

# Institutional and College Directions: Awareness, Acceptability, and Congruency in a Public Higher Education Institution

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## Abstract

This study explored the level of awareness, congruency, and acceptability of the Vision, Mission, and Core Values of Aklan State University, as well as the goal and objectives of the College of Teacher Education and its undergraduate programs. A descriptive-correlational research design was employed with students, faculty, staff, alumni, parents, community members as the stakeholders. Data was gathered using a validated survey questionnaire that measured stakeholders' level of awareness, acceptability, and congruency of the Vision, Mission, Goals and Objectives (VMGO) across four core functions: instruction, research, extension, and production. Descriptive statistics like frequency, percentage, and mean were used to interpret the results and Spearman rank correlation was used to check the relationships among the variables. Findings revealed that stakeholders are "very highly aware" of the university's vision ( $\bar{x}=4.67$ ) and "highly aware" of its mission ( $\bar{x}=4.13$ ) and core values ( $\bar{x}=3.89$ ). They are "highly aware" of the goal of the College of Teacher Education ( $\bar{x}=4.46$ ). When it comes to the specific objectives of the programs, the stakeholders were "very highly aware" of the second ( $\bar{x}=4.57$ ) and third ( $\bar{x}=4.65$ ) objectives; meanwhile, they were only "highly aware" of the first objective ( $\bar{x}=4.32$ ). In terms of acceptability, all components were considered acceptable in varying means, with the 2nd and 3rd program objectives receiving the highest means ( $\bar{x}=4.63$ ;  $\bar{x}=4.58$ , respectively). Congruency results showed strong congruence of the VMGO with instruction ( $\bar{x}=4.41$ ), research ( $\bar{x}=4.06$ ), and extension ( $\bar{x}=3.92$ ), while production activities were only rated as "congruent" ( $\bar{x}=3.43$ ). There were strong positive relationships among the levels of awareness, acceptability, and congruency as evaluated by the stakeholders. These correlations validate the interconnectedness of awareness, acceptability, and congruency levels. They underscore the importance of strategic dissemination and integration of the VMGO across all levels of the university. Overall, the statistical relationships affirm that Aklan State University's VMGO is not only well understood and accepted but also meaningfully reflected in its academic and operational practices. However, findings on core values and production-related activities present opportunities for deeper integration. It is recommended that the university enhance visibility and application of its core values, strengthen support for production initiatives, and conduct regular evaluations to ensure continued alignment of VMGO with academic and community functions.

**Keywords:** awareness, acceptability, congruency, stakeholders, vision and mission, higher education institution

## 1. Introduction

In the evolving landscape of higher education, the alignment between institutional vision and mission statements and stakeholder awareness, acceptance, and congruency has become a cornerstone of quality assurance and strategic development. Vision and mission statements serve not only as guiding principles but also as instruments for institutional identity, direction, and accountability (Bolman & Deal, 2017). For academic units such as the College of Teacher Education at Aklan State University, these directional statements are critical in shaping pedagogical goals, program objectives, course outcomes, and the overall educational experience of all involved stakeholders.

According to Constantino, et al., 2020, a vision is an inspirational statement about what the organization wants to become and achieve in the long-term future. Through the university vision statements and of the college, the university staff, faculty, students, and all stakeholders become inspired and well-motivated on fulfilling their responsibilities and important roles in the success of their institution and how it will provide great impact to their stakeholders and the whole community. A mission statement is an organization's declaration of its 'reason for being' (Jintalan & Cruz,

2025). Through an institution's mission, its clientele has a clear understanding and knowledge of the quality of services that a university or college offers. It shows the way the vision is to be met (Laurente, 2019). The program objectives are broad statements that describe the career and professional accomplishment that the program is preparing graduates to achieve within a prescribed number of years of graduation (Hairi, et al., 2019). These objectives are based on the needs of the program constituencies.

The vision, mission, goal and objectives of a higher education institution and its smaller academic units (e.g., colleges, schools, programs) play a pivotal role in the institution's operations. It is a fundamental component of a university's existence (Laurente, 2019). It directs the paths of the organization towards the realization of its existence. During accreditation, the VMGO is one of the essential areas that needs to be surveyed and evaluated. Everything in the university is justified only to the extent that it realizes its VMGO (The Accrediting Agency of Chartered Colleges and Universities in the Philippines, 2010). Accrediting Agency for Chartered Colleges and Universities in the Philippines, Inc. (AACUP) have certain quality standard of excellence based on the institutional operations in relation to VMGO. A university is judged by the degree to which its VMGO are attained or not in comparison with those standards (Constantino, et al., 2020; Estrada, 2018).

