

University's Vision, Mission, Goals and Objectives: Awareness, Acceptability, and Relevance

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Abstract. This study was conducted to determine the level of awareness, acceptability, relevance, and extent of agreement on the formulation of BISU-Candijay Campus' vision, mission, goals, and objectives (VMGO) academic year 2022-2023 among students, faculty members, administrative staff, parents, alumni, and other stakeholders and the significant differences of their responses. A researcher-made questionnaire was designed from the VMGO of the university, and the new AACUP Outcomes-Based Education (OBE) survey instrument. Data were gathered via Google form and were summarized using weighted mean and One-Way ANOVA as the main statistical treatment and Tukey HSD as post hoc analysis coded in the R statistical package. The findings of the study disclosed that the group of respondents were very much aware of the university's VMGOs because of the different formats and platforms of dissemination to the concerned stakeholders. The university's VMGO statements were favorable and fulfilled the interests and needs of the university's stakeholders including external stakeholders for the quality of education. Stakeholders strongly affirmed that the university's goals are consistent and are aligned with its mission. Further, the results of this study implied that students' level of awareness, acceptability, and relevance vary significantly with the responses from alumni. It was concluded that BISU-Candijay Campus' efforts and system in disseminating its vision, mission, goals, and program objectives are very effective in raising the different stakeholders' awareness. The university's VMGO was also well-formulated with the participation of concerned representatives in such a way that it was very highly accepted by the students, faculty, administrative staff, parents, alumni, and other stakeholders. It is recommended that BISU-Candijay Campus consider consistently delivering the VMGO for inspirational purposes, aiming to motivate and empower individuals to contribute to the university's success.

Keywords: Vision; Mission; Goals; Objectives; University.

1.0 Introduction

The university's strategic and operational planning and operations are guided by its vision, mission, goals, and objectives (VMGOs). As stressed by Vetadine (2010) cited in the study of Pelicano et al. (2016) when school leaders work with staff and the community to develop a clear educational vision, students are more likely to learn in depth. This shared vision, which is linked to learning and monitoring, helps focus attention on essential issues, inspiring both students and faculty while instilling a feeling of joint responsibility. Furthermore, a vision is a statement about what an organization aims to be. As a result, it appeals to all members of the organization and helps them experience a sense of ownership and inclusion (Nurhaida et al, 2023). As per the guidelines provided by CHED (2012), the vision and mission define an institution's long-term perspective on itself and its place in the world, including its status, role, and the methods it uses to achieve its purpose and desired impact. Program objectives, on the other hand, are broad statements that outline the professional milestones and careers that graduates will be able to achieve within a certain term following graduation. These objectives are developed based

on the requirements and expectations of the program's stakeholders. Furthermore, the Accrediting Agency for Chartered Colleges and Universities in the Philippines (AACCUP) maintains a strict standard of quality excellence for VMGO implementation. A university's rating is not being compared to others but is determined by the extent to which its VMGO is realized (AACCUP, 2010). Having a clear vision and mission statement makes the roadmap smooth sailing for all members of the academic community (Gomez & Basco, 2022). Generally, in determining its vision, the university or a study program must pay attention to future developments and challenges (Purba et al, 2024).

Bohol Island State University (BISU)-Candijay Campus, located in the eastern portion of Bohol and one of the six campuses of the university, is guided by the VMGO's statements to providing quality education to its students and services to its stakeholders. These statements serve as specific guidance for the university's future, including its academic graduate and undergraduate programs. BISU envisions "a premier Science & Technology University for the formation of a world-class and virtuous human resource for sustainable development in Bohol and the country." The university mission states that "BISU is committed to provide quality higher education in the arts and sciences, as well as in the professional and technological fields; undertake research and development, and extension services for the sustainable development of Bohol and the country." According to the BISU Quality Manual (2023), the following are the goals of the university: pursue faculty and education excellence, strengthen the current viable curricular programs, and develop curricular programs that are responsive to the demands of the times both in the industry and the environment; promote quality research outputs that respond to the needs of the local and national communities; develop communities through responsive extension programs; adopt efficient and profitable income-generating projects/enterprises for self-sustainability; provide adequate, state-of-the-art, and accessible infrastructure support facilities for quality education; and promote efficient and effective good governance supportive of high-quality education. According to BISU Quality Manual (2023), the following are the goals of the university: BISU is directing all its efforts towards excellence guided by its foresight, pursue faculty and education excellence and strengthen the current viable curricular programs, and develop curricular programs that are responsive to the demands of the times both in the industry and the environment; promote quality research outputs that respond to the needs of the local and national communities; develop communities through responsive extension programs; adopt efficient and profitable income generating projects/enterprise for self-sustainability; provide adequate, state-of-the-art and accessible infrastructure support facilities for quality education; and promote efficient and effective good governance supportive of high-quality education.

