability of the Goals and Objectives/Outcomes to the Vision and Mission" ( $M = 3.81$ ,  $SD = 0.35$ ), suggesting that third-year students strongly perceive the alignment of the institution's goals with its vision and mission. This reflects a deepened understanding of institutional objectives as students progress through their academic journey. Similarly, "Awareness of Stakeholders on the Vision, Mission, Goals, and Objectives" obtained a high mean score of 3.80 ( $SD = 0.35$ ), indicating that third-year students have a strong recognition of the institution's core mission and guiding principles.

**Table 1.3 Level of VMGO Awareness, Acceptability and Relevance among BPA Enrolled Students (3<sup>rd</sup> YEAR)**

| Indicator   | SD   | Mean | Descriptive Level |
|---|------|------|-------------------|
| Awareness of Stakeholders on the Vision, Mission, Goals, and Objectives               | 0.35 | 3.80 | Very High         |
| Awareness of Stakeholders on the Dissemination of the Vision, Mission, and Objectives | 0.43 | 3.50 | Very High         |
| Acceptability of the Vision and Mission Statement                                     | 0.39 | 3.68 | Very High         |

|   |             |             |                  |
|---|-------------|-------------|------------------|
| Acceptability of the Goals and Objectives/Outcomes to the Vision and Mission  | 0.35        | 3.81        | Very High        |
| Relevance of the Practices, Programs, and Activities to the Goals and Objectives/Outcomes to the Vision and Mission | 0.37        | 3.78        | Very High        |
| <b>OVERALL</b>  | <b>0.38</b> | <b>3.71</b> | <b>Very High</b> |

On the other hand, the lowest mean score was observed in “Awareness of Stakeholders on the Dissemination of the Vision, Mission, and Objectives” ( $M = 3.50$ ,  $SD = 0.43$ ), although still categorized as "Very High." This suggests that while students are generally aware of DNSC’s efforts in disseminating its VMGO, there is some degree of variability in their exposure to such initiatives. The highest standard deviation ( $SD = 0.43$ ) in this category indicates differences in how third-year students receive and interpret information regarding VMGO dissemination, possibly influenced by factors such as course engagement, faculty reinforcement, and institutional communication strategies.

**Table 1.4** presents the level of VMGO awareness, acceptability and relevance among fourth-year Bachelor of Public Administration (BPA) students at Davao del Norte State College (DNSC). The overall mean score of 3.77 with a standard deviation ( $SD$ ) of 0.41 indicates a "Very High" level of awareness, suggesting that fourth-year students have developed a strong understanding and acceptance of the institution’s Vision, Mission, Goals, and Objectives (VMGO). Among the indicators, the highest mean score was observed in “Relevance of the Practices, Programs, and Activities to the Goals and Objectives/Outcomes to the Vision and Mission” ( $M = 3.89$ ,  $SD = 0.25$ ), signifying that fourth-year students strongly perceive institutional programs, initiatives, and learning experiences as well-aligned with DNSC’s mission and objectives. The lowest mean score was “Awareness of Stakeholders on the Dissemination of the Vision, Mission, and Objectives” ( $M = 3.70$ ,  $SD = 0.38$ ). However, it still falls under the "Very High" descriptive level. This indicates that while students generally recognize the institution’s efforts in communicating its VMGO, there may still be slight inconsistencies in how this information reaches all students, particularly regarding accessibility and reinforcement.

**Table 1.4 Level of VMGO Awareness, Acceptability and Relevance among BPA Enrolled Students (4<sup>th</sup> YEAR)**

| Indicator   | SD   | Mean | Descriptive Level |
|---|------|------|-------------------|
| Awareness of Stakeholders on the Vision, Mission, Goals, and Objectives               | 0.45 | 3.80 | Very High         |
| Awareness of Stakeholders on the Dissemination of the Vision, Mission, and Objectives | 0.38 | 3.70 | Very High         |
| Acceptability of the Vision and Mission Statement                                     | 0.49 | 3.71 | Very High         |

|   |             |             |                  |
|---|-------------|-------------|------------------|
| Acceptability of the Goals and Objectives/Outcomes to the Vision and Mission  | 0.49        | 3.76        | Very High        |
| Relevance of the Practices, Programs, and Activities to the Goals and Objectives/Outcomes to the Vision and Mission | 0.25        | 3.89        | Very High        |
| <b>OVERALL</b>  | <b>0.41</b> | <b>3.77</b> | <b>Very High</b> |