This current paper focuses on Aklan State University in the Philippines, one of the chartered universities in the country created through Republic Act No. 9055 in April 4, 2001. Through the act, its old name "Aklan State College of Agriculture" was changed to Aklan State University. From its humble beginnings, the institution was named Banga Intermediate School through a resolution passed by the Provincial Board in 1917. Today, ASU envisions to become "A leading university in the Asia-Pacific Region for global competitiveness and sustainable development" (ASU Strategic Plan 2021-2025). Its mission are declared in three statements: (1) advance transformational education in agriculture and other disciplines to produce empowered and globally competitive graduates; (2) strengthen positive values to hone spiritually anchored and environmentally accountable individuals; and (3) uphold excellence and innovativeness through relevant research, responsive extension programs, and sustainable agricultural and industrial production.

The College of Teacher Education (CTE) is one of the colleges and schools of Aklan State University. The college was issued a certification by the Board of Regents to implement its newly revised College Goal and Program Objectives. The program objectives are anchored to the different CHED Memorandum Orders (CMO's) per program: CMO No. 74 s. 2017 for the Bachelor of Elementary Education, CMO No. 75 s. 2017 for the Bachelor of Secondary Education, and CMO No. 15 s. 2019 for the graduate programs. To wit, the goal of the CTE and the objectives of its undergraduate programs are as follows:

Goal: To lead in the transformation of future educators imbued with positive values for the global village.

Program Objectives of Bachelor of Elementary Education:

1. Produce well-rounded and proficient graduates with high levels of professionalism, positive values, and commitment to continuous development.
2. Develop students' pedagogical content knowledge (PCK) and higher order thinking skills (HOTS) through quality, inclusive, and technology-driven instruction in multidisciplinary engagement areas.
3. Engage students in the conduct of high impact research, extension services, and production initiatives to become agents of societal transformation.

Program Objectives of Bachelor of Secondary Education:

1. Produce proficient and lifelong learners who possess high levels of professionalism, positive values, and scholarship.
2. Develop the students' pedagogical content knowledge (PCK), leadership skills, and creativity through innovative, technologically driven, and globalized instruction in the various disciplines.
3. Involve the students in the conduct of high impact research. extension activities, and production initiatives to become agents of societal transformation.

In relation to these goal and program objectives, stakeholder engagement is essential in ensuring that the vision, mission, goals, and objectives (VMGO) does not only motivate aspirational spirit but also become actively internalized and reflected within institutional practices. Studies have shown that a high level of awareness and acceptance of VMGO among stakeholders correlates with improved institutional performance and educational outcomes (Castillo, 2014; Clemente et al., 2021). Moreover, congruency between the stated goals and the actual implementation of

programs enhances institutional credibility and fosters a culture of shared purpose (Dagdag et al., 2024) especially TEIs like Aklan State University (Nabayra et al., 2025).

Meanwhile, the effectiveness of an institution's VMGO lies in its structure and extent of dissemination. The stakeholders must have full acceptance and awareness of the VMGO as a measure of its proper dissemination (Pelicano and Lacaba, 2016). Hence, this study was conducted in order to examine the newly revised and approved vision and mission of ASU, goal of the CTE and objectives of its programs. In particular, this study aimed to assess the level of awareness, acceptability, and congruency of the vision and mission of Aklan State University, as well as the goal and objectives of its College of Teacher Education and its academic programs. By examining these dimensions, the research sought to provide insights into how institutional declarations are perceived and enacted, and to identify areas for strategic improvement and stakeholder engagement.

This paper presents a novel topic as it is focused on stakeholder awareness, acceptability, and congruency of the newly revised vision, mission, goals, and program objectives (VMGO) of Aklan State University's College of Teacher Education, within the broader framework of institutional quality assurance and accreditation. While previous studies have examined institutional VMGO in general terms, this research uniquely investigates how these institutional declarations are internalized and reflected in the lived experiences of students, faculty, alumni, and community partners in a provincial state university context. By assessing the alignment between the stated institutional directions and their actual enactment in instruction, research, extension, and production, the study contributes fresh insights into the dynamic relationship between policy articulation and stakeholder engagement. This novelty lies in bridging the gap between aspirational statements and operational realities, offering evidence-based perspectives that can inform strategic planning, accreditation compliance, and the cultivation of a shared institutional identity in Philippine higher education.