This study is based on Locke and Letham's (1990) wide-ranging theory model, which connects goals in order to explicate goal-setting for performance while taking into account elements such as task difficulty and aptitude. This theory posits that employees are motivated by clear objectives or goals and timely feedback. Furthermore, striving for a goal serves as a strong motivator to achieve it, hence improving performance. Galvan, Celada, Gentallan, and Melencion (2019) found that Bohol Island State University should promote student participation in the formulation and updating of its VMGOs. The VMGO has to be better incorporated into the university's educational practices and activities. The VMGO's effectiveness is determined by its structure and dissemination. For an educational institution's VMGOs to be met, its members must comprehend and embrace their consequences. The academic units of a university, which include schools and colleges, should set goals that are consistent with the institution's vision and mission. Furthermore, every program within these academic units must specify objectives that match their unique purposes (Parilla et al, 2023). However, in the findings of Niala et al. (2024), it was disclosed that teaching and non-teaching personnel manifested a slighter degree of awareness of their university's vision, mission, goals, and objectives, which means that links to diverse industries, agencies, and other stakeholders and sectors should be regularly developed, sustained, and reinforced for greater dissemination of their VMGO to its customers. VMGOs in learning institutions are important; however, only limited attention has been given by researchers. There are assessments already conducted by other institutions about how these VMGOs are implemented, including awareness among its stakeholders and their acceptability. However, it is unclear whether stakeholders interpreted the VMGO clearly; thus, further analysis is still needed.

Moreover, it is important to evaluate the conformance of the university's VMGOs with the stakeholders' activities and practices because, based on noted observations of state universities and colleges, or SUCs, there are issues concerning the awareness, acceptability, and relevance of their VMGOs, including stakeholder engagement. According to Nurhaida et al. (2023), it is advised that faculty members and the programs offered continue to

broaden and intensify the dissemination of VMGOs, not only for internal and external stakeholders. Extra efforts must also be considered to focus the activities on encouraging both internal and external stakeholders to believe that the institution's teaching and non-teaching activities are aimed towards the goals and objectives of program study as well as the faculty's mission and vision.

As the need for outcomes-based education became more apparent, CHED provided minimum sets of learning outcomes for several university programs, which were combined with the Policy-Standard to Enhance Quality Assurance (QA) and Philippine Qualifications Framework in Philippine Higher Education with an Outcomes-Based and Typology-Based Approach. According to Article IV, Section 17 of CMO 46, Series of 2012, higher educational institutions can recognize a variety of characteristics and achieve great achievements if they remain true to their VMGOs. These comments are based on the institutions' strengths and weaknesses, as well as the opportunities and needs that exist in their respective locales.

Hence, it is appropriate to ask stakeholders if they believe BISU's VMG statements and program objectives are still relevant in light of recent developments. In light of the foregoing, the purpose of this study was to assess the level of awareness, acceptability, and relevance of BISU-Candijay Campus' vision, mission, goals, and program objectives (VMGOs) for the academic year 2022-2023. Specifically, the study was carried out to ascertain the stakeholders' awareness regarding the university's vision, mission, and goals, as well as its programs' objectives; assess the stakeholders' acceptance level of BISU-Candijay Campus' VMGOs; evaluate the stakeholders' perception of their relevance; examine the extent of agreement in the formulation of the VMGOs; and identify potential variations in awareness, acceptance, and relevance perceptions among different stakeholder groups regarding the university's VMGOs.

2.0 Methodology

2.1 Research Design

A quantitative design using a descriptive survey approach of research was utilized involving different population groups such as students, administrative staff, faculty members, alumni, parents, other stakeholders include members from various government and non-governmental organizations, as well as community leaders. A descriptive research describes the distribution of one or more variables in relation to an existing state or scenario. (Aggarwal and Ranganathan, 2019). Hence, the researchers used the quantitative method using the descriptive approach to determine the level of awareness, acceptability, and relevance of the BISU-Candijay Campus VMGOs.

