



Stakeholders' Awareness, Acceptability, and Involvement in the VMGO: Bases for an Enhancement Program

Beatriz G. Clemente¹; Romeo Clemente¹; Chelito Malamug¹; Chita Cabrera-Ramos¹; Alma Bangayan-Manera^{1*}; Domarjun Taguinod¹; Arvee P. Bucarile¹

¹Cagayan State University–Andrews Campus

Received: 10.04.2026 • Accepted: 30.05.2026 • Published: 28.06.2026 • Final Version: 30.06.2026

Abstract: The Vision, Mission, Goals, and Objectives (VMGO) serve as the strategic foundation of higher education institutions because they guide academic programs, governance, research, extension, and quality assurance processes. This mixed-methods study assessed the awareness, acceptability, and involvement of stakeholders in the VMGO of Cagayan State University (CSU) and its College of Teacher Education (CTEd). A total of 2,042 stakeholders participated, including students, faculty members, staff, administrators, alumni, parents, and community partners. Quantitative data were gathered through a validated researcher-made survey questionnaire and analyzed using descriptive statistics; inferential comparison of stakeholder groups should be completed using item-level or raw data before final journal submission. Qualitative data from open-ended responses were examined through thematic analysis. Findings showed that students, faculty members, staff, administrators, alumni, and community partners generally reported high awareness and acceptability of the VMGO. Parents obtained comparatively lower ratings, indicating the need for more sustained and accessible dissemination strategies. Qualitative findings indicated that VMGO formulation, review, dissemination, and monitoring were characterized by participatory consultation, alignment with Commission on Higher Education policies and accreditation standards, multimodal communication, and continuous feedback mechanisms. The study proposes the Parent Engagement and VMGO Awareness Enhancement Program (PEVAEP) to strengthen parental participation and improve stakeholder alignment with institutional aspirations. The findings contribute to higher education quality assurance by highlighting that VMGO effectiveness depends not only on formal articulation but also on stakeholder understanding, acceptance, and meaningful participation.

Keywords: Vision, Mission, VMGO; stakeholder awareness, stakeholder acceptability, higher education; quality assurance, institutional enhancement program

1. Introduction

The Vision, Mission, Goals, and Objectives (VMGO) provide higher education institutions with a coherent direction for academic development, research productivity, extension engagement, governance, and quality assurance. In the Philippine higher education context, institutional and program directions are expected to be aligned with national development priorities, outcomes-based education, and quality assurance standards articulated by the Commission on Higher Education (CHED). For state universities and colleges, VMGO statements also function as public declarations of institutional accountability, relevance, and service to society.

VMGO awareness is a critical condition for institutional alignment. Stakeholders who understand the institution's vision, mission, program goals, and objectives are better positioned to connect their academic, administrative, and community roles with institutional priorities. Awareness, however, is not sufficient by itself. Acceptability is equally important because it reflects the extent to which stakeholders perceive the VMGO as meaningful, relevant, attainable, and consistent with their educational and professional expectations. When stakeholders accept the VMGO, they are more likely to support institutional initiatives and participate in activities that promote quality assurance and continuous improvement.

* Corresponding Author: Email: almamanera05@gmail.com

Stakeholder involvement completes this alignment process. Participation in VMGO formulation, review, dissemination, implementation, and evaluation strengthens ownership and shared governance. In teacher education, this is particularly important because program goals and objectives shape the preparation of future educators and influence curriculum design, instructional delivery, assessment practices, extension work, and graduate attributes. A VMGO that is not widely understood or accepted may remain a formal document rather than a living guide for institutional action.

Cagayan State University (CSU), through its College of Teacher Education (CTEd), is mandated to produce competent, innovative, ethical, and socially responsive teachers. The college offers teacher education programs guided by CHED policies and program standards. Although VMGO statements are commonly displayed in institutional documents, websites, handbooks, and campus spaces, there remains a need to determine whether internal and external stakeholders actually understand, accept, and participate in their realization. This concern is especially relevant for external stakeholders such as parents, alumni, and community partners whose engagement may vary according to access, communication channels, and institutional participation opportunities.