### *1.1 Research Problem*

The study aimed to determine the stakeholders' level of awareness, acceptability, and congruency of the vision and mission of ASU, goal of CTE and objectives of its undergraduate programs. Specifically, it sought to answer the following questions:

1. What is the stakeholders' level of awareness of the Vision and Mission of ASU, Goal of CTE and Objectives of its programs?
2. What is the level of acceptability of the Vision and Mission of ASU, Goal of CTE and Objectives of its programs as evaluated by stakeholders?
3. What is the level of congruency of the Vision and Mission of ASU, Goal of CTE and Objectives its programs along with instruction, research, extension, and production as evaluated by stakeholders?
4. Is there a significant relationship among the stakeholders' level of awareness, acceptability, and congruency levels of the Vision and Mission of ASU, Goal of CTE and Objectives of its programs?

## **2. Methodology**

### *2.1 Research Design*

This study employed descriptive correlational research design. Descriptive correlational design is used in research studies that aim to provide static pictures of situations as well as establish the relationship between different variables (McBurney & White, 2009). A major purpose of correlational research is to clarify our understanding of important phenomena by identifying relationships among variables (Fraenkel, Wallen, & Hyun, 2012). Descriptive-survey research was employed in this study to determine the level of awareness, acceptability, and congruency based on the evaluation of students, faculty, staff, and other stakeholders on the vision, and mission of ASU, goal of CTE and objectives of the curricular programs. This was employed because it suits the aim of this study to describe and summarize the perceptions of the respondents on the topics mentioned.

### *2.2 Participants of the Study*

The respondents included 354 stakeholders including students, faculty members, alumni, administrative staff, alumni, parents or guardians, and community members from and related to the College of Teacher Education at Aklan State University. A quota sampling technique was used to ensure representation across different stakeholder groups. Quota sampling is a versatile non-probability sampling method designed to ensure that specific subgroups within a population are adequately represented in a study (Fleetwood, n.d.). Specifically, uncontrolled quota sampling was employed which

offered greater flexibility and focused on achieving a sample size without specific demographic constraints. The target sample size was determined using Raosoft sample calculator as seen in table 1.

**Table 1.** Distribution of Stakeholder Respondents

Stakeholder	f	%
Students	276	78%
Faculty	16	5%
Staff	5	1%
Alumni	43	12%
Parent or Guardian	6	2%
Community Members	8	2%
<b>TOTAL</b>	<b>354</b>	<b>100%</b>

### 2.3 Research Instrument, Data Gathering Procedure, and Analysis Tools

A researcher-made survey questionnaire was developed and validated by experts to measure the following dimensions: a) awareness of the university's vision and mission, the college's goal, and program objectives; b) acceptability of the VMGO statements; and c) congruency of the VMGO statements to instruction, research, extension, and production. This questionnaire has three subcomponents which were pilot tested to ensure their reliability. The reliability of each component and the whole questionnaire were computed using Cronbach's alpha yielding the following results: awareness ( $\alpha = 0.949$ ); acceptability ( $\alpha = 0.962$ ); and congruency ( $\alpha = 0.979$ ). The overall reliability is  $\alpha = 0.985$ , which suggested that the survey questionnaire developed was of excellent reliability as a whole, and with respect to its components. Previous research suggests that coefficients of 0.90 or higher indicate excellent reliability, those of 0.80 or above suggest good reliability, and those of 0.70 or higher are deemed acceptable (Arof et al., 2018).

The instrument used a 5-point Likert scale ranging from 1–5. The following scale was used to interpret the results.

Rating	Interpretation
4.50 - 5.00	Very highly aware/acceptable/congruent
3.50 - 4.49	Highly aware/acceptable/congruent
2.50 - 3.49	Aware/acceptable/congruent
1.50 - 2.49	Slightly aware/acceptable/congruent
1.00 - 1.49	Unaware/Not acceptable/Not congruent

Data was collected through online (Google Forms) and paper-based surveys, depending on respondent accessibility. Prior to distribution, informed consent forms were secured, and participants were assured of confidentiality and voluntary participation. The distribution and retrieval of survey instruments from internal and external stakeholders was done by the researchers themselves with assistance from the students, teachers, alumni, parents, and community members. After the collection of data, analysis followed using SPSS.