2.2 Research Participants

The study was conducted at Bohol Island State University-Candijay Campus, Cogtong, Candijay, Bohol of the four colleges: College of Fisheries and Marine Sciences (CFMS), College of Teacher Education (CTE), College of Technology and Allied Sciences (CTAS) and College of Advance Studies (CadS).

A total of 1,166 representative samples of students (1,019), faculty members(26) of the four colleges (CFMS, CTE, CTAS, and CAdS), administrative staff (25) were randomly taken through stratified sampling, and other stakeholders such as parents, alumni as well as other stakeholders in the community (96) were chosen by convenience sampling, i.e., depending upon their availability. Most statisticians agree that for a larger population, a good sample size can be obtained from a comparatively small minimum ratio of 10 percent of individuals to ensure representativeness of the sample. (St. Olaf College, 2024).

2.3 Research Instrument

The study used a researcher-created questionnaire based on the university's vision, mission, and goals, as well as the program objectives of each curricular program at BISU-Candijay Campus, and aligned with the new Outcomes-Based Education (OBE) survey tool of the AACCUP (2010), which used a 5-point Likert Scale for the level of relevance, awareness, and acceptability. For content validity and cross-checking to see if the items were aligned with the specific problems of the study, the researchers presented the questionnaires to the three academic deans of the campus. Further, the researchers also conducted a dry run to ensure item validity and reliability. Through confirmatory factor analysis and Cronbach's alpha test, the items were tested, and the results showed that the survey instrument is considered valid (p -value = 0.000, CFI = 0.996, TLI = 0.995), and the higher value of alpha made it more reliable (raw α = 0.97). Thus, the instrument is considered valid and reliable.

2.4 Data Gathering Procedure

After the approval of permission to conduct the survey, questionnaires were distributed to the respondents, and then data from online questionnaires via Google Forms were gathered and summarized using a weighted mean as the main tool for the data analysis. To determine the significant difference, the data were analyzed using the One-Way ANOVA as the main statistical treatment and Tukey HSD as post hoc analysis coded in the R statistical package.

2.5 Ethical Considerations

Throughout the entire conduct of this study, the researchers demonstrated all required ethical concerns and followed the ethical policies and guidelines established by the Research and Development Office of the campus. Since humans were selected to participate in the study, information confidentiality was strictly adhered to. ensure the safety and protection of the respondents' rights, dignity, and privacy.

3.0 Results and Discussion

3.1 Awareness of the VMGO

Table 1. Level of awareness of BISU-VMGO as perceived by students

Indicators	CFMS (n=136)	CTE (n=323)	CTAS (n=433)	CAdS (n=127)	Mean	Description
Vision	3.98	4.47	4.33	4.43	4.30	Very Highly Aware
Mission	4.11	4.58	4.43	4.50	4.41	Very Highly Aware
Goals	4.04	4.47	4.39	4.43	4.33	Very Highly Aware
Program Objectives	4.30	4.71	4.55	4.72	4.57	Very Highly Aware
Overall Mean	4.11	4.56	4.43	4.52	4.41	Very Highly Aware

Table 2. Level of awareness of BISU-VMGO as perceived by faculty

Indicators	CFMS (n=7)	CTE (n=6)	CTAS (n=9)	CAdS (n=4)	Mean	Description
Vision	4.85	5.00	4.73	4.83	4.85	Very Highly Aware
Mission	4.75	4.85	4.65	4.82	4.77	Very Highly Aware
Goals	4.50	4.75	4.39	4.67	4.58	Very Highly Aware
Program Objectives	4.89	4.75	4.59	4.83	4.77	Very Highly Aware
Overall Mean	4.75	4.84	4.59	4.79	4.74	Very Highly Aware

Table 1 demonstrates the level of knowledge among college students of the university's vision, mission, and goals, as well as its program objectives. The findings revealed that students from various academic disciplines at BISU-Candijay Campus are overwhelmingly aware of the university's vision, mission, and goals, with the exception of students from the College of Fisheries and Marine Sciences, who only have a high level of awareness. Additionally, students demonstrate a thorough comprehension of the curriculum objectives. These findings indicate that students are well informed about the university's VMGO, which may be due to the consistent virtual orientations during the pandemic and the rigorous implementation of VMGO into course syllabi, where it is usually introduced as the first lesson in each course. This provides an opportunity for students to understand more. Furthermore, the placement of VMGO in prominent or strategic locations, such as activity centers, classrooms, facades, buildings, and university online platforms, ensures accessibility for students to familiarize themselves with its content. Additionally, printing and exhibiting VMGO on bulletin boards, annual reports, student manuals, test papers, and various university programs, both offline and online, fosters awareness of the university's VMGO. Finally, VMGO is introduced and discussed throughout the university's orientation program, allowing students to understand its relevance. The findings were consistent with those of Niala and Pascua (2024), who found that the stakeholders were typically well-versed in their university's VMGO and its dissemination.