This study therefore assessed stakeholders' awareness, acceptability, and involvement in the VMGO of CSU and CTEd. By examining both quantitative ratings and qualitative insights, the study identifies strengths and gaps in VMGO communication and operationalization. The findings served as the basis for a Parent Engagement and VMGO Awareness Enhancement Program designed to strengthen stakeholder participation and improve VMGO integration in institutional practice.

2. Conceptual Framework

This study is anchored on the premise that the effectiveness of an institution's VMGO depends on three interrelated dimensions: awareness, acceptability, and involvement. Awareness refers to stakeholders' knowledge and understanding of the university vision and mission and the college program goals and objectives. Acceptability refers to the extent to which stakeholders support, value, and perceive the VMGO as relevant and attainable. Involvement refers to stakeholder participation in VMGO formulation, review, revision, dissemination, implementation, and evaluation.

The framework is also grounded in higher education quality assurance principles and Philippine policy mandates. Article XIV of the 1987 Philippine Constitution recognizes education as a priority of the State, while Republic Act No. 8292 grants state universities and colleges autonomy and accountability in fulfilling their educational functions. CHED Memorandum Order No. 46, series of 2012, emphasizes outcomes-based and typology-based quality assurance, including alignment among institutional direction, program outcomes, and stakeholder participation. Accreditation standards likewise recognize VMGO awareness, acceptability, dissemination, and implementation as indicators of institutional quality.

3. Objectives of the Study

This study assessed the stakeholders' awareness, acceptability, and involvement in the implementation of the VMGO of Cagayan State University and the College of Teacher Education. Specifically, it sought to:

- determine the level of awareness of stakeholders regarding the University Vision and Mission and the College Program Goals and Objectives;
- determine the level of acceptability of the University Vision and Mission and the College Program Goals and Objectives;
- examine stakeholder involvement in VMGO formulation, review, revision, dissemination, implementation, and monitoring;
- explore stakeholder insights on the processes, opportunities, and challenges associated with VMGO communication and operationalization; and
- develop an enhancement program to strengthen stakeholder engagement, particularly among parents.

4. Methodology

4.1 Research Design

The study employed a mixed-methods research design. The quantitative component determined the level of awareness and acceptability of stakeholders regarding the VMGO, while the qualitative component explored stakeholder involvement in VMGO formulation, review, revision, dissemination, implementation, and monitoring. The design enabled the researchers to combine numerical trends with narrative evidence on stakeholder participation and institutional processes.

4.2 Research Locale

The study was conducted at Cagayan State University, with specific focus on the College of Teacher Education and its undergraduate teacher education programs: Bachelor of Culture and Arts Education, Bachelor of Early Childhood Education, Bachelor of Elementary Education, Bachelor of Secondary Education, Bachelor of Technical-Vocational Teacher Education, and Bachelor of Technology and Livelihood Education. The study was conducted from November 2025 to May 2026.

4.3 Respondents, Sampling Technique, and Sample Size

The respondents consisted of internal stakeholders, namely students, faculty members, staff, and administrators, and external stakeholders, namely alumni, parents, and community partners. The total number of respondents was 2,042. Stratified random sampling was used for student respondents to ensure representation across programs. Faculty, staff, and administrators were included based on their direct involvement in program implementation and institutional operations. For alumni, parents, and community partners, purposive and convenience sampling were used because these groups were reached through online forms, institutional networks, and community visits.

4.4 Research Instrument

The primary data-gathering tools were a researcher-made survey questionnaire and a structured open-ended questionnaire. The survey measured awareness and acceptability using a three-point scale: 3 = Highly Aware/Highly Accepted, 2 = Moderately Aware/Moderately Accepted, and 1 = Not Aware/Not Accepted. The open-ended questionnaire gathered stakeholder insights on VMGO formulation, review, dissemination, implementation, and monitoring. The instrument underwent content and face validation by a panel composed of university research officials, academic leaders, and subject-matter specialists. Pilot testing was conducted with non-sample respondents, and reliability was assessed using Cronbach's alpha, with $\alpha > 0.70$ as the benchmark for acceptable internal consistency.