Descriptive statistics such as mean and frequency were used to summarize the level of awareness, acceptability, and congruency. Spearman rank correlation was used to analyze the relationships among the variables mentioned. This nonparametric tool was used since the sampling technique is nonprobability. The interpretation of correlation analysis was based on the works of Dancey and Reidy (2004) as used by Nabayra (2023). Data was not normally distributed as checked using Shapiro Wilk test for normality ( $p$ -value  $< .05$ ) and histogram results.

Value	Interpretation
$\geq 0.70$	Very strong relationship
0.40 – 0.69	Strong relationship
0.30 – 0.39	Moderate relationship
0.20 – 0.29	Weak relationship
0.01 – 0.19	No or negligible relationship

### 3. Results

#### 3.1 Level of Awareness of Vision, Mission, and Core Values of the Aklan State University, Goal of College of Teacher Education and Objectives of the Undergraduate Programs

**Table 2.** Level of Awareness of Vision, Mission, and Core Values of the Aklan State University, Goal of College of Teacher Education and Objectives of its Undergraduate Programs

Aklan State University	Mean	Interpretation
<b>Vision:</b> A leading university in the Asia-Pacific Region for global competitiveness and sustainable development	4.67	Very highly aware
<b>Mission:</b>	4.13	Highly aware
1. Advance transformational education in agriculture and other disciplines to produce empowered and globally competitive graduates.		
2. Strengthen positive values to hone spiritually anchored and environmentally accountable individuals.		
3. Uphold excellence and innovativeness through relevant research, responsive extension programs, and sustainable agricultural and industrial production		
<b>Core Values:</b>	3.89	Highly aware
L- Lawful Governance		
I- Innovativeness		
H- Harmony		
G- God-fearing Accountability		
T- Teamwork		
<b>College of Teacher Education</b>		
<b>Goal:</b> To lead in the transformation of future educators imbued with positive values for the global village.	4.46	Highly aware
<b>Objectives of BEED and BSED</b>	4.32	Highly aware
1. Produce well-rounded and proficient graduates with high levels of professionalism, positive values, and commitment for continuous development; Produce proficient and lifelong learners who possess high levels of professionalism, positive values, and scholarship.		
2. Develop students' pedagogical content knowledge (PCK) and higher order thinking skills (HOTS) through quality, inclusive, and technology-driven instruction in multidisciplinary engagement areas; Develop the students' pedagogical content knowledge (PCK), leadership skills, and creativity through innovative, technologically driven, and globalized instruction in the various disciplines.	4.57	Very highly aware
3. Engage students in the conduct of high impact research, extension services, and production initiatives to become agents of societal transformation; Involve the students in the conduct of high impact research, extension activities, and production initiatives to become agents of societal transformation.	4.65	Very highly aware
<b>Overall Mean</b>	4.38	Highly aware

The results of statistical analysis in table 2 reveal a generally high level of awareness ( $\bar{x}$  = 4.38) among stakeholders regarding the Vision, Mission, Core Values, and program objectives of Aklan State University and College of Teacher Education. The university's vision received the highest interpretation score of 4.67, indicating that respondents are very highly aware of its aspiration to be a leading institution in the Asia-Pacific region. The mission statement, with a score of 4.13, also reflects high awareness, though slightly lower than the vision, possibly due to its multi-faceted structure which may be more complex to internalize. The core values—lawful governance, innovativeness, harmony, god-fearing accountability, and teamwork—garnered a score of 3.89, still within the “highly aware” range but notably the lowest among the components, suggesting a need for more visible integration into institutional culture and daily practices. At the college level, the goal of the College of Teacher Education was rated at 4.46, showing very high awareness and alignment with the university's broader mission. The first objective of the undergraduate programs

received a mean score of 4.32, interpreted as “highly aware”; while the second and third objectives received a mean score of 4.57, and 4.65, respectively. These results indicate that stakeholders are very highly aware of the programs’ emphasis on pedagogical competence and social engagement; while only highly aware of the programs’ aim for professionalism.