As seen in Table 2, Faculty members from the four colleges are "very highly aware" of the university's VMGO. It is clear from the fact that every faculty member's first activity in all areas he or she teaches is the VMGO orientation, which is also included in the course syllabus. Because mastery of the subject is required for quality and effective teaching, the repetitive tasks of VMGO discussion in the class with the students will build a high degree of awareness. Furthermore, the VMGO is a significant issue for every faculty and staff of the university,

particularly in the application of its core functions or other components of the university's desire to enhance its operations for the greater good of its customers. The result of Niala et al. (2024) study disagrees with the findings, which revealed that teaching and non-teaching personnel manifested a slighter degree of awareness of their university's vision, mission, goals, and objectives.

Table 3. Level of awareness of BISU-VMGO as perceived by administrative staff, parents, alumni, and other stakeholders

Indicators	Admin Staff (n=25)	Parents (n=37)	Alumni (n=44)	Other Stakeholders (n=15)	Mean	Description
Vision	4.80	4.59	4.77	5.00	4.79	Very Highly Aware
Mission	4.72	4.57	5.00	5.00	4.82	Very Highly Aware
Goals	4.80	4.62	5.00	5.00	4.86	Very Highly Aware
Program Objectives	4.68	4.84	4.73	5.00	4.81	Very Highly Aware
Overall Mean	4.75	4.66	4.88	5.00	4.82	Very Highly Aware

Table 3 evaluates the level of awareness among administrative staff, parents, alumni, and other stakeholders of the university. It was manifested in the table that all of them are "very highly aware" of the university's VMGO with other stakeholders representing government and non-government organizations and other community representatives as the highest with an overall mean of 5.00. The results provide a positive indication that administrative personnel and external stakeholders such as parents, alumni, and others are highly aware of the university's efforts to instill the values outlined in its Vision, Mission, Goals, and Objectives (VMGO) among its graduates. By this, they would be effective partners and linkages which would be a great contribution in fulfilling the university's ultimate goals.

Overall, the results revealed that the group of respondents in this study were very much aware of the university's VMGOs because of the different formats and platforms of dissemination to the concerned stakeholders, which were similar to the study of Arado, Mendoza, and Esmero (2019), which emphasized that the institution's efforts to disseminate its vision are highly effective in understanding and raising awareness of it.

3.2 Acceptability of the VMGO

Table 4 shows the degree of acceptability among students on the VMGO is high, as evidenced by the mean ratings of "very highly acceptable." This implies that the student's goals are consistent with the university's priorities. However, CFMS students only gave the university's mission and goals a "highly acceptable" rating. This finding is in parallel to the study of Tan et al. (2022), which disclosed that internal stakeholders, such as students, viewed understanding and acceptance of the vision, mission, and goals of the University of Southeastern Philippines (USEP) to the greatest extent.

Table 4. Level of acceptability of BISU-VMGO as perceived by students

Indicators	CFMS (n=136)	CTE (n=323)	CTAS (n=433)	CAdS (n=127)	Mean	Description
Vision	4.45	4.73	4.78	4.68	4.66	Very Highly Acceptable
Mission	4.19	4.95	4.77	4.78	4.67	Very Highly Acceptable
Goals	4.16	4.83	4.78	4.79	4.64	Very Highly Acceptable
Program Objectives	4.45	4.86	4.69	4.43	4.61	Very Highly Acceptable
Overall Mean	4.31	4.84	4.75	4.67	4.64	Very Highly Acceptable

Table 5. Level of acceptability of BISU-VMGO as perceived by faculty

Indicators	CFMS (n=7)	CTE (n=6)	CTAS (n=9)	CAdS (n=4)	Mean	Description
Vision	4.68	5.00	4.95	4.88	4.88	Very Highly Acceptable
Mission	4.89	4.89	4.87	4.86	4.88	Very Highly Acceptable
Goals	4.78	4.84	4.80	4.81	4.81	Very Highly Acceptable
Program Objectives	4.93	5.00	4.18	4.98	4.77	Very Highly Acceptable
Overall Mean	4.83	4.93	4.70	4.88	4.84	Very Highly Acceptable