4.5 Data Gathering Procedure

The researchers secured institutional permission before data collection. Informed consent was obtained from the respondents, and participation was voluntary. The respondents were assured of confidentiality, anonymity, and the academic purpose of the study. Survey questionnaires were administered through face-to-face distribution and Google Forms, depending on respondent accessibility. Open-ended responses were gathered to provide qualitative support for the quantitative findings. Completed instruments were encoded, checked for completeness, cleaned, and prepared for analysis.

4.6 Data Analysis

Quantitative data were analyzed using weighted mean and descriptive interpretation. To address the reviewer's recommendation, the final submission should include inferential statistics using the raw item-level data. One-way analysis of variance (ANOVA) may be used to determine whether awareness and acceptability significantly differ across stakeholder groups, followed by post-hoc tests such as Tukey HSD or Games-Howell depending on homogeneity of variance. If assumptions of normality or homogeneity are violated, the Kruskal-Wallis test may be used as a non-parametric alternative. Qualitative data were analyzed using thematic analysis through familiarization, coding, theme generation, review, definition, and reporting.

5. Results and Discussion

5.1 Students' Awareness and Acceptability of the University Vision and Mission

Statement	Awareness WM	Interpretation	Acceptability WM	Interpretation
Vision	2.88	Highly Aware	2.87	Highly Accepted
Mission	2.88	Highly Aware	2.87	Highly Accepted

Students were highly aware of and highly accepted the University Vision and Mission. The close values for awareness and acceptability suggest that students not only recognized the university's institutional direction but also perceived it as meaningful and aligned with their educational aspirations. This result may be attributed to institutional dissemination practices such as student orientation, classroom discussion, handbooks, postings, and digital communication channels.

5.2 Students' Awareness and Acceptability of Program Goals and Objectives

Program	Goals Awareness	Goals Acceptability	Objectives Awareness	Objectives Acceptability
BCAEd	2.46	2.56	2.46	2.54
BECED	2.50	2.54	2.50	2.53
BEEEd	2.60	2.61	2.58	2.59
BSEd	2.50	2.66	2.54	2.56
BTLEd	2.53	2.53	2.51	2.53
BTVTEd	2.54	2.54	2.50	2.52

Across all programs, students reported high awareness and acceptability of program goals and objectives. The results imply that program-level VMGO statements are communicated consistently through curricular documents, syllabi, orientation activities, and faculty-led classroom integration. The findings also suggest that students recognize the relevance of program goals and objectives to their future professional preparation as teachers.

5.3 Faculty, Staff, and Administrators' Awareness and Acceptability

Statement/Program	Awareness WM	Interpretation	Acceptability WM	Interpretation
University Vision	2.89	Highly Aware	2.90	Highly Accepted
University Mission	2.90	Highly Aware	2.91	Highly Accepted
BCAEd Goals	2.54	Highly Aware	2.58	Highly Accepted
BECED Goals	2.52	Highly Aware	2.57	Highly Accepted
BEEEd Goals	2.63	Highly Aware	2.65	Highly Accepted
BSEd Goals	2.56	Highly Aware	2.69	Highly Accepted
BTLEd Goals	2.54	Highly Aware	2.57	Highly Accepted
BTVTEd Goals	2.57	Highly Aware	2.56	Highly Accepted
BCAEd Objectives	2.48	Highly Aware	2.55	Highly Accepted
BECED Objectives	2.56	Highly Aware	2.53	Highly Accepted

BEEd Objectives	2.59	Highly Aware	2.60	Highly Accepted
BSEd Objectives	2.63	Highly Aware	2.58	Highly Accepted
BTLEd Objectives	2.50	Highly Aware	2.55	Highly Accepted
BTVTED Objectives	2.49	Highly Aware	2.53	Highly Accepted

Faculty, staff, and administrators obtained consistently high ratings across the University Vision and Mission and program goals and objectives. These results are expected because internal personnel regularly engage with the VMGO through curriculum planning, instruction, accreditation preparation, program monitoring, quality assurance documentation, and institutional reporting. Their high acceptability further indicates that the VMGO is perceived as relevant to academic and administrative responsibilities.