### 3.2 Level of Acceptability of Vision, Mission, and Core Values of the Aklan State University, Goal of College of Teacher Education and Objectives of the Undergraduate Programs

**Table 3.** Level of Acceptability of Vision, Mission, and Core Values of the Aklan State University, Goal of College of Teacher Education and Objectives of its Undergraduate Programs

<b>Aklan State University</b>	<b>Mean</b>	<b>Interpretation</b>
<b>Vision:</b> A leading university in the Asia-Pacific Region for global competitiveness and sustainable development	3.96	Highly acceptable
<b>Mission:</b>	4.03	Highly acceptable
1. Advance transformational education in agriculture and other disciplines to produce empowered and globally competitive graduates.		
2. Strengthen positive values to hone spiritually anchored and environmentally accountable individuals.		
3. Uphold excellence and innovativeness through relevant research, responsive extension programs, and sustainable agricultural and industrial production		
<b>Core Values:</b>	3.95	Highly acceptable
L- Lawful Governance		
I- Innovativeness		
H- Harmony		
G- God-fearing Accountability		
T- Teamwork		
<b>College of Teacher Education</b>		
<b>Goal:</b> To lead in the transformation of future educators imbued with positive values for the global village.	4.34	Highly acceptable
<b>Objectives of BEED and BSED</b>	4.47	Highly acceptable
1. Produce well-rounded and proficient graduates with high levels of professionalism, positive values, and commitment for continuous development; Produce proficient and lifelong learners who possess high levels of professionalism, positive values, and scholarship.		
2. Develop students' pedagogical content knowledge (PCK) and higher order thinking skills (HOTS) through quality, inclusive, and technology-driven instruction in multidisciplinary engagement areas; Develop the students' pedagogical content knowledge (PCK), leadership skills, and creativity through innovative, technologically driven, and globalized instruction in the various disciplines.	4.63	Very highly acceptable
3. Engage students in the conduct of high impact research, extension services, and production initiatives to become agents of societal transformation; Involve the students in the conduct of high impact research. extension activities, and production initiatives to become agents of societal transformation.	4.58	Very highly acceptable
<b>Overall Mean</b>	4.28	Highly acceptable

The results of the study in table 3 on the level of acceptability of Vision, Mission, Core Values, and Objectives of Aklan State University and its College of Teacher Education reveal a consistently high level of stakeholder endorsement. The university’s vision, with a mean score of 3.96, is considered highly acceptable, indicating that its aspiration to be a leading institution in the Asia-Pacific region resonates well with its academic community. The mission statement received a slightly higher mean of 4.03, reflecting strong support for its emphasis on transformational education, environmental accountability, and sustainable innovation. The core values —were also

rated highly acceptable with a mean of 3.95, suggesting that while stakeholders recognize their importance, there may be opportunities to further embed these values into institutional culture and practice.

### *3.3 Level of Congruency of Vision, Mission, and Core Values of the Aklan State University, Goal of College of Teacher Education and Objectives of the Undergraduate Programs along with Instruction, Research, Extension, and Production*

**Table 4.** Level of Congruency of Vision, Mission, and Core Values of the Aklan State University, Goal of College of Teacher Education and Objectives of its Undergraduate Programs along with Instruction, Research, Extension, and Production

<b>Instruction</b>	<b>Mean</b>	<b>Interpretation</b>
Curricula revision and enrichment activities are conducted.	4.58	Very highly congruent
Faculty members provide quality instruction.	4.34	Highly congruent
Students participate in academic and cultural competitions	4.78	Very highly congruent
Technology-enhanced materials and resources are developed for instructions.	4.12	Highly congruent
Various teaching methods, strategies and relevant instructional materials are applied and utilized.	4.24	Highly congruent
<b>Section Mean</b>	<b>4.41</b>	<b>Highly congruent</b>
<b>Research</b>		
Research-based instructional materials are developed.	3.87	Highly congruent
Research is integrated into the curriculum as a subject and a requirement for graduating students.	3.68	Highly congruent
In-house seminars/trainings/workshops are participated in by the faculty members and students.	4.53	Very highly congruent
Students and faculty members engage in local, national and international fora/conferences/workshops.	4.23	Highly congruent
Research presentations and participation in national and international journals are encouraged.	3.98	Highly congruent
<b>Section Mean</b>	<b>4.06</b>	<b>Highly congruent</b>
<b>Extension</b>		
Community services and activities are conducted by the stakeholders.	4.12	Highly congruent
Extension activities are implemented to adopted barangay are conducted by faculty and students that serve as trainers.	4.08	Highly congruent
Faculty members and students participate in extension programs as speakers and facilitators.	3.92	Highly congruent
Linkages and networks are established with other institutions and agencies.	3.76	Highly congruent
Extension activities help address the needs of the clientele.	3.73	Highly congruent
<b>Section Mean</b>	<b>3.92</b>	<b>Highly congruent</b>
<b>Production</b>		
Instructional materials such as modules, books, and lecture notes are commercialized.	3.42	Congruent
Students and their organizations are also involved in income generating projects.	3.23	Congruent
Resources and budget are provided to students, teachers, and other stakeholders.	3.56	Highly congruent
The program provides students with opportunities to engage in production-related activities (e.g., instructional material creation, community projects, livelihood initiatives).	3.15	Congruent
Students are encouraged to apply theoretical knowledge through actual production or community-based outputs.	3.78	Highly congruent
<b>Section Mean</b>	<b>3.43</b>	<b>Congruent</b>
<b>Grand Mean</b>	<b>3.96</b>	<b>Highly congruent</b>