In addition, Table 5 presents the level of acceptability of the university's VMGO as perceived by faculty members across colleges. The overall result revealed that the VMGO for them is "very highly acceptable," except for the CTAS teachers, who gave a rating of 4.18 or described their program objectives as "highly acceptable." These findings can be credited to faculty members who were involved in formulating, revising, and disseminating this

VMGO, most particularly in integrating it into their course syllabi. The results support Gomez and Basco's (2022) findings, suggesting that both internal and external stakeholders understand and accept the VMGO statements. Similarly, they strongly believe that the VMGO statements are clearly articulated, highly congruent, and connected with the university's policies and curricular activities in the Teacher Education Department programs.

Furthermore, Table 6 shows that the BISU vision, mission, goals, and objectives statements were “very highly acceptable” (4.92) as perceived by administrative staff, parents, alumni, and other stakeholders. Alumni and other stakeholders representing government and non-government organizations and other community representatives gave a rating of 5.0 as the highest. It can be gleaned from the findings that these groups of respondents were knowledgeable of and agreeable to the VMGO statements because the university regularly invited the representatives of these groups to be involved in the formulation, implementation, dissemination, and review of the university’s VMGO statements.

Table 6. Level of acceptability of BISU-VMGO as perceived by administrative staff, parents, alumni, and other stakeholders

Indicators	Admin Staff (n=25)	Parents (n=37)	Alumni (n=44)	Other Stakeholders (n=15)	Mean	Description
Vision	4.72	4.86	5.00	5.00	4.90	Very Highly Acceptable
Mission	4.68	4.89	5.00	5.00	4.89	Very Highly Acceptable
Goals	4.69	4.89	5.00	5.00	4.90	Very Highly Acceptable
Program Objectives	4.72	4.89	5.00	5.00	4.90	Very Highly Acceptable
Overall Mean	4.70	4.89	5.00	5.00	4.90	Very Highly Acceptable

Overall, the results also indicate that the Bohol Island State University VMGO statements were favorable and fulfilled the interests and needs of the university’s stakeholders including external stakeholders for the quality of education. It further shows that the university maintains a strong affiliation with the constituents and the community. This confirms Galvan, Celada, Gentallan, and Melencion's (2019) findings that BISU adheres to its primary objective of providing quality higher education for the long-term development of Bohol and the country.

3.3 Relevance of the VMGO

Table 7 presents that the BISU VMGO is “very much relevant” as perceived by the students across colleges, with the College of Teacher Education as the highest with an overall mean of 4.71, except CFMS gave only an overall mean of 4.13 or was described as “much relevant” for vision, mission, goals, and objectives. This means that the formulation of this VMGO does not fail to meet the needs and expectations of the target customers, and the result further indicates that the university VMGO is very relevant to the demands of the different sectors in the community. This result confirms the study of Villanca et al. (2020), which revealed that stakeholders strongly agreed that current educational practices and activities are consistent with the institutions' vision and mission demonstrated in the teaching of their faculty members as well as the institution's philosophy.

Table 7. Level of Relevance of BISU-VMGO as perceived by students

Indicators	CFMS (n=136)	CTE (n=323)	CTAS (n=433)	CAdS (n=127)	Mean	Description
Vision	4.16	4.80	4.59	4.68	4.56	Very Much Relevant
Mission	4.14	4.75	4.56	4.75	4.55	Very Much Relevant
Goals	4.16	4.78	4.60	4.69	4.56	Very Much Relevant
Program Objectives	4.06	4.53	4.43	4.46	4.37	Very Much Relevant
Overall Mean	4.13	4.71	4.54	4.64	4.51	Very Much Relevant

Table 8 shows that the faculty members agreed that the university’s VMGO is also “very much relevant” to the needs of the community, province, and the country. The College of Teacher Education faculty members gave the highest rating of 4.81. This indicates that the respondents as one of the main actors directly involved in the formulation, implementation, and review of the university’s VMGOs. Furthermore, they had internalized the university's significant role in contributing to sustainable development in Bohol and the county, integrating these insights more comprehensively into their teaching and academic activities. It is congruent with the findings of Niala et al. (2024) study, which manifested a high alignment of the academic strategies, practices, and activities implemented by the faculty and students with the institution’s VMGO, which contributed much towards the realization of the program outcomes.

