

LEVEL OF AWARENESS, ACCEPTANCE, AND IMPACT OF THE GSC VISION AND MISSION AND THE GOALS AND PROGRAM OBJECTIVES (VMGO) AMONG THE STAKEHOLDERS

Norie H. Palma,
Cristy F. Dilag,
Dioremark R. Galimba
Guimaras State College

ABSTRACT This study examined the level of awareness, understanding, and acceptance of the Vision, Mission, Goals, and Program Objectives (VMGO) of the College of Teacher Education at Guimaras State College among stakeholders. A descriptive-correlational research design was employed involving 250 stakeholders selected through random sampling using Slovin's formula. Data were collected using a validated questionnaire and analyzed using descriptive and inferential statistics, including mean, standard deviation, t-test, one-way analysis of variance (ANOVA), and Pearson's correlation coefficient. Findings revealed that stakeholders demonstrated very high levels of awareness, understanding, and acceptance of the VMGO. Significant differences were observed across demographic variables such as civil status, educational attainment, and stakeholder classification, while mixed results were noted for sex. Strong positive correlations were found among awareness, understanding, and acceptance, indicating that increased awareness enhances comprehension and acceptance. Bulletin boards, social media, and printed materials were identified as the most effective dissemination channels. The study highlights the importance of strategic communication, stakeholder engagement, and differentiated dissemination approaches in strengthening institutional alignment.

Keywords: awareness, acceptance, goals, mission, objectives, understanding, vision

INTRODUCTION

The Vision, Mission, Goals, and Objectives (VMGO) serve as the foundational framework that guides the strategic direction, academic programming, and institutional identity of higher education institutions (HEIs). These elements function as core reference points for decision-making, curriculum development, and institutional planning. In essence, VMGO encapsulates the an educational institution's philosophical orientation and long-term aspirations,uring that all academic and administrative activities are aligned with a unified purpose.

In the Philippine context, VMGO alignment is not only a theoretical requirement but a critical component of institutional quality assurance and accreditation. Regulatory frameworks established by the Commission on Higher Education (CHED) explicitly require HEIs to demonstrate that their VMGO is clearly articulated, widely disseminated, and understood by stakeholders (Commission on Higher Education [CHED], 2012, 2017). Similarly, the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACUP, 2005) emphasizes that VMGO must be internalized by stakeholders as part of institutional effectiveness and continuous quality improvement.

The importance of VMGO lies in its ability to provide direction and coherence within an organization. A well-communicated vision fosters a shared understanding among stakeholders, enabling them to align their actions with institutional goals. According to Vetadine (2010), a clearly defined educational vision strengthens organizational identity and promotes commitment among members. This highlights the role of VMGO not only as a strategic tool but also as a mechanism for cultivating institutional culture.

However, the effectiveness of VMGO largely depends on the awareness, understanding, and acceptance of stakeholders. Awareness refers to the extent to which stakeholders are informed about the VMGO, while understanding pertains to their ability to interpret and internalize its meaning. On the other hand, acceptance reflects the willingness of stakeholders to support and align with institutional goals. These three constructs are interrelated and collectively influence the success of institutional implementation.

Empirical studies have consistently demonstrated that high levels of awareness and understanding contribute to a stronger acceptance of VMGO. Compelio, Caranto, and David (2015) found that student nurses who were aware of their institution's VMGO exhibited higher levels of understanding and acceptance, suggesting that exposure to institutional information plays a critical role in shaping stakeholder perceptions. Similarly, Castro, Lombrio, and Egargo (2017) reported that stakeholders in Eastern Samar State University demonstrated high awareness and acceptance due to effective dissemination and leadership engagement.

Moreover, Favor, Esmalde, and Obniala (2020) emphasized that continuous exposure to VMGO through institutional activities significantly enhances stakeholder awareness and acceptance. These findings underscore the importance of sustained communication strategies in promoting institutional alignment. Additionally, Estrada (2018) identified bulletin boards, printed materials, and digital platforms as the most effective channels for disseminating VMGO, highlighting the role of accessibility in information retention.

Pelicano and Lacaba (2016) further emphasized that when VMGO is consistently reinforced through multiple communication channels and institutional activities, stakeholders exhibit higher levels of awareness and acceptance. This suggests that repetition and reinforcement are essential in ensuring that stakeholders internalize the institutional goals.