Furthermore, the highest standard deviation ( $SD = 0.49$ ) was recorded for both "Acceptability of the Vision and Mission Statement" ( $M = 3.71$ ) and "Acceptability of the Goals and Objectives/Outcomes to the Vision and Mission" ( $M = 3.76$ ), suggesting that fourth-year students exhibit some level of variation in their responses regarding how well they align with the institution's core mission and objectives. Despite these variations, the findings affirm that as students' progress through their academic years, their awareness and acceptance of the institution's guiding principles remain consistently high. This trend suggests that DNSC has effectively integrated its VMGO into academic programs, faculty engagement, and institutional activities, fostering strong alignment between students and the institution's overarching goals. However, continuous improvement in VMGO dissemination strategies could further strengthen awareness and ensure that all students receive consistent and reinforced communication regarding DNSC's institutional mission regardless of background or academic standing.

The results indicate that BPA students at DNSC exhibit a very high level of awareness and acceptance of the institution's VMGO. The high mean scores across most indicators suggest that students understand and recognize the institution's guiding principles, especially regarding the relevance of academic programs and institutional activities in fulfilling DNSC's mission and goals. The high level of acceptance for the vision and mission statement ( $M = 3.67$ ,  $SD = 0.42$ ) further supports the idea that students see the institution's direction as aligned with their educational goals and aspirations.

However, the relatively lower score on VMGO dissemination awareness ( $M = 3.49$ ,  $SD = 0.50$ ) suggests that while students are aware of the institutional mission, vision, and goals, there may be inconsistencies in how this information is conveyed across different academic levels and programs. This aligns with the observation that certain students may not have been adequately exposed to VMGO discussions during orientations, academic engagements, or other institutional activities. The high standard deviation ( $SD = 0.50$ ) in this area suggests significant variations in how students receive and process information about VMGO, which implies a need for more effective communication strategies.

The findings suggest that DNSC has effectively embedded its VMGO within its academic environment, as evidenced by the very high awareness and acceptance levels among BPA students. This reflects a strong institutional commitment to fostering alignment between its goals and the student experience. However, the gap observed in VMGO dissemination awareness implies that while the institutional vision and mission statements are recognized, the means of communicating them could be improved.

The results highlight the importance of enhanced institutional efforts to strengthen VMGO dissemination strategies, such as incorporating more interactive activities, digital platforms, and faculty-led discussions to reinforce students' understanding further. The findings also suggest that students perceive curricular and extracurricular activities as relevant to institutional goals, indicating that DNSC's academic and administrative planning aligns with its mission-driven objectives.

These findings align with Institutional Theory (Meyer & Rowan, 1977), which posits that organizations, including educational institutions, develop structured policies and frameworks to reinforce legitimacy and stakeholder engagement. The high awareness of VMGO alignment with institutional programs and activities supports this theoretical perspective, demonstrating that students at DNSC recognize how their education is structured following the institution's core mission.

Moreover, Stakeholder Theory (Freeman, 1984) emphasizes that institutions must ensure that all stakeholders, particularly students, faculty, and alumni, are well-informed and engaged in institutional objectives. The study's findings validate this claim, as BPA students report a strong sense of alignment with institutional goals. However, the relatively lower awareness regarding VMGO dissemination suggests a potential gap in institutional communication practices, reinforcing the need for more targeted strategies to ensure that all students receive consistent exposure to VMGO.

Empirically, previous studies have highlighted that higher education institutions with strong VMGO integration in curriculum development and student engagement experience higher institutional effectiveness and student motivation. The results of this study corroborate such findings, suggesting that DNSC's strong emphasis on aligning its educational programs with its institutional vision has positively influenced student awareness and engagement. However, the variability in dissemination awareness implies that institutional improvements can be made in strengthening communication channels, particularly for first-year students who are still adapting to the institutional culture.

**Table 2** presents the level of VMGO awareness among BPA alumni at Davao del Norte State College (DNSC). The overall mean score of 3.76 with a standard deviation (SD) of 0.39 indicates a "Very High" level of awareness among alumni, suggesting that even after graduation, they retain a strong understanding and acceptance of the institution's Vision, Mission, Goals, and Objectives (VMGO).