Table 8. Level of relevance of BISU-VMGO as perceived by faculty

Indicators	CFMS (n=7)	CTE (n=6)	CTAS (n=9)	CAdS (n=4)	Mean	Description
Vision	4.78	4.85	4.81	4.79	4.81	Very Much Relevant
Mission	4.75	4.78	4.76	4.78	4.77	Very Much Relevant
Goals	4.75	4.89	4.82	4.80	4.81	Very Much Relevant
Program Objectives	4.49	4.73	4.45	4.65	4.58	Very Much Relevant
Overall Mean	4.69	4.81	4.67	4.76	4.74	Very Much Relevant

In addition, Table 9 shows that the university's VMGOs were "very much relevant" (4.87) according to the administrative staff as well as the external stakeholders. Though alumni and other stakeholders were not directly involved in the curricular activities/events in the University because they were more concerned about their daily work routines, still they had the highest mean of 5.0 compared to other stakeholders. This means that these external stakeholders appreciated the VMGOs because these statements were crafted in response to the needs and interests of the customers, the business sector, the industry, and the community.

Table 9. Level of relevance of BISU-VMGO as perceived by administrative staff, parents, alumni, and other stakeholders

Indicators	Admin Staff (n=25)	Parents (n=37)	Alumni (n=44)	Other Stakeholders (n=15)	Mean	Description
Vision	4.80	4.68	5.00	5.00	4.87	Very Much Relevant
Mission	4.80	4.70	5.00	5.00	4.88	Very Much Relevant
Goals	4.80	4.68	5.00	5.00	4.87	Very Much Relevant
Program Objectives	4.80	4.62	5.00	5.00	4.86	Very Much Relevant
Overall Mean	4.80	4.67	5.00	5.00	4.87	Very Much Relevant

Overall, the "very much relevant" description of the VMGOs in this study is consistent with the findings of Tan et al. (2022), who discovered that the University of Southeastern Philippines (UseP) VMG and CTET Program objectives are the most relevant to the university's key functions.

3.4 Extent of Agreement in the Formulation of the VMGO

Table 10. Extent of agreement in the formulation of the vision, mission, goals, and objectives

Indicators	Students (n=1,019)	Faculty (n=26)	Admin Staff (n=25)	Parents (n=37)	Alumni (n=44)	Others (n=15)	Mean	Desc
1. Bohol Island State University has a system for determining and constructing its Vision and Mission Statement.	4.57	4.78	4.34	4.60	4.43	4.52	4.54	Strongly Agree
2. Bohol Island State University's Mission statement reflects the institution's legal and other statutory mandates.	4.40	4.10	4.47	4.58	4.41	4.86	4.47	Strongly Agree
3. The goals of the university are consistent and aligned with the Mission of the University.	4.69	4.56	4.73	4.82	4.59	4.31	4.62	Strongly Agree
4. The objectives of the program have the expected outcomes in terms of competencies (skills and knowledge), values, and other attributes of the graduates which include the development of: technical skills;	4.89	4.24	4.18	4.39	4.79	4.22	4.52	Strongly Agree
5. research and extension capabilities;	4.59	4.58	4.16	4.30	4.43	3.56	4.47	Strongly Agree
6. students' ideas, desirable attributes, values, and personal discipline;	4.78	4.60	4.22	4.26	4.69	3.64	4.45	Strongly Agree
7. moral character;	4.52	4.54	4.71	4.22	4.47	4.22	4.45	Strongly Agree
8. critical, analytical, problem-solving and other higher order thinking skills; and	4.66	4.62	4.36	4.14	4.33	4.74	4.45	Strongly Agree
9. aesthetic and cultural values	4.34	4.48	4.17	4.00	4.14	3.89	4.41	Strongly Agree
Overall Mean	4.60	4.50	4.37	4.37	4.48	4.22	4.41	Strongly Agree

Table 10 presents that the university's stakeholders "strongly agree" with the formulation of the vision, mission, goals, and objectives. Stakeholders strongly affirmed that the university's goals are consistent and aligned with its mission with a highest mean of 4.62 described as "strongly agree". It was also indicated in the table that the students' extent of agreement in the formulation of the VMGO is notably higher than those of the other stakeholders with an overall mean of 4.60 or described as strongly agree. The findings are consistent with those of Sabanal et al.'s (2021) study, which revealed that the majority of stakeholders confirmed that Visayas State University's VMGO is inclusive, and it was especially significant that it considered the welfare of all its stakeholders, particularly students.