From a theoretical perspective, this study is anchored on Information Processing Theory, which explains how individuals receive, process, and retain information (Morgado, 2012). According to this theory, repeated exposure to information enhances cognitive processing, resulting in better understanding and long-term retention. This framework is particularly relevant in the context of VMGO dissemination, as stakeholders must be repeatedly exposed to institutional message to internalize them.

Additionally, Stakeholder Theory provides a useful lens for understanding the importance of engagement and alignment in organizational success. This theory posits that when stakeholders are actively involved and share a common understanding of institutional goals, organizations achieve their objectives. In the context of HEIs, this implies that all stakeholders must effectively communicate and embrace VMGOs.

Despite the wealth of studies on VMGO awareness and acceptance, there remains a gap in understanding the interrelationship among awareness, understanding, and acceptance, particularly across diverse stakeholder groups. Most existing studies focus on descriptive assessments rather than examining how these variables interact to influence institutional alignment. Furthermore, limited attention has been given to how demographic factors shape stakeholder perceptions.

Thus, this study seeks to provide an integrated analysis of the awareness, understanding, and acceptance of VMGO by stakeholders at Guimaras State College simultaneously examining these constructs, the study contributes to a deeper understanding of how institutional communication and stakeholder engagement influence organizational effectiveness.

METHODOLOGY

This study used a descriptive-correlational research design to examine the levels and relationships among stakeholders' awareness, understanding, and acceptance of the VMGO. The descriptive component was used to determine the extent of each variable, while the correlational component explored the relationships among these constructs and their association with demographic characteristics.

The respondents consisted of 250 stakeholders, including faculty members, administrative staff, students, alumni, cooperating agencies, and parents. The inclusion of multiple stakeholder groups ensured a comprehensive representation of individuals who are directly or indirectly influenced by the institution's VMGO. The sample size was determined using Slovin's formula, which is commonly used in social science research to ensure an adequate level of precision. Random sampling was employed to minimize bias and enhance sample representativeness.

Data were collected using a researcher-modified questionnaire, which was designed based on the institution's VMGO. The instrument consisted of five sections: demographic profile, awareness, understanding, acceptance, and sources of information. A five-point Likert scale was used to measure responses, with clearly defined interpretation ranges. The instrument underwent content validation by a panel of experts in education and research to ensure validity. A pilot test was conducted among 30 respondents to assess the items' clarity, reliability, and appropriateness. Although the instrument demonstrated acceptable reliability, future studies are encouraged to report Cronbach's alpha coefficients to further establish internal consistency.

Data collection was conducted through personal administration of questionnaires to ensure a high retrieval rate and response accuracy. Ethical considerations were strictly observed, including informed consent, voluntary participation, and confidentiality of responses.

Data analysis was performed using SPSS. Descriptive statistics, such as mean and standard deviation, were used to summarize the data, while inferential statistics, such as t-test, one-way ANOVA, and Pearson correlation coefficient, were used to determine significant differences and relationships among variables. A significance level of 0.05 was used for all statistical tests.

RESULTS AND DISCUSSIONS

OBJECTIVE 1: LEVEL OF AWARENESS

Table 1. Level of Awareness (As a Whole)

Category	Mean	SD	Interpretation
Vision	4.60	0.65	Very Much Aware
Mission	4.60	0.65	Very Much Aware
Goals	4.38	0.83	Very Much Aware
BEEd Objectives	4.22	0.90	Very Much Aware
BSEd Objectives	4.22	0.90	Very Much Aware
Total	4.41	0.71	Very Much Aware

Discussion

The findings reveal that stakeholders are very much aware of the GSC Vision, Mission, Goals, and Program Objectives, indicating that institutional efforts in disseminating VMGO have been highly effective. The consistently high mean scores across all components—particularly the Vision and Mission—suggest that stakeholders are not only exposed to institutional statements but also familiar with their content and intent.

This finding strongly supports the study of Favor et al. (2020), who emphasized that continuous and visible dissemination strategies significantly increase stakeholder awareness. Similarly, Castro et al. (2017) highlighted that institutions that prioritize communication through multiple platforms achieve higher levels of stakeholder awareness and engagement.