**Table 2 Level of VMGO Awareness, Acceptability and Relevance among BPA Alumni**

| Indicator   | SD          | Mean        | Descriptive Level |
|---|-------------|-------------|-------------------|
| Awareness of Stakeholders on the Vision, Mission, Goals, and Objectives   | 0.36        | 3.82        | Very High         |
| Awareness of Stakeholders on the Dissemination of the Vision, Mission, and Objectives                               | 0.55        | 3.51        | Very High         |
| Acceptability of the Vision and Mission Statement   | 0.42        | 3.72        | Very High         |
| Acceptability of the Goals and Objectives/Outcomes to the Vision and Mission  | 0.33        | 3.87        | Very High         |
| Relevance of the Practices, Programs, and Activities to the Goals and Objectives/Outcomes to the Vision and Mission | 0.30        | 3.86        | Very High         |
| <b>OVERALL</b>  | <b>0.39</b> | <b>3.76</b> | <b>Very High</b>  |

Among the indicators, the highest mean score was recorded for “Acceptability of the Goals and Objectives/Outcomes to the Vision and Mission” ( $M = 3.87$ ,  $SD = 0.33$ ), followed closely by “Relevance of the Practices, Programs, and Activities to the Goals and Objectives/Outcomes to the Vision and Mission” ( $M = 3.86$ ,  $SD = 0.30$ ). These findings suggest that alumni strongly recognize the alignment between their academic training at DNSC and the institution’s overarching goals and mission.

On the other hand, the lowest mean score was observed in “Awareness of Stakeholders on the Dissemination of the Vision, Mission, and Objectives” ( $M = 3.51$ ,  $SD = 0.55$ ), which, despite still being categorized as “Very High,” reflects the greatest variation in responses. The highest standard deviation ( $SD = 0.55$ ) in this category indicates that alumni have differing experiences regarding how effectively the VMGO was disseminated to them during their studies. This variability suggests that while many alumni may have had direct exposure to VMGO messaging through faculty discussions, institutional events, and academic programs, others may have had less engagement in these initiatives.

The results indicate that BPA alumni at DNSC maintain a strong level of VMGO awareness, particularly in recognizing the connection between the institution’s goals and the education they received. The high scores in “Acceptability of the Goals and Objectives/Outcomes to the Vision and Mission” ( $M = 3.87$ ) and “Relevance of the Practices, Programs, and Activities to the Goals and Objectives/Outcomes to the Vision and Mission” ( $M = 3.86$ ) suggest that alumni perceive their education at DNSC as being aligned with the institution’s mission and values. This means that alumni recognize how the academic programs and activities they participated in have contributed to their professional growth and career readiness, reinforcing the institution’s commitment to producing competent and values-driven graduates in public administration.

However, the relatively lower mean score in “Awareness of Stakeholders on the Dissemination of the Vision, Mission, and Objectives” ( $M = 3.51$ ,  $SD = 0.55$ ) suggests that while alumni were aware of the institution’s VMGO, the dissemination strategies employed during their studies may not have been uniformly effective across all students. This finding implies that some graduates may have received stronger reinforcement of VMGO principles through academic and extracurricular activities, while others may have had limited exposure. Given that effective VMGO dissemination is critical to institutional alignment, these results suggest an opportunity for DNSC to enhance its communication strategies, particularly in engaging students more consistently throughout their academic journey.

The findings highlight the lasting impact of VMGO integration within academic programs and institutional initiatives, as evidenced by the strong awareness and acceptance among alumni. This suggests that DNSC has successfully embedded its VMGO into curriculum development, student engagement activities, and overall institutional culture, allowing graduates to internalize these principles even after completing their studies. The strong alignment between academic programs, institutional goals, and alumni perception also reinforces the effectiveness of DNSC’s program outcomes, ensuring that its graduates continue to embody the institution’s vision and mission in their professional careers.

However, the variation in VMGO dissemination awareness, acceptability and relevance suggests that while many alumni benefited from effective VMGO integration, others may have experienced inconsistencies in how these institutional values were communicated. This underscores the need for continuous improvement in institutional messaging, ensuring that all students, regardless of their level of engagement, receive consistent exposure to DNSC’s core mission and goals. Strengthening VMGO dissemination—through enhanced digital communication, faculty reinforcement, and alumni engagement programs—could ensure that all graduates leave DNSC with a uniform and deep-rooted understanding of

the institution's mission.

These findings align with Institutional Theory (Meyer & Rowan, 1977), which posits that organizations, including academic institutions, must develop strong internal structures to ensure legitimacy, strategic alignment, and stakeholder engagement. The high level of VMGO awareness, acceptability and relevance among alumni suggests that DNSC has successfully institutionalized its core principles, reinforcing its role as a higher education institution that prioritizes integrating vision-driven education into its academic programs. Additionally, the study's results support Stakeholder Theory (Freeman, 1984), which emphasizes that organizations must engage their stakeholders—including students and alumni—in ways that promote a shared vision and strategic alignment. The high scores in acceptability and relevance indicators suggest that DNSC alumni feel connected to the institution's mission, validating the importance of sustained institutional engagement in fostering long-term alignment with VMGO principles.