Based on the results presented in table 4, the Vision, Mission, Goals, and Objectives (VMGO) of Aklan State University and its College of Teacher Education demonstrate a high level of congruency across the core functions of

instruction, research, extension, and production. In the area of instruction, the section mean of 4.41 indicates that the VMGO is highly congruent with teaching practices. Activities such as curriculum revision, quality instruction, student participation in academic competitions, and the use of technology-enhanced materials reflect strong alignment with institutional goals. Notably, students involved in academic and cultural competitions received the highest rating ( $\bar{x} = 4.78$ ), suggesting that the university's commitment to holistic development is well integrated into instructional delivery.

In terms of research, the section mean of 4.06 also reflects high congruency. Faculty and student participation in seminars, workshops, and local and international conferences demonstrates active engagement with the university's mission to promote innovation and scholarly excellence. While some items, such as the integration of research into the curriculum ( $\bar{x} = 3.68$ ) scored slightly lower, the overall results affirm that research activities are meaningfully aligned with the VMGO.

The extension function yielded a section mean of 3.92, indicating high congruency. Stakeholders are actively involved in community services, training programs, and partnerships with external agencies. These efforts reflect the university's mission to serve as a catalyst for social transformation. Although some indicators, such as addressing clientele needs ( $\bar{x} = 3.73$ ), scored lower, the consistent engagement of faculty and students in extension work supports the institution's outreach objectives.

Lastly, the production component received the lowest section mean of 3.43, interpreted as "congruent." While there is evidence of alignments such as commercialization of instructional materials and student involvement in income-generating projects, some areas like opportunities for production-related activities ( $\bar{x} = 3.15$ ) suggest room for improvement. Strengthening support systems and expanding practical applications of theoretical knowledge could enhance congruency in this domain. Overall, the grand mean of 3.96 confirms that the VMGO is highly congruent with the university's core functions.

### 3.4 Relationship among the Levels of Awareness, Acceptability, and Congruency of VMGO as Evaluated by Stakeholders

Table 5 depicts that the correlation analysis provides evidence of a relationship among the observed high levels of awareness, acceptability, and congruency regarding the Vision, Mission, Core Values, and Objectives (VMGO) of Aklan State University and its College of Teacher Education. The very strong positive correlation between congruency and acceptability ( $r_s = .786$ ,  $p < .01$ ) suggests that stakeholders who perceive the VMGO as well-aligned with institutional practices are also more likely to endorse its relevance and value. This is consistent with the high mean scores reported in Table 3, where the overall acceptability of the VMGO reached 4.28, with particularly strong endorsement of the College's goal and program objectives.

**Table 5.** Correlation among the Levels of Awareness, Acceptability, and Congruency of VMGO as Evaluated by Stakeholders

Indicators		Awareness	Acceptability	Congruency
Awareness				
Acceptability	$r_s$	.747**		
	Sig. (2-tailed)	.000		
Congruency	$r_s$	.743**	.786**	
	Sig. (2-tailed)	.000	.000	

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Similarly, the correlation between congruency and awareness ( $r_s = .743$ ,  $p < .01$ ) indicates that greater familiarity with the VMGO is associated with stronger perceptions of alignment across core university functions. This aligns with the findings in Table 2, where stakeholders demonstrated a very high level of awareness ( $\bar{x} = 4.38$ ), especially regarding the university's vision ( $\bar{x} = 4.67$ ) and the program objectives; one of which obtained the highest mean of 4.65). These results affirm that well-communicated institutional declarations are more likely to be perceived as congruent with actual practices.