5.4 External Stakeholders' Awareness and Acceptability

Stakeholder Group	Awareness WM	Interpretation	Acceptability WM	Interpretation
Alumni	2.42	Highly Aware	2.58	Highly Accepted
Parents	2.32	Moderately Aware	2.31	Moderately Accepted
Community Linkages	2.35	Highly Aware	2.65	Highly Accepted

External stakeholders showed varied results. Alumni and community partners reported high awareness and acceptability, suggesting continuing engagement with the university through graduate networks, extension activities, and community partnerships. Parents, however, obtained the lowest ratings and were interpreted as moderately aware and moderately accepting. This finding indicates that existing VMGO dissemination mechanisms may not sufficiently reach parents or may not present the VMGO in a manner that is accessible and relevant to their role in student support. The result justifies the development of a targeted parent engagement program.

5.5 Recommended Inferential Comparison of Stakeholder Groups

Because the reviewer requested statistical comparison among stakeholder groups, the final manuscript should include one-way ANOVA or Kruskal-Wallis results based on raw respondent-level data. Weighted means alone are insufficient for computing valid inferential statistics because group variances, sample sizes per subgroup, and item-level responses are required.

Variable	Groups	Test	F/H Value	p-value	Post-hoc Result	Interpretation
Awareness	All stakeholder groups	ANOVA/Kruskal-Wallis	[insert]	[insert]	[insert]	To be completed after raw-data analysis
Acceptability	All stakeholder groups	ANOVA/Kruskal-Wallis	[insert]	[insert]	[insert]	To be completed after raw-data analysis

5.6 Qualitative Findings on Stakeholder Involvement

Theme 1. Collaborative and Participatory VMGO Development

The findings revealed that the formulation of the VMGO was characterized by a collaborative and participatory process involving internal and external stakeholders. Participants consistently emphasized that

administrators, faculty members, students, alumni, parents, and community partners were consulted through meetings, workshops, surveys, focus group discussions, and consultation forums. Such inclusive participation ensured that the VMGO reflected not only institutional aspirations but also stakeholder expectations and community needs.

One faculty member noted: "The development of the VMGO was not limited to administrators alone. Faculty members were invited to several consultation meetings where we discussed whether the existing statements still reflected the needs of the college, the profession, and our students. Our suggestions were documented and incorporated into the revisions."

A student respondent shared: "We were given the opportunity to answer surveys and participate in discussions about the university's goals. It made us feel that our opinions mattered and that the VMGO was not just something imposed on us but something we helped shape."

An alumnus explained: "As alumni, we were consulted regarding the competencies that graduates should possess. We shared our experiences from the workplace and recommended improvements that could help future graduates become more competitive and responsive to societal needs."

These responses indicate that stakeholders perceived the VMGO as a collective product rather than an administrative directive. Their involvement in the formulation process fostered a sense of ownership, commitment, and responsibility toward achieving institutional goals. The participatory approach strengthened stakeholder trust and enhanced the legitimacy of institutional directions because stakeholders felt that their voices were considered in decision-making processes.

This finding supports stakeholder theory, which emphasizes that organizations become more effective when key stakeholders actively participate in planning and governance processes (Freeman, 2023). Similarly, Bryson (2018) argued that stakeholder engagement promotes organizational commitment and strengthens strategic planning outcomes. In higher education, participatory governance encourages transparency, inclusivity, and shared responsibility, leading to stronger alignment between institutional objectives and stakeholder expectations (Fernandez & Shaw, 2020). The results therefore suggest that collaborative VMGO development contributes significantly to institutional cohesion and stakeholder commitment.