Empirical studies in higher education suggest that graduates from institutions with well-integrated VMGO frameworks exhibit higher levels of professional alignment with their alma mater's mission. The findings of this study corroborate these claims, as alumni recognize the value of their education about DNSC's goals and objectives. However, the variability in VMGO dissemination awareness, acceptability and relevance also reflects findings from previous research, which indicate that inconsistent communication strategies can affect how effectively students internalize institutional values over time.

**Table 3** presents the level of VMGO awareness, acceptability and relevance among BPA faculty at Davao del Norte State College (DNSC). The overall mean score of 3.95 with a standard deviation (SD) of 0.07 indicates a "Very High" level of awareness, highlighting that faculty members have a comprehensive understanding and strong acceptance of the institution's Vision, Mission, Goals, and Objectives (VMGO). Among the indicators, the highest mean score of 4.00 was recorded in "Awareness of Stakeholders on the Vision, Mission, Goals, and Objectives," "Acceptability of the Goals and Objectives/Outcomes to the Vision and Mission," and "Relevance of the Practices, Programs, and Activities to the Goals and Objectives/Outcomes to the Vision and Mission," all with an SD of 0.00. This indicates that all faculty members have a unified and consistent understanding of the institution's guiding principles, and they recognize the alignment between their academic responsibilities and DNSC's mission and goals. The lowest mean score was observed in "Awareness of Stakeholders on the Dissemination of the Vision, Mission, and Objectives" (M = 3.83, SD = 0.23). However, it still falls under the "Very High" descriptive level. The highest standard deviation (SD = 0.23) in this category suggests some degree of variability in faculty experiences with VMGO dissemination efforts. While faculty members are generally well-informed, differences in engagement with institutional communication strategies may account for slight inconsistencies in how VMGO dissemination is perceived among faculty members.

**Table 3 Level of VMGO Awareness, Acceptability and Relevance among BPA Faculty**

| Indicator   | SD   | Mean | Descriptive Level |
|---|------|------|-------------------|
| Awareness of Stakeholders on the Vision, Mission, Goals, and Objectives               | 0.00 | 4.00 | Very High         |
| Awareness of Stakeholders on the Dissemination of the Vision, Mission, and Objectives | 0.23 | 3.83 | Very High         |

|   |             |             |                  |
|---|-------------|-------------|------------------|
| Acceptability of the Vision and Mission Statement   | 0.15        | 3.93        | Very High        |
| Acceptability of the Goals and Objectives/Outcomes to the Vision and Mission  | 0.00        | 4.00        | Very High        |
| Relevance of the Practices, Programs, and Activities to the Goals and Objectives/Outcomes to the Vision and Mission | 0.00        | 4.00        | Very High        |
| <b>OVERALL</b>  | <b>0.07</b> | <b>3.95</b> | <b>Very High</b> |

The findings indicate that BPA faculty members at DNSC demonstrate the highest level of VMGO awareness, acceptability and relevance compared to other stakeholder groups. The perfect mean score ( $M = 4.00$ ) in three key areas suggests that faculty members fully align with the institution's core mission and goals, as they play an essential role in translating these principles into teaching, curriculum design, and student engagement. This finding reinforces the expectation that faculty members, as institutional stewards, uphold and internalize DNSC's mission, ensuring that students and other stakeholders are continuously exposed to the institution's guiding principles.

However, the slightly lower mean score in "Awareness of Stakeholders on the Dissemination of the Vision, Mission, and Objectives" ( $M = 3.83$ ,  $SD = 0.23$ ) suggests minor variations in faculty perceptions regarding how VMGO information is communicated within the institution. While faculty members recognize the importance of VMGO, some may feel that institutional dissemination strategies could be improved, particularly regarding outreach to students and other stakeholders. This highlights the need for DNSC to reinforce VMGO dissemination strategies, ensuring that all faculty members—regardless of department, tenure, or specialization—receive consistent and structured exposure to institutional messaging regarding VMGO.

The very high level of VMGO awareness, acceptability and relevance among faculty members suggests that DNSC has successfully embedded its institutional mission within faculty development programs, academic policies, and governance structures. Faculty members serve as primary agents of VMGO reinforcement, ensuring that these guiding principles are consistently integrated into their teaching methods, research endeavors, and community engagements. The findings imply that DNSC's faculty orientation, strategic planning, and professional development efforts have effectively strengthened institutional alignment with VMGO.