3.5 Differences in the Respondents' Level of Awareness, Acceptability, and Relevance of BISU VMGO

Table 11, 12, and 13 displays a variance analysis of the level of awareness, acceptability, and relevance of the BISU vision, mission, goals, and program objectives. Table 11 demonstrates substantial differences in stakeholders' awareness levels ($F = 10.04$, $p < 0.05$). According to the post-hoc analysis, the awareness level among students differs greatly from that of alumni and other stakeholders. The awareness level among academics, administrative staff, and parents is not considerably different. However, Tan et al. (2022) found a significant gap in internal and external stakeholders' knowledge of the university's VMGs.

Table 11. The difference in the level of awareness of BISU-VMGO

Indicators	F-Test Value	p-value	Decision	Interpretation		
Vision	9.22	0.00	Reject Ho	Significant		
Mission	9.03	0.00	Reject Ho	Significant		
Goals	11.18	0.00	Reject Ho	Significant		
Program Objectives	3.2	0.01	Reject Ho	Significant		
Overall	10.04	0.00	Reject Ho	Significant		
Post Hoc Analysis - Tukey HSD (Honest Significant Difference)						
		Adjusted p-values				
Pairwise Comparison		Vision	Mission	Goals	Program Objectives	Overall
Alumni-Administrative Staff		1	0.587	0.871	1	0.960
Faculty- Administrative Staff		1	1	0.872	0.996	1
Other Stakeholders - Administrative Staff		0.961	0.804	0.951	0.591	0.779
Parents- Administrative Staff		0.897	0.958	0.927	0.923	0.990
Student- Administrative Staff		0.031*	0.350	0.036*	0.979	0.099
Faculty-Alumni		0.999	0.757	0.153	1	0.943
Other Stakeholders-Alumni		0.905	1	1	0.660	0.980
Parents-Alumni		0.895	0.057	0.160	0.968	0.564
Student-Alumni		0.003*	0.000*	0.000*	0.700	0.000*
Other Stakeholders-Faculty		0.987	0.900	0.416	0.851	0.744
Parents-Faculty		0.778	0.864	1	0.998	0.994
Student-Faculty		0.009*	0.163	0.699	0.690	0.106
Parents-Other Stakeholders		0.461	0.292	0.477	0.953	0.382
Student-Other Stakeholders		0.007*	0.017*	0.006*	0.091	0.003*
Student-Parents		0.334	0.887	0.292	0.160	0.241

Legend/Significant code: * - significant at 0.05

Table 12 demonstrates substantial differences in acceptability ratings among stakeholders ($F = 7.251$, $p < 0.05$). The post-hoc analysis demonstrates that the level of acceptability among students differs significantly from that of alumni respondents. The level of acceptability among professors, administrative personnel, parents, and other stakeholders is not considerably different. This result is consistent with Tan et al.'s (2022) findings, which show a substantial difference between internal and external acceptance and understanding of the objectives of the University of Southeastern Philippines (UseP) VMG and the College of Teacher Education and Technology (CTET) Program.

In addition, Table 13 demonstrates substantial differences in the levels of relevance among stakeholders ($F = 9.675$, $p < 0.05$). The post-hoc study reveals that the students' relevance level differs significantly from that of the alumni respondents. The level of relevance between faculty, administrative staff, parents and other stakeholders does not significantly differ. However, these findings contradict Niala et al.'s (2024) study, which found statistically significant disparities among respondents' responses on the alignment of educational tactics, methods, and

activities with Isabela State University, College of Business, Accountancy, and Public Administration's (ISU-CBAPA) VMGO and attainability.