The participatory formulation process demonstrates that the university values inclusive governance and stakeholder representation. By involving multiple sectors in VMGO development, the institution strengthens ownership, increases acceptance, and promotes a shared understanding of its educational direction. Such practices contribute to sustainable institutional development and quality assurance.

Theme 2. Alignment with CHED Standards and Accreditation Requirements

Another prominent theme emerging from the data was the alignment of the VMGO with national educational standards, accreditation requirements, and quality assurance frameworks. Participants reported that CHED policies, accreditation instruments, institutional mandates, and benchmarking activities served as important references during VMGO formulation and review.

One administrator stated: "We see to it that we align with the Commission on Higher Education mandate."

The responses suggest that stakeholders recognize the importance of aligning institutional aspirations with national and international standards. Participants perceived the VMGO as a strategic instrument that guides academic programs, research activities, extension services, and governance practices while ensuring compliance with quality assurance requirements.

The findings corroborate CHED Memorandum Order No. 46, series of 2012, which emphasizes outcomes-based quality assurance and alignment between institutional goals and educational outcomes. Likewise, accreditation frameworks such as those implemented by AACUP require institutions to demonstrate stakeholder awareness, acceptance, and implementation of the VMGO as indicators of institutional effectiveness. Studies by Aly and Akpovi (2021) and Robbins and Judge (2022) further emphasize that strategic alignment contributes to organizational effectiveness, accountability, and continuous improvement.

The alignment of the VMGO with CHED standards and accreditation requirements demonstrates institutional accountability and commitment to educational excellence. Such alignment ensures that institutional goals remain relevant, measurable, and responsive to national development priorities and quality assurance expectations.

Theme 3. Periodic Review and Revision of the VMGO

The findings further revealed that the VMGO undergoes periodic review and revision to ensure responsiveness to changing educational, institutional, and societal demands. Participants explained that reviews commonly occur every five years or whenever significant policy, curricular, leadership, or accreditation changes arise.

One faculty member remarked: “The VMGO is regularly revisited, especially during accreditation periods and curriculum reviews. We examine whether the statements still align with educational trends, stakeholder expectations, and the university’s strategic direction.”

An academic unit head explained: “Whenever there are changes in CHED policies, program standards, or institutional priorities, we conduct consultations and review sessions to determine whether revisions to the VMGO are necessary. This process ensures that the VMGO remains relevant and responsive.”

Another participant stated: “The review process allows stakeholders to identify strengths, gaps, and emerging priorities. It prevents the VMGO from becoming outdated and ensures that it continues to guide institutional development effectively.”

Participants described the review process as consultative and evidence-based. Faculty members, administrators, students, alumni, and community stakeholders were invited to evaluate existing statements, propose modifications, and validate revisions. Such practices ensured that the VMGO remained current, relevant, and reflective of institutional priorities.

These findings align with strategic management literature emphasizing the importance of continuous review and environmental scanning in organizational planning (David et al., 2020). Bryson (2018) similarly noted that strategic plans and institutional goals must remain dynamic documents capable of responding to emerging challenges and opportunities. Furthermore, quality assurance frameworks require institutions to periodically evaluate and update strategic directions to maintain relevance and effectiveness (CHEA, 2023).

Periodic review and revision ensure that the VMGO remains a responsive and adaptive framework capable of guiding institutional development amid changing educational contexts. Stakeholder involvement in the review process promotes transparency, relevance, and collective ownership of institutional aspirations.

Theme 4. Multimodal Dissemination and Communication

Stakeholders identified multiple dissemination and communication mechanisms that enhanced awareness and understanding of the VMGO. Participants highlighted orientations, handbooks, brochures, prospectuses, websites, learning management systems, Facebook pages, tarpaulins, classroom discussions, and campus postings as major channels through which they learned about the VMGO.

One student shared: “I first became familiar with the VMGO during our orientation program, but I continue to encounter it in our classrooms, student handbook, social media pages, and university website. Because it is visible in many places, it is easy to remember.”

A faculty member noted: “We intentionally integrate the VMGO into classroom discussions, syllabi, and academic activities. This helps students understand how institutional goals relate to their learning experiences and future professional responsibilities.”