However, the slight variation in the dissemination indicator suggests an opportunity for improvement in internal communication channels. Faculty members are expected to serve as key disseminators of VMGO within the academic environment. Still, inconsistencies in how they perceive dissemination efforts indicate a need for more substantial institutional initiatives, such as workshops, digital platforms, and faculty dialogues, to reinforce a unified approach to VMGO promotion. Strengthening communication strategies will enhance faculty engagement, ensuring their understanding of VMGO translates into a more cohesive and structured approach to student learning and institutional development.

The study's findings align with Institutional Theory (Meyer & Rowan, 1977), which asserts that organizations—particularly academic institutions—develop structured policies and frameworks to ensure legitimacy, institutional coherence, and stakeholder engagement. The high level of VMGO awareness,

acceptability and relevance among faculty members supports this theory, as it demonstrates that DNSC has successfully institutionalized its mission and goals, ensuring that faculty members internalize and uphold these principles in their academic roles.

The Stakeholder Theory (Freeman, 1984) also emphasizes the faculty's role as key institutional stakeholders responsible for reinforcing organizational objectives. The findings suggest that faculty members at DNSC actively support and disseminate VMGO principles, validating the importance of faculty engagement in sustaining institutional mission alignment. Furthermore, empirical studies indicate that higher education institutions with strong faculty alignment to institutional goals exhibit more tremendous student success, academic integrity, and overall institutional effectiveness. The results of this study support such claims, reinforcing that faculty commitment to VMGO awareness, acceptability and relevance directly contributes to a well-structured and mission-driven educational environment. However, the variability in faculty perceptions of VMGO dissemination strategies suggests that DNSC can further enhance internal communication and faculty engagement initiatives. While faculty members strongly uphold DNSC's mission and goals, ensuring that dissemination strategies remain consistent across all departments and specializations will strengthen institutional cohesion.

### 3.2. Significant Difference of VMGO Awareness, Acceptability and Relevance when analyzed by Enrolled Students' Year Level

Table 4 displays the inferential results on the significant difference in VMGO (Vision, Mission, Goals, and Objectives) awareness, acceptability and relevance when analyzed by enrolled students' year level. The study tested the null hypothesis stating that there is no significant difference in VMGO awareness, acceptability and relevance among BPA-enrolled students across different year levels. The overall computed F-value is 1.74, with a significance level (p-value) of .32. Given that the probability value exceeds the 0.05 threshold, the result is statistically not significant. Therefore, the null hypothesis is not rejected, indicating that there is no significant difference in the overall level of VMGO awareness, acceptability and relevance when categorized by year level among students of the Bachelor of Public Administration program.

**Table 4 Significant Difference of VMGO Awareness, Acceptability and Relevance when analyzed by Enrolled Students' Year Level**

| Factor  |                      |      |                      |      | Year Level           |      |                      |      |         |      |       | Sig. |
|---|----------------------|------|----------------------|------|----------------------|------|----------------------|------|---------|------|-------|------|
|   | 1 <sup>st</sup> Year |      | 2 <sup>nd</sup> Year |      | 3 <sup>rd</sup> Year |      | 4 <sup>th</sup> Year |      | Overall |      | F     |      |
|   | Mean                 | SD   | Mean                 | SD   | Mean                 | SD   | Mean                 | SD   | Mean    | SD   |       |      |
| Awareness of Stakeholders on the Vision, Mission, Goals, and Objectives | 3.73                 | 0.43 | 3.86                 | 0.28 | 3.80                 | 0.35 | 3.80                 | 0.45 | 3.78    | 0.39 | 1.294 | .277 |
| Awareness of Stakeholders on the  | 3.38                 | 0.56 | 3.59                 | 0.45 | 3.50                 | 0.43 | 3.70                 | 0.38 | 3.49    | 0.50 | 4.055 | .008 |