Table 12. The difference in the level of acceptability of BISU-VMGO

Indicators	F-Test Value	p-value	Decision	Interpretation	
Vision	5.938	0.00	Reject Ho	Significant	
Mission	5.979	0.00	Reject Ho	Significant	
Goals	7.111	0.00	Reject Ho	Significant	
Program Objectives	6.721	0.00	Reject Ho	Significant	
Overall	7.251	0.00	Reject Ho	Significant	
Post Hoc Analysis – Tukey HSD (Honest Significant Difference)					
	Adjusted p-values				
Pairwise Comparison	Vision	Mission	Goals	Program Objectives	Overall
Alumni- Administrative Staff	0.318	0.165	0.150	0.415	0.189
Faculty- Administrative Staff	0.891	0.752	0.951	1	0.934
Other Stakeholders - Administrative Staff	0.599	0.428	0.407	0.683	0.460
Parents- Administrative Staff	0.910	0.650	0.643	0.875	0.741
Student- Administrative Staff	0.994	1	0.999	0.934	0.994
Faculty-Alumni	0.957	0.954	0.694	0.619	0.801
Other Stakeholders-Alumni	1	1	1	1	1
Parents-Alumni	0.878	0.946	0.937	0.965	0.918
Student-Alumni	0.001*	0.001*	0.000*	0.000*	0.000*
Other Stakeholders-Faculty	0.986	0.985	0.868	0.827	0.921
Parents-Faculty	1	1	0.992	0.966	0.999
Student-Faculty	0.300	0.331	0.567	0.738	0.408
Parents-Other Stakeholders	0.963	0.985	0.982	0.991	0.976
Student-Other Stakeholders	0.133	0.142	0.071	0.091	0.069
Student-Parents	0.217	0.131	0.051	0.048	0.060

Legend/Significant code: * - significant at 0.05

Table 13. Difference on the level of relevance of BISU-VMGO

Indicators	F-Test Value	p-value	Decision	Interpretation	
Vision	6.711	0.00	Reject Ho	Significant	
Mission	6.952	0.00	Reject Ho	Significant	
Goals	6.711	0.00	Reject Ho	Significant	
Program Objectives	11.18	0.00	Reject Ho	Significant	
Overall	9.675	0.00	Reject Ho	Significant	
Post Hoc Analysis – Tukey HSD (Honest Significant Difference)					
	Adjusted p-values				
Pairwise Comparison	Vision	Mission	Goals	Program Objectives	Overall
Alumni- Administrative Staff	0.817	0.815	0.817	0.871	0.160
Faculty- Administrative Staff	1	1	1	0.872	0.942
Other Stakeholders - Administrative Staff	0.928	0.927	0.928	0.951	0.420
Parents- Administrative Staff	0.976	0.992	0.976	0.927	0.679
Student- Administrative Staff	0.416	0.375	0.416	0.036*	0.997
Faculty-Alumni	0.834	0.695	0.834	0.153	0.737
Other Stakeholders-Alumni	1	1	1	1	1
Parents-Alumni	0.213	0.301	0.213	0.160	0.926
Student-Alumni	0.000*	0.000*	0.000*	0.000*	0.000*
Other Stakeholders-Faculty	0.936	0.869	0.936	0.416	0.890
Parents-Faculty	0.967	0.999	0.967	1	0.997
Student-Faculty	0.358	0.505	0.358	0.699	0.485
Parents-Other Stakeholders	0.544	0.634	0.544	0.477	0.979
Student-Other Stakeholders	0.068	0.058	0.068	0.006*	0.066
Student-Parents	0.874	0.698	0.874	0.292	0.051

Legend/Significant code: * - significant at 0.05

Overall, the above results of this study implied that students' level of awareness, acceptability, and relevance vary significantly with the responses from alumni. These further manifests that the more years you stay in the university, the higher the level of awareness and acceptability will manifest just in the case of the university's

alumni who did experience the different activities and programs congruence with the university's VMGOs and more importantly had more opportunities to internalize the significant existence of the university. This study supports the findings of Villanca et al. (2020), which show a strong alignment in the dissemination and acceptability of the university's vision and mission, as well as the College of Education's goals and objectives.

4.0 Conclusion

Following the presentation of the findings, it was concluded that the vision, mission, goals, and program objectives are key components of the university's strategic planning and are very effective in raising the different stakeholders' awareness. The university's VMGO was also well-formulated with the cooperation of concerned representatives, resulting in widespread acceptance by students, faculty, administrative staff, parents, alumni, and other stakeholders. Moreover, the university provides the extent of consideration of the needs and interests of the community, province, and country as manifested by its vision, mission, goals statements, and program objectives which are still align in view of subsequent developments. Further, the goals of the university are consistent and aligned with its mission.

It is recommended that BISU-Candijay Campus consider consistently delivering the VMGO for inspirational purposes, aiming to motivate and empower individuals to contribute to the university's success. Furthermore, relevant study should be undertaken regularly to make sure that stakeholders understand the VMGOs, with the inclusion of other industry partners and strengthening private-public linkages.

5.0 Contributions of Authors

The authors confirm the equal contributions proportionate to their assigned tasks to realize the completion of this study.

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7.0 Conflict of Interests

The authors declare no conflicts of interest about the publication of this paper.

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