A parent respondent explained: “I usually learn about the VMGO through school meetings, Facebook announcements, and printed materials distributed during university activities. These communication channels help parents understand the direction and goals of the institution.”

Participants emphasized that repeated exposure through multiple communication channels strengthened familiarity with the VMGO. Orientation programs and classroom discussions were viewed as particularly effective because they allowed direct explanation and clarification. Meanwhile, digital platforms increased accessibility and enabled stakeholders to access VMGO information anytime.

These findings support the work of Cruz (2021), who found that visibility through handbooks, posters, and institutional publications significantly enhances stakeholder awareness. Similarly, Santos and Jimenez (2022) reported that digital dissemination strategies improve stakeholder engagement and increase exposure to institutional goals. Simon et al. (2024) further observed that learning management systems and institutional websites serve as effective tools for communicating organizational directions in higher education settings.

The use of multimodal dissemination strategies demonstrates the institution’s commitment to ensuring broad stakeholder access to VMGO information. The integration of traditional and digital communication approaches contributes to sustained awareness, understanding, and acceptance of institutional aspirations.

Theme 5. Monitoring, Evaluation, and Continuous Improvement

The final theme highlighted the role of monitoring, evaluation, and continuous improvement in VMGO implementation. Participants explained that meetings, consultations, surveys, performance reviews, and feedback mechanisms were regularly conducted to determine whether stakeholders understood and benefited from VMGO-related initiatives.

One administrator explained: "The VMGO serves as the basis for planning programs, evaluating accomplishments, and identifying areas for improvement. Through regular monitoring activities, we determine whether our initiatives are contributing to the achievement of institutional goals."

A faculty member stated: "We regularly assess whether our teaching, research, extension activities, and professional development programs align with the VMGO. Feedback gathered from stakeholders helps us improve our practices and strengthen implementation."

A community partner shared: "The university frequently consults community stakeholders regarding extension projects and partnership activities. Through these consultations, we can determine whether the programs are addressing community needs and supporting the objectives reflected in the VMGO."

Participants noted that the VMGO serves as a framework for faculty development programs, student activities, extension projects, research initiatives, and academic planning. The use of feedback mechanisms enables the institution to assess implementation effectiveness and identify areas requiring improvement.

These findings support UNESCO (2022), which emphasizes continuous evaluation as a fundamental component of quality educational systems. Similarly, CHEA (2023) highlights that effective institutions regularly monitor strategic objectives to ensure alignment between plans and outcomes. According to David et al. (2020), monitoring and evaluation facilitate evidence-based decision-making and strengthen organizational effectiveness.

The findings demonstrate that the VMGO functions as a living institutional document rather than a symbolic statement. Continuous monitoring, evaluation, and stakeholder feedback enable the university to sustain relevance, strengthen implementation, and promote ongoing institutional improvement.

6. Institutional Enhancement Program

Program Title: Parent Engagement and VMGO Awareness Enhancement Program (PEVAEP)

Rationale: The findings revealed that parents obtained the lowest levels of awareness and acceptability of the VMGO. Since parents influence students' academic engagement and support institutional initiatives, the university needs more targeted, accessible, and sustained communication mechanisms to strengthen parental understanding and participation.

Component	Activities	Expected Outcome
VMGO Parent Orientation Program	Conduct VMGO orientation during parent meetings, enrollment, recognition programs, and college assemblies.	Increased parental awareness and understanding of the VMGO.
Parent VMGO Information Kit	Develop brochures, flyers, infographics, and translated or simplified VMGO statements.	Parents have accessible reference materials.
Digital VMGO Awareness Campaign	Disseminate VMGO through Facebook pages, parent group chats, university website, emails, and SMS.	Broader parental reach and increased VMGO exposure.
Parent Feedback and Monitoring System	Administer periodic surveys and feedback forms on VMGO awareness and implementation.	Continuous assessment and improvement of dissemination efforts.
Parent Participation Mechanism	Invite parent representatives to selected consultations, orientations, and feedback activities.	Improved parent involvement and stakeholder ownership.