|   |             |             |             |             |             |             |             |             |             |             |             |             |
|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Dissemination of the Vision, Mission, and Objectives  |             |             |             |             |             |             |             |             |             |             |             |             |
| Acceptability of the Vision and Mission Statement   | 3.63        | 0.43        | 3.71        | 0.43        | 3.68        | 0.39        | 3.71        | 0.49        | 3.67        | 0.42        | .498        | .684        |
| Acceptability of the Goals and Objectives/Outcomes to the Vision and Mission  | 3.77        | 0.39        | 3.87        | 0.35        | 3.81        | 0.35        | 3.76        | 0.49        | 3.80        | 0.39        | .785        | .504        |
| Relevance of the Practices, Programs, and Activities to the Goals and Objectives/Outcomes to the Vision and Mission | 3.77        | 0.36        | 3.89        | 0.28        | 3.78        | 0.37        | 3.89        | 0.25        | 3.81        | 0.34        | 2.068       | .106        |
| <b>Overall</b>  | <b>3.66</b> | <b>0.44</b> | <b>3.79</b> | <b>0.36</b> | <b>3.71</b> | <b>0.38</b> | <b>3.77</b> | <b>0.41</b> | <b>3.71</b> | <b>0.41</b> | <b>1.74</b> | <b>0.32</b> |

The lack of significant difference in the overall VMGO awareness, acceptability and relevance ( $F = 1.74$ ,  $p = .32$ ) suggests a relatively uniform understanding and appreciation of institutional vision, mission, goals, and objectives across student cohorts, regardless of their year level. This implies that DNSC's dissemination efforts may have succeeded in ensuring baseline VMGO awareness, acceptability and relevance among all Bachelor of Public Administration students. The consistency across cohorts might also reflect standardized orientation programs and curricular integration. However, one specific dimension—Awareness of Stakeholders on the Dissemination of the Vision, Mission, and Objectives—revealed a significant difference ( $F = 4.055$ ,  $p = .008$ ), warranting a deeper look into the dissemination strategies of the institution. For this indicator, the null hypothesis is rejected, indicating that students' perception of how VMGO is communicated differs significantly depending on their year level. This variation could be attributed to increased exposure to institutional initiatives, student involvement, or administrative participation in upper year levels.

The first indicator, Awareness of Stakeholders on the Vision, Mission, Goals, and Objectives, yielded an F-value of 1.294 with a p-value of .277, which is not statistically significant. This implies that students from first to fourth year generally share a consistent level of awareness regarding the content of the institution's VMGO. This finding may be linked to the visibility of the VMGO statements across campus facilities, student manuals, and orientations. Studies by Cahapin et al. (2022) and Castro et al. (2017) support the importance of visible and repeated exposure to institutional values in promoting familiarity. However, while awareness exists, it does not guarantee depth of understanding or application—a concern

echoed by Alvarez and Blanco (2019), who warn against over-reliance on passive methods of dissemination.

The second indicator, Awareness of Stakeholders on the Dissemination of the Vision, Mission, and Objectives, stands out as the only statistically significant result ( $F = 4.055$ ,  $p = .008$ ). The awareness of how and where VMGO is shared (e.g., bulletin boards, orientations, classroom discussions) varies significantly across year levels. Notably, fourth-year students reported the highest awareness ( $M = 3.70$ ), suggesting that engagement deepens through sustained academic exposure. This aligns with Rogers' Diffusion of Innovation Theory, which posits that repeated and multi-channel exposure leads to greater adoption of an innovation—in this case, the VMGO. Lazaro and Ramos (2022) emphasized that physical displays, social media, and classroom integration all contribute to dissemination effectiveness. Moreover, Delos Santos and Cruz (2023) showed that students closer to graduation exhibit stronger recall of institutional goals due to participation in activities like thesis defenses, institutional assessments, and practicum programs, where VMGO is explicitly referenced.

The third indicator, Acceptability of the Vision and Mission Statement, recorded an F-value of 0.498 and a p-value of .684, showing no significant difference among year levels. This uniformity suggests that students, regardless of year level, find the institution's mission and vision acceptable and aligned with their personal and professional aspirations. This supports Garcia et al. (2021), who found that institutional alignment is most effective when students perceive the mission and vision as meaningful and reflective of their future roles. The finding aligns with the Organizational Commitment Model (Mowday et al., 2013), which states that affective commitment to institutional goals can emerge early if values resonate with stakeholders. Thus, DNSC may be succeeding in crafting and articulating a vision and mission that broadly resonate with its students.

For the fourth indicator, Acceptability of the Goals and Objectives/Outcomes to the Vision and Mission, results showed an F-value of 0.785 and p-value of .504, indicating no significant difference across year levels. This suggests that students consistently perceive the institution's goals and expected learning outcomes as aligned with its vision and mission. According to Santiago et al. (2021), such alignment plays a vital role in curriculum relevance and graduate employability. When institutional goals are perceived as integrated into academic activities, students are more likely to be motivated and committed. This supports Freeman's (1984) Stakeholder Theory, which posits that stakeholder satisfaction and participation are driven by clarity and alignment of organizational goals.