The relationship between acceptability and awareness ( $r_s = .747$ ,  $p < .01$ ) further reinforces the idea that stakeholders who are more informed about the VMGO are also more inclined to accept and support it. This is particularly evident

in the strong awareness and acceptability scores for the College's goal and program objectives, suggesting that targeted communication and program-level engagement play a critical role in fostering institutional coherence.

#### 4. Discussion

On awareness of these institutional and college directions, these findings suggest that institutional declarations are well-communicated and internalized, with particularly strong engagement at the college and program levels. However, the slightly lower level of awareness of core values indicates an opportunity to reinforce strategies in order to ensure that stakeholders recognize that university's values thrusts. This will then encourage alignment of the core values to the university VMGO as a whole and increase success in its targets. This confirms that a high level of awareness and acceptance of VMGO among stakeholders correlates with improved institutional performance and educational outcomes (Castillo, 2014; Clemente et al., 2021). Similar findings were found by Niala and Pascua (2024); Compelio et al., 2015; Bernabe et al., 2021; and Escolano, 2021 who studied other colleges and universities in the Philippines where respondents are aware of their respective VMGOs since this is the initial step to realize the VMGOs (Clemente and Clemente, 2022; Cascolan and Venture, 2019).

In terms of acceptability of college goal, the College of Teacher Education's goal achieved a mean score indicating very strong acceptability among stakeholders. This suggests that the college's commitment to shaping future educators with positive values for global engagement is well aligned with stakeholder expectations. Most notably, the objectives of the undergraduate programs received the highest acceptability rating, underscoring strong support for their focus on professionalism, pedagogical competence, and social transformation. The overall mean across all components confirms that the university's strategic declarations are not only well understood but also widely accepted by its constituents, reinforcing institutional coherence and stakeholder commitment. The vision statement and core values were also highly acceptable, although obtained the least value for the acceptability level. These findings are also consistent with the reported results of studies conducted by Niala and Pascua (2024); Compelio et al., (2015); Bernabe et al., (2021); Clemente and Clemente, (2022). Thus, the need to articulate the comprehensibility of the VMGO of the university, college and its programs is indispensable as these are the schemes and framework for which action plans are based which is a factor for acceptability.

For congruency, these findings suggest that institutional declarations are not only well-articulated but also actively reflected in academic and community practices. This reinforces the university's commitment to excellence and relevance in higher education. It concurs that congruency between the stated goals and the actual implementation of programs enhances institutional credibility and fosters a culture of shared purpose (Dagdag et al., 2024). This reflects Sakellarios and Gann's (2024) point of views to critically assess whether the institution's mission or vision conforms with the beliefs, standards, and educational philosophies evidenced by their institution in practice. Analogous findings were highlighted by Niala and Pascua (2024) where respondents highly perceive the extent of congruence of VMGO with academic strategies, practices, and activities. The very high congruency to the VMGO implies that the university is rowing toward its targeted outcomes (Fernandez, 2015) like employability (Ginoy et al., 2024), instructional innovations (Nabayra, 2024) and excellent instructional practices (Nabayra & Tambong, 2023). This is in consonance with Castillo (2014) who asserted that the goal of each academic unit along with the objectives of the different programs must be aligned with the university's vision as well as its mission.

Taken together, these correlations validate the interconnectedness of awareness, acceptability, and congruency. They underscore the importance of strategic dissemination and integration of the VMGO across all levels of the university. Moreover, the slightly lower scores in areas such as core values and production-related activities highlight opportunities for deeper alignment and cultural reinforcement. Overall, the statistical relationships affirm that Aklan State University's VMGO is not only well understood and accepted but also meaningfully reflected in its academic and operational practices.

Similar results were disclosed by Compelio et al., (2015) and Belo-Delariarte et al., (2017) where the stakeholders' awareness and acceptance of the VMGOs were significantly and positively associated but disagrees with the study of Escolano (2021) where there is no significant relationship between the two, as she argued that stakeholders may not fully aware of the VMGO but they truly accept it. This confirms that the VMGO needs to be shared to be effective and to be attained. The success of a university depends upon bringing its stakeholders together, both physically and philosophically. The stakeholders need to reconcile differing perspectives, find common ground and create a shared VMGO (Castillo, 2014).