From a theoretical perspective, the result aligns with Information Processing Theory (Morgado, 2012), which posits that repeated exposure to information enhances cognitive recognition and retention. The high awareness levels observed in this study indicate that stakeholders have been repeatedly exposed to VMGO through institutional channels, enabling them to retain and recall this information effectively.

Moreover, the slightly lower mean scores for BEEd and BSEd program objectives compared to Vision and Mission suggest that while institutional-level statements are widely recognized, program-specific objectives may require more targeted dissemination. This reflects a common pattern in higher education, where macro-level institutional goals are more visible than micro-level program objectives.

Overall, the findings indicate that awareness is not merely superficial but reflects initial cognitive engagement, which serves as the foundation for deeper understanding and acceptance.

Table 2. Level of Awareness According to Profile

Profile Variable	Category	Mean	SD	Interpretation
Sex	Male	4.42	0.70	Very Much Aware
	Female	4.40	0.72	Very Much Aware
Civil Status	Single	4.10	0.80	Very Much Aware
	Married	4.64	0.62	Very Much Aware
Educational Attainment	College Level	4.52	0.68	Very Much Aware
	Graduate/Postgrad	4.60	0.60	Very Much Aware
Stakeholder Classification	Faculty	4.61	0.55	Very Much Aware
	Students	4.48	0.69	Very Much Aware
	Parents	3.80	0.95	Much Aware

The results show that stakeholders remain very much aware regardless of sex, civil status, educational attainment, and stakeholder classification, indicating that VMGO dissemination is broadly effective across different groups.

However, variations in mean scores suggest that exposure and institutional involvement influence awareness. For instance, faculty and students exhibit higher awareness levels compared to parents, which can be attributed to their direct and frequent engagement with institutional activities.

This finding supports Pelicano and Lacaba (2016), who emphasized that stakeholders who are more actively involved in institutional processes tend to have higher awareness of VMGO. Similarly, Compelio et al. (2015) noted that educational attainment enhances one's ability to engage with institutional information.

The lower awareness among parents highlights a critical gap in dissemination, suggesting that existing communication strategies may not fully reach external stakeholders. This underscores the need for inclusive dissemination approaches, such as community outreach and parent-oriented communication programs.

Thus, while awareness is generally high, the variations across stakeholder groups indicate the need for strategic and targeted communication to ensure equitable information access.

OBJECTIVE 2: LEVEL OF UNDERSTANDING

Table 3. Level of Understanding (As a Whole)

Indicator	Mean	SD	Interpretation
Vision	4.50	0.63	Very Fully Understood
Mission	4.48	0.64	Very Fully Understood
Goals	4.40	0.70	Very Fully Understood
BEEd Objectives	4.35	0.72	Very Fully Understood
BSEd Objectives	4.36	0.71	Very Fully Understood
Overall	4.44	0.65	Very Fully Understood

The results indicate that stakeholders very fully understand the VMGO, demonstrating that awareness has progressed into deeper cognitive comprehension. This suggests that stakeholders are not only familiar with the VMGO but are also capable of interpreting its meaning and implications.

This finding supports Compelio et al. (2015), who argued that awareness serves as a prerequisite for understanding and that repeated exposure enhances comprehension. The transition from awareness to understanding reflects the second stage of Information Processing Theory (Morgado, 2012), where information moves from short-term recognition to deeper cognitive processing.

Furthermore, the high level of understanding suggests that VMGO is not merely memorized but internalized, allowing stakeholders to connect institutional goals with their roles and responsibilities. This is crucial for institutional effectiveness, as understanding enables stakeholders to align their actions with institutional objectives.

Table 4. Level of Understanding According to Profile

Profile Variable	Category	Mean	SD	Interpretation
Sex	Male	4.56	0.60	Very Fully Understood
	Female	4.37	0.67	Very Fully Understood
Civil Status	Single	4.16	0.75	Fully Understood
	Married	4.67	0.58	Very Fully Understood
Educational Attainment	College Level	4.50	0.66	Very Fully Understood
	Graduate/Postgrad	4.70	0.52	Very Fully Understood
Stakeholder Classification	Faculty	4.84	0.50	Very Fully Understood
	Students	4.45	0.65	Very Fully Understood
	Parents	3.80	0.88	Moderately Understood

The findings reveal that stakeholders with higher educational attainment demonstrate higher levels of understanding, indicating that education enhances cognitive processing and interpretation of institutional goals.