Lastly, the fifth indicator, Relevance of the Practices, Programs, and Activities to the Goals and Objectives/Outcomes to the Vision and Mission, presented an F-value of 2.068 with a p-value of .106—still statistically not significant but nearing the margin of significance. This finding may suggest that students across levels are gradually noticing increasing relevance of institutional practices to VMGO as they progress in the program. As students become more involved in extension activities, research forums, and governance simulations, their ability to connect practices with institutional goals may increase. Özdem (2023) asserts that embedding institutional values in both academic and co-curricular programs enhances student engagement and ownership. Basilio et al. (2023) also stressed the importance of aligning extracurricular and instructional strategies with institutional objectives to promote strategic coherence.

These findings align with Tinto's Student Integration Model (1993), which posits that student engagement deepens as learners advance in their academic journey, potentially explaining why higher-year students exhibit increased awareness, acceptability and relevance of VMGO dissemination. Similarly, Rogers' Diffusion of Innovation Theory suggests that the success of information transfer—such as VMGO

content—relies on effective communication methods and timing. This aligns with the observed higher scores in dissemination awareness, acceptability and relevance among senior students, particularly in the 4th year ( $M = 3.70$ ), compared to first-year students ( $M = 3.38$ ). The significance found in this dimension may indicate that the institution's dissemination strategies are more effectively reaching upper-year students through academic advising, program reviews, or organizational involvement.

From a theoretical standpoint, the findings support Institutional Theory (Meyer & Rowan, 1977), which emphasizes the importance of embedding institutional norms and values into organizational structures to legitimize institutional practices. However, the non-significant overall result suggests that institutional efforts to disseminate VMGO are not strongly differentiated across student year levels. This may point to a need for more dynamic and stage-specific dissemination strategies. As Özdem (2023) highlights, institutional alignment is strengthened when vision and mission are contextualized within students lived academic experiences. Similarly, Bryson (2011) and Slamet et al. (2024) stress that effective strategic planning requires inclusive stakeholder engagement and consistent reinforcement of institutional purpose throughout academic progression.

Moreover, prior literature suggests that stakeholder perception of institutional goals evolves over time. Basilio et al. (2023) and Lazaro and Ramos (2022) revealed that effective VMGO integration results in higher awareness and institutional loyalty, especially among graduating students who often have more institutional touchpoints. The significant result in dissemination awareness, acceptability and relevance reinforces the importance of adapting communication methods to fit each academic level. As Fernandez (2021) and Reyes and Alviar (2022) emphasize, combining print, digital, and experiential strategies increases visibility and understanding of institutional goals. Therefore, DNSC might benefit from tailoring its dissemination approaches to ensure earlier student cohorts are equally informed and involved in VMGO-aligned practices.

Practically, this finding implies that while the institution has managed to sustain consistent VMGO awareness, acceptability and relevance across all year levels, targeted reinforcement strategies—especially in the earlier years—are necessary to maximize internalization of institutional goals. As Kirkland and Sutch (2021) argue, embedding VMGO into curriculum, orientations, and student-led activities facilitates higher levels of affective and normative commitment, as proposed in the Organizational Commitment Model (Mowday et al., 2013). Reinforcing VMGO in lower years ensures that by the time students reach graduation, they are not only aware of institutional goals but have also integrated them into their academic identity and career aspirations.

Thus, the results of this objective reveal that VMGO awareness, acceptability and relevance is generally consistent across year levels, affirming the effectiveness of DNSC's universal dissemination practices. However, the significant variation in dissemination awareness, acceptability and relevance highlights the need for differentiated communication strategies that evolve with student academic maturity. Anchored on Institutional and Stakeholder Theories, this implies that VMGO strategies must be both inclusive and adaptive to cultivate a cohesive institutional culture. These findings contribute to educational governance literature by reinforcing the idea that VMGO integration must be strategically tailored to stakeholder characteristics—an insight relevant not only to DNSC but to higher education institutions broadly committed to quality assurance and strategic alignment.