## 5. Conclusion and Recommendations

A high level of stakeholder awareness was observed regarding the Vision, Mission, Core Values, and program objectives of Aklan State University and its College of Teacher Education. Among these, the university's vision received the highest rating, indicating that its aspirational identity has been clearly communicated and embraced by the academic community. The mission, as well as the college-level goals and objectives, were also rated highly, suggesting a shared understanding and strong alignment among students, faculty, and staff. However, the slightly lower level of awareness of the university's core values highlights an area that may require more deliberate efforts to integrate these principles into the institution's culture and everyday practices.

The results affirm that the Vision, Mission, Core Values, and Objectives of Aklan State University and the College of Teacher Education are highly acceptable to stakeholders. The data reflects a strong approval of the university's strategic declarations. The highest acceptability was observed in the objectives of the undergraduate programs, indicating that stakeholders firmly value the programs' emphasis on professionalism, pedagogical competence, and social transformation. Similarly, the college's goal and the university's mission received commendable mean scores, suggesting that the institution's direction and purpose are consistent with the expectations of its academic community. Although the core values received slightly lower scores, they remain within the "highly acceptable" range, which implies a positive outlook that could be further strengthened by boosting the integration of the core values into institutional practices.

Hence, the VMGO of Aklan State University and its College of Teacher Education are highly congruent with the institution's core functions. Instructional activities, including curriculum development, student competitions, and technology-enhanced learning, show strong alignment with the university's vision and mission. Research initiatives also demonstrate meaningful integration, with faculty and student participation in scholarly activities supporting the university's commitment to innovation and academic excellence. Extension services, while slightly lower in mean scores, still reflect active stakeholder engagement and alignment with the goal of social transformation. Production-related activities, though rated as "congruent," indicate potential for growth, particularly in expanding opportunities for income-generating projects and practical applications of instructional materials.

The high correlation coefficients underscore the interconnectedness of these dimensions. These suggest that stakeholders who are well-informed about the VMGO are more likely to perceive it as aligned with institutional practices and to endorse its relevance and value. The study concludes that the VMGO is not only well-communicated but also meaningfully internalized and reflected in the university's core functions. However, the slightly lower scores in areas such as core values and production-related activities indicate opportunities for reinforcement and increased extent of integration.

Considering these results, it is recommended that the university and the College of Teacher Education continue to reinforce their Vision and Mission through regular orientation programs, faculty development sessions, and student engagement activities. To enhance awareness of the core values, these principles should be embedded more visibly in classroom instruction, co-curricular programs, and administrative processes. Additionally, periodic assessments of VMGO awareness and congruency should be conducted to ensure that institutional declarations remain relevant, understood, and embraced by all stakeholders. Strengthening these areas will promote institutional coherence and empower the university community to function and act consistent with its strategic goals.

The institution may continue to promote its Vision and Mission through sustained communication efforts, stakeholder engagement, and curriculum alignment. The College of Teacher Education should capitalize on the strong acceptability of its program objectives by ensuring that instructional strategies and student activities consistently reflect these goals. To enhance the impact of the university's core values, it is advisable to embed them more deeply into classroom discussions, faculty development programs, and student-led initiatives. Periodic reviews and stakeholder consultations should also be conducted to ensure that institutional declarations remain relevant, inclusive, and reflective of the evolving educational landscape.

Moreover, its instructional and research efforts by continuously aligning them with the VMGO through faculty development, curriculum review, and student involvement. Extension programs should be further strengthened by deepening community partnerships and tailoring services to meet evolving societal needs.

Most importantly, for the production function; which is the only core function that did not reach the "highly congruent" level of congruence; strategic initiatives should be developed to strengthen instructional material development, increase involvement of students and student organizations in income generating projects, and ensure that programs provide ample opportunities for students to participate in production-related activities such as learning resource

development, projects for the community and livelihood initiatives.

Overall, regular monitoring and evaluation of VMGO congruency across all functions will ensure that institutional goals remain relevant, actionable, and reflective of the university's commitment to excellence and transformation. While awareness and acceptability of the university's core values are high, they remain the lowest-rated component. It is recommended that ASU embed these values more visibly into daily operations, classroom activities, and institutional rituals to foster a stronger cultural identity.

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