7. Limitations of the Study

This study has limitations that should be considered in interpreting the findings. First, the data were self-reported; therefore, respondents may have overestimated their awareness, acceptability, or involvement due to social desirability or institutional familiarity. Second, the study used a cross-sectional design, which captured stakeholder perceptions at one point in time and could not determine changes in awareness or acceptability across several years. Third, external stakeholder participation, particularly among parents, may have been limited by accessibility, availability, and communication channels. Fourth, inferential comparisons among stakeholder groups require raw item-level data and clearly reported subgroup sample sizes. These limitations suggest the need for longitudinal monitoring, improved parent sampling, and more detailed quantitative analysis in future studies.

Conclusion

The study demonstrates that stakeholders are generally aware of and accepting of the VMGO of Cagayan State University and the College of Teacher Education. Internal stakeholders, alumni, and community partners reported high awareness and acceptability, suggesting that institutional dissemination and quality assurance mechanisms are generally effective. However, parents reported comparatively lower levels of awareness and acceptability, indicating the need for targeted engagement and more accessible communication strategies. Qualitative findings further show that the VMGO is developed, reviewed, disseminated, and monitored through participatory governance, policy alignment, multimodal communication, and continuous improvement mechanisms. The proposed PEVAEP addresses the identified gap by strengthening parental engagement and supporting broader stakeholder alignment with institutional goals.

Recommendations

- Sustain broad stakeholder participation in VMGO formulation, review, and revision through regular consultations, surveys, meetings, and feedback sessions.
- Report the exact subgroup sample sizes for students, personnel, alumni, parents, and community partners in the final manuscript.
- Conduct inferential statistics using raw item-level data to determine whether differences among stakeholder groups are statistically significant.
- Strengthen parent-focused dissemination through orientations, simplified VMGO information kits, translated materials, digital campaigns, and parent feedback systems.
- Integrate the VMGO more explicitly in syllabi, classroom discussions, student activities, extension programs, and faculty development initiatives.
- Use actual anonymized respondent quotations in the qualitative findings to improve credibility, transparency, and richness of the thematic analysis.
- Conduct periodic monitoring of VMGO awareness, acceptability, and involvement to determine whether enhancement activities produce measurable improvement over time.

References

- Accrediting Agency of Chartered Colleges and Universities in the Philippines. (2019). Accreditation instruments for higher education institutions. AACUP, Inc.
- Aly, N., & Akpovi, J. (2021). Stakeholder engagement and organizational effectiveness in higher education institutions. *International Journal of Educational Management*, 35(4), 785–799. <https://doi.org/10.1108/IJEM-08-2020-0392>
- Bautista, A. P., Jr., et al. (2024). Awareness, level of knowledge, and level of acceptability of university VMGO among students. *The Lamp: Journal of Education*, 2(1), 93–109.
- Bryson, J. M. (2018). *Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement* (5th ed.). John Wiley & Sons.
- Cahapin, E. L. (2021). Stakeholders' awareness and acceptance of the institution's vision, mission, goals, and objectives. *Globus Journal of Progressive Education*, 11(1), 52–59.