## 4. Conclusion and Recommendation

### 4.1. Conclusion

The descriptive findings of the study revealed that stakeholders in the Bachelor of Public Administration (BPA) program at Davao del Norte State College (DNSC) demonstrated a very high level of awareness, acceptability and relevance of the institution's Vision, Mission, Goals, and Objectives (VMGO). Students across all year levels consistently recognized the alignment between DNSC's academic programs, institutional practices, and its guiding principles. Among the five indicators, the highest mean scores were recorded in the relevance of practices and activities to VMGO ( $M = 3.81$ ), and acceptability of goals and outcomes to the vision and mission ( $M = 3.80$ ), indicating that students perceive their education as closely aligned with institutional aspirations. Likewise, BPA alumni and faculty exhibited similarly high awareness, acceptability and relevance levels, particularly in recognizing the relevance of institutional initiatives to their academic and professional development. These findings affirm that DNSC has successfully institutionalized its VMGO across stakeholder groups through clear articulation and strategic integration within its curricular and co-curricular engagements.

Inferentially, the study tested the null hypothesis stating that no significant difference exists in VMGO awareness, acceptability and relevance when analyzed by enrolled students' year level. The overall ANOVA result yielded an F-value of 1.74 with a p-value of .32, leading to the non-rejection of the null hypothesis. This suggests that VMGO awareness, acceptability and relevance is statistically consistent across first to fourth-year students. However, a significant difference was found in one key dimension—awareness of the dissemination of the VMGO, with an F-value of 4.055 and a p-value of .008. This indicates that students' perception of how VMGO is communicated varies significantly by academic year, with higher awareness, acceptability and relevance reported among fourth-year students. This pattern may be attributed to increased engagement in institutional activities, academic advising, and capstone experiences that reinforce institutional values in later stages of the academic journey. The implication is that while DNSC ensures broad VMGO exposure, there is a need for improved and stage-appropriate dissemination strategies, particularly for underclassmen who may have less institutional interaction.

The results of the study support the theoretical underpinnings that framed its conceptual orientation. Consistent with Institutional Theory (Meyer & Rowan, 1977), the high levels of VMGO awareness, acceptability and relevance reflect DNSC's effectiveness in embedding institutional norms and legitimizing its practices through structured policies and strategic communication. The findings also affirm Stakeholder Theory (Freeman, 1984), which emphasizes inclusive engagement and alignment of organizational goals with stakeholder needs—evident in the uniform awareness across student cohorts. Moreover, the significant variation in VMGO dissemination by year level resonates with Rogers' Diffusion of Innovation Theory, underscoring the role of communication channels and exposure duration in stakeholder internalization of institutional values. As VMGO understanding deepens over time, the study also reflects principles of Tinto's Student Integration Model, which suggests that students' academic and social engagement enhances their institutional commitment. Collectively, these findings confirm that DNSC's approach to institutional alignment is theoretically grounded, but can be further strengthened through more targeted, developmental dissemination strategies across student levels.

### 4.2. Recommendation

Considering the descriptive findings, it is recommended that Davao del Norte State College (DNSC) administrators and faculty intensify their efforts to enhance stakeholders' awareness, acceptability and relevance of the dissemination of the Vision, Mission, and Objectives, which yielded the lowest mean

scores among all indicators across all groups ( $M = 3.49$  overall;  $M = 3.38$  for first-year students). This can be achieved by institutionalizing more dynamic and multi-platform dissemination strategies, such as integrating VMGO discussions into general education subjects, conducting interactive student-led orientation sessions, and utilizing digital tools (e.g., short video campaigns, mobile applications, and learning management systems) to reinforce visibility and understanding of VMGO statements. For lower-year students, dissemination should go beyond traditional print materials and orientations, offering participatory formats that contextualize VMGO within their academic journey and student activities.

Second, it is recommended that faculty members and academic program heads embed VMGO-related activities into course syllabi, class discussions, and assessment tasks—particularly in subjects related to ethics, governance, and leadership. Doing so will improve students' conceptual internalization of VMGO and its relevance to public service, especially in early academic years. Since the study found that awareness of dissemination and application tends to strengthen in the higher years, educators should scaffold learning opportunities to progressively expose students to institutional values, starting from the first year. This includes reflective writing on institutional goals, classroom-based mini-campaigns that promote the mission and vision and linking course outcomes to institutional objectives.

Finally, alumni coordinators and college administrators are encouraged to sustain engagement with graduates by integrating VMGO into alumni development programs and post-graduate surveys. Although alumni respondents demonstrated high overall awareness and acceptance, sustaining institutional alignment beyond graduation can strengthen long-term stakeholder loyalty and advocacy. Specific recommendations include VMGO-centered webinars for alumni, social media storytelling that links alumni achievements to institutional goals, and the inclusion of VMGO alignment as a reflective component in alumni tracer studies. These approaches ensure that DNSC's mission remains a guiding principle not only during students' academic tenure but also in their careers in public service.

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