This is consistent with Compelio et al. (2015), who found that higher academic levels are associated with better comprehension of VMGO. Similarly, Pelicano and Lacaba (2016) emphasized that stakeholder engagement and exposure contribute to deeper understanding.

The lower understanding among parents highlights the need for simplified and accessible communication strategies. Institutional language may need to be translated into more practical and relatable terms for external stakeholders.

Thus, while overall understanding is high, disparities across stakeholder groups indicate that institutions must adopt adaptive communication approaches to ensure inclusivity.

OBJECTIVE 3: LEVEL OF ACCEPTANCE

Table 5. Level of Acceptance (As a Whole)

Indicator	Mean	SD	Interpretation
Vision	4.60	0.58	Very Highly Accepted
Mission	4.58	0.60	Very Highly Accepted
Goals	4.45	0.62	Very Highly Accepted
BEEd Objectives	4.40	0.65	Very Highly Accepted
BSEd Objectives	4.42	0.63	Very Highly Accepted
Overall	4.49	0.59	Very Highly Accepted

The findings indicate that stakeholders very highly accept the VMGO, reflecting strong institutional support and alignment. Acceptance represents the highest level of engagement, where stakeholders not only understand but also embrace and support institutional goals.

This supports Vetadine's (2010), who emphasized that a clearly articulated vision fosters commitment and unity among stakeholders. The high acceptance level suggests that VMGO is deeply embedded in the institutional culture.

Moreover, the progression from awareness to understanding and acceptance demonstrates a sequential cognitive process, consistent with Information Processing Theory (Morgado, 2012).

Table 6. Level of Acceptance According to Profile

Profile Variable	Category	Mean	SD	Interpretation
Sex	Male	4.69	0.55	Very Highly Accepted
	Female	4.37	0.62	Very Highly Accepted
Civil Status	Single	4.29	0.70	Highly Accepted
	Married	4.64	0.57	Very Highly Accepted
Educational Attainment	College Level	4.61	0.60	Very Highly Accepted
	Graduate/ Postgrad	4.49	0.58	Very Highly Accepted
Stakeholder Classification	Faculty	4.55	0.52	Very Highly Accepted
	Students	4.50	0.60	Very Highly Accepted
	Parents	3.80	0.92	Moderately Accepted

Acceptance is consistently high across stakeholder groups, indicating widespread institutional trust. However, variations suggest that stakeholders with higher educational attainment and institutional involvement exhibit stronger acceptance.

This aligns with Pelicano and Lacaba (2016), who emphasized that engagement influences acceptance. The lower acceptance among parents suggests that external stakeholders may not fully relate to institutional goals.

Thus, institutions must strengthen stakeholder inclusivity to enhance acceptance across all groups.

OBJECTIVE 4: SOURCES OF INFORMATION

Table 7. Sources of VMGO Information

Source of Information	Frequency	Percentage (%)	Rank
Bulletin Boards	241	96.4	1
Social Media	216	86.4	2
Flyers	198	79.2	3
Tarpaulin/Billboards	172	68.8	4
Posters	140	56.0	5
Publications	136	54.4	6
Brochures	130	52.0	7
Newsletters	129	51.6	8
Forums	47	18.8	9
PTA Meetings	44	17.6	10
Radio	29	11.6	11
Innovative Strategies	18	7.2	12

The findings reveal that bulletin boards, social media, and flyers are the primary sources of VMGO information. This highlights the importance of visibility and accessibility in information dissemination.

This supports Estrada (2018), who identified bulletin boards as effective due to their accessibility. However, the low use of innovative strategies suggests a need for digital transformation and interactive dissemination methods.

Thus, institutions must adopt modern communication strategies to enhance stakeholder engagement.