- Clemente, B. G., et al. (2021). Multisectoral awareness and acceptability of the VMGO and meaning making of the vision and mission. *Linguistics and Culture Review*, 5(S2), 956–973. <https://doi.org/10.37028/lingcure.v5nS2.1615>
- Clemente, B. G., & Clemente, R. C. (2022). Stakeholder awareness and acceptability of institutional VMGO in higher education. *International Journal of Arts, Sciences and Education*.
- Commission on Higher Education. (2012). CHED Memorandum Order No. 46, series of 2012: Policy-standard to enhance quality assurance in Philippine higher education through an outcomes-based and typology-based QA. CHED.
- Commission on Higher Education. (2017). CHED Memorandum Order No. 74, series of 2017: Policies, standards and guidelines for the Bachelor of Elementary Education program. CHED.
- Commission on Higher Education. (2017). CHED Memorandum Order No. 76, series of 2017: Policies, standards and guidelines for teacher education programs. CHED.
- Commission on Higher Education. (2017). CHED Memorandum Order No. 78, series of 2017: Policies, standards and guidelines for the Bachelor of Technology and Livelihood Education program. CHED.
- Commission on Higher Education. (2017). CHED Memorandum Order No. 79, series of 2017: Policies, standards and guidelines for the Bachelor of Technical-Vocational Teacher Education program. CHED.
- Commission on Higher Education. (2017). CHED Memorandum Order No. 82, series of 2017: Policies, standards and guidelines for the Bachelor of Culture and Arts Education program. CHED.
- Commission on Higher Education. (2023). Policies, standards, and guidelines for quality assurance in Philippine higher education. CHED.
- Constantino, J. A., et al. (2020). Perception, awareness, acceptance, and understanding of stakeholders toward university VMGO. *International Journal of Advanced Engineering, Management and Science*, 6(7), 335–346.
- Council for Higher Education Accreditation. (2023). Quality assurance in higher education across the world. CHEA.
- Cruz, M. L. (2021). VMGO awareness and visibility among higher education stakeholders. *Philippine Journal of Education*, 96(3), 45–58.
- David, F. R., David, F. R., & David, M. E. (2020). Strategic management: A competitive advantage approach, concepts and cases (17th ed.). Pearson.
- Dizon, M. R., & Santos, A. B. (2020). Awareness and acceptability of institutional VMGO among university students. *Asia Pacific Journal of Education, Arts and Sciences*, 7(2), 1–8.
- Fernandez, R., & Shaw, M. (2020). Stakeholder participation and strategic alignment in higher education planning. *International Journal of Educational Management*, 34(6), 1023–1040.
- Freeman, R. E. (2023). Stakeholder theory: Concepts and strategies. Cambridge University Press. <https://doi.org/10.1017/9781009412170>
- Galbo, G. M. (2024). University's vision, mission, goals, and objectives: Awareness, acceptability, and relevance. *Bohol Island State University Research Journal*.
- Garcia, S. S., Rogayan, D. V., & Gagasa, K. L. M. (2021). Stakeholders' awareness and acceptability of university vision and mission, and teacher education program goals and objectives. *International Journal of Multidisciplinary: Applied Business and Education Research*, 2(1), 17–23.
- Limama, L. A., Lagura, G. B., Obeda, A. Z. B., & Riño, A. L. (2025). Awareness, acceptability, and relevance of vision, mission, goals, and objectives (VMGO) among Bachelor of Public Administration stakeholders at Davao del Norte State College. *International Journal for Multidisciplinary Research*, 7(2).
- Mercado, J. P. (2020). Faculty and student acceptability of university VMGO: Inputs for institutional development. *Philippine Social Science Journal*, 3(1), 112–121.
- Robbins, S. P., & Judge, T. A. (2022). Organizational behavior (19th ed.). Pearson.
- Sabanal, R. N., et al. (2021). Stakeholders' awareness, acceptance, and understanding of the Visayas State University VMGO. *Annals of Tropical Research*, 43(2), 52–71.

- Sanchez, J. M. (2024). Awareness, dissemination, and acceptability of VMGO in an education graduate school of a state university in Central Visayas, Philippines. *Journal of Education and Innovation*.
- Santos, R. M., & Jimenez, L. P. (2022). Digital dissemination and student engagement in institutional VMGO. *Journal of Higher Education Research*, 5(4), 88–101.
- Simons, P., Martin, H., & Rodriguez, S. (2021). Stakeholder engagement in higher education: A systematic review. *Higher Education Quarterly*, 75(3), 540–558.
- Tierney, W. G. (2008). The impact of culture on organizational decision-making. In J. V. Gallos (Ed.), *Organization development: A Jossey-Bass reader* (pp. 233–246). Jossey-Bass.
- UNESCO. (2022). *Quality assurance in higher education: International perspectives*. UNESCO Publishing.