OBJECTIVE 5: DIFFERENCES ACROSS VARIABLES

Table 8. Differences in Awareness, Understanding, and Acceptance by Profile Variables

Profile Variable	Test Used	Awareness	Decision	Understanding	Decision	Acceptance	Decision
Sex	t-test	Not Significant	Accept Ho	Significant	Reject Ho	Significant	Reject Ho
Civil Status	ANOVA	Significant	Reject Ho	Significant	Reject Ho	Significant	Reject Ho
Educational Attainment	ANOVA	Significant	Reject Ho	Significant	Reject Ho	Significant	Reject Ho
Stakeholder Classification	ANOVA	Significant	Reject Ho	Significant	Reject Ho	Significant	Reject Ho

The results presented in Table X indicate that stakeholder characteristics significantly influence the levels of awareness, understanding, and acceptance of the VMGO. Civil status, educational attainment, and stakeholder classification show consistent significant differences across all three variables, suggesting that these factors play a crucial role in shaping stakeholders' perceptions.

Notably, sex does not significantly affect awareness but significantly influences understanding and acceptance. This implies that while access to VMGO information is relatively uniform across sexes, differences emerge in cognitive processing and attitudinal alignment.

These findings support Segismundo (2017), who emphasized that stakeholder diversity necessitates differentiated communication strategies. Similarly, Compelio et al. (2015) highlighted that educational background influences comprehension and acceptance of institutional goals.

Overall, the results suggest that institutions must adopt targeted and inclusive dissemination approaches to address variations in stakeholder characteristics and ensure equitable alignment with VMGO.

OBJECTIVE 6: RELATIONSHIP AMONG VARIABLES

Table 14. Correlation Analysis

Variables Compared	r-value	Interpretation	Decision
Awareness & Understanding	0.867	Very Strong Positive	Significant
Understanding & Acceptance	0.802	Strong Positive	Significant
Awareness & Acceptance	0.661	Moderate Positive	Significant

The strong correlations among awareness, understanding, and acceptance confirm that these variables are interdependent and sequential.

This supports Compelio et al. (2015) and Castro et al. (2017), who emphasized that awareness leads to understanding and acceptance. The findings also align with Information Processing Theory (Morgado, 2012), which explains the progression of cognitive engagement.

CONCLUSION

The study concludes that stakeholders demonstrate high levels of awareness, understanding, and acceptance of VMGO, indicating strong institutional alignment. The findings highlight the importance of continuous dissemination, stakeholder engagement, and targeted communication strategies.

Moreover, the strong relationships among variables emphasize the need for institutions to prioritize awareness as a key driver of understanding and acceptance. By enhancing communication strategies and engaging stakeholders, HEIs can strengthen institutional coherence and achieve their strategic goals.

REFERENCE

- Castro, J. S., Lombrio, C. A., & Egargo, V. N. (2017). Awareness and acceptance of ESSU Guiuan's vision, mission, goals, and objectives across stakeholders. *SSRN Electronic Journal*, 1–10.
<https://doi.org/10.2139/ssrn.3056077>
- Compelio, J. J. T., Caranto, L. C., & David, J. J. T. (2015). Awareness, understanding, and acceptance of student nurses of the vision, mission, goals, and objectives of Benguet State University. *International Journal of Nursing Science*, 5(1), 20–27.
<https://doi.org/10.5923/j.nursing.20150501.03>
- Estrada, J. N. (2018). Awareness and acceptability of the vision, mission, and institutional goals of Pangasinan State University. *Southeast Asian Journal of Science and Technology*, 3(1), 21–35.
- Favor, C. C., Esmalde, V. S., & Obniala, C. G. (2020). Stakeholders' awareness and acceptability of VMGO. *International Journal of Science and Research*, 9(6), 1759–1761. <https://doi.org/10.21275/ART20203738>
- Pelicano, A., & Lacaba, L. (2016). Awareness and acceptability of VMGO of Eastern Samar State University. *International Journal of Innovation and Research in Educational Sciences*, 3(6).
- Segismundo, M. C. D. (2017). Stakeholders' awareness and acceptance of VMGO. *International Journal of Advanced Research*, 5(11), 948–953.
<https://doi.org/10.21474/IJAR01/5853>
- Morgado, P. (2012). Information processing theory. Retrieved from
<https://www.bartleby.com>
- Vetadine, N. (2010). Formulating educational vision. Trinitas Publishing Inc. Commission on Higher Education. (2012). CHED Memorandum Order No. 37, s. 2012.
- Commission on Higher Education. (2017). CHED Memorandum Order No. 92, s. 2017. Accrediting Agency of Chartered Colleges and Universities in the Philippines. (2005). AACUP master survey instrument.