

## Acceptability and impact of vision, mission, goals, and objectives: Basis in formulating VMGO Impact Model (VMGOIM)

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### ***Abstract***

This study aims to formulate a VMGO Impact Model through the level of acceptability of the conceptualized EARIST Vision, Mission, Goals, and Objectives (VMGO) in the College of Education as well as its impact. Indeed, the descriptive quantitative research design was used to evaluate the processes of disseminating VMGO. The integration of the SECI Model was used in terms of socialization, externalization, combination and internalization. Indeed, documentary analysis occurred through retrieval of the results of the evaluation of disseminating programs about VMGO as well as the selection of the best practices. Through a simple random sampling technique, the barangay officials, students or clientele, and parents assessed that there is highly acceptable CED VMGO and high impact with the CED strategic ways of disseminating information through actual and technological criteria. Furthermore, there is also a high impact evaluation in the CED VMGO concerning SECI MODEL in terms of Socialization, Externalization, Combination and Internalization. With this, the best practices implemented in the VMGO actual and technological dissemination are the composition of translated institutional VMGO, and technical skills development of VMGO dissemination program of the college of education through FB page, tarpaulin, flyers, and bulletin boards, as well as the conduct of research. The VMGO Impact Model that conceptualizes is based on the result of the evaluation of the actual and technological dissemination of information of the CED VMGO in terms of socialization, externalization, combination, and internalization.

**Keywords:** acceptability, vision, mission, goal, objectives, impact model, SECI model

## **Acceptability and impact of vision, mission, goals, and objectives: Basis in formulating VMGO Impact Model (VMGOIM)**

### **1. Introduction**

The educational higher educational institutions worldwide are a typical example of providing quality assurances or quality education in response to the ever-growing institutional impact capacity-building criterion. Rice University (n.d.), believe that one of the best ways to have an impact on students is to reach them through teachers. As teachers gain knowledge, confidence, and expertise in their teaching, not only does student achievement increase but teacher credibility also increases through the dissemination of information.

Furthermore, the College of Education (CED) Mission, Goals and Objectives were created, formulated, and translated for the easy access of the clientele to disseminate the totality of the course programs of the College of Education. Indeed, according to Orduna and Castaneda (2012), there were different levels of knowledge and acceptance of the University Vision, Mission and Objectives, the Department/College Objectives and the Degree/Program Objectives by categories (Administration, Faculty, Students and non-teaching Staff) and by the department or college. The traditional mode of dissemination such as bulletin boards, orientation programs and school print publication in manuals and brochures are still the most effective to the stakeholders. Most learning activities and department activities may be aligned to the Vision, Mission and Objectives (VMO) of the University but not exactly very relevant when it comes to department/college or the degree/program objectives.

Indeed, for any review, change, revision or up-grading of the Vision, Mission, Goal and Objectives at all the levels of the institution, the stakeholders must have maximum participation for them to have ownership, and the deliberations will help them understand, appreciate and work with more sense of meaning and assure commitment in their chosen endeavor's.

This study focuses on the acceptability and impact of Vision, Mission, Goals, and Objectives. It is sought to answer the following questions:

- What is the level of acceptability of the conceptualized EARIST Vision, Mission, Goals and Objectives (VMGO)?
- What is the result of the impact of EARIST VMGO?
- Based on the result of the evaluation of VMGO, what is the impact of VMGO dissemination projects and activities on the barangay officials, clienteles/student-learner concerning SECI Model?
- What is the best practice concerning the VMGO's actual and technological dissemination?
- Through evident findings, what VMGO Impact Model may be conceptualized?

### **2. Theoretical and Conceptual Framework**

Stipulated in figure 1 is the SECI Model that was developed by philosopher Ikujiro Nonaka Takeuchi in 1998 which pertains to Socialization, Externalization, Combination, and Internalization that give merits to a better understanding of how knowledge disseminates and transforms within the ecosystem as a place for learning (known as Ba), to transfer of knowledge, the whole set of insight, experiences and procedures that are considered correct and true, which guide the thought, behavior and communication of people. The tacit knowledge (personal knowledge experience and insights that are by nature difficult to quantify, store or share with others) and the explicit knowledge (proper science where the personal information can be noted, read, analyzed and discussed by others) are the two categories of knowledge that necessary for its processes including also the knowledge

transfer wherein it starts when a prime source (knowledge creator who has a better understanding about something meaningful in mind (tacit knowledge) shares the idea, knowledge or innovation with others through selected method (explicit knowledge).

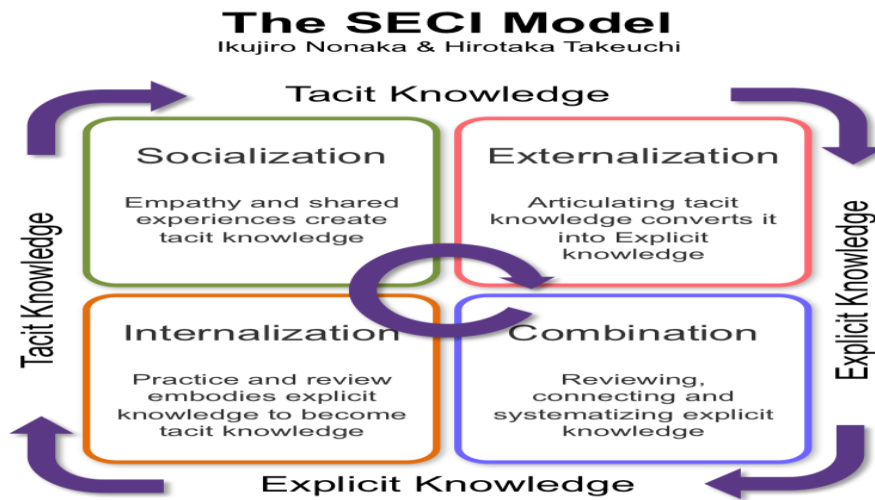


Figure 1. The SECI Model

Conceptual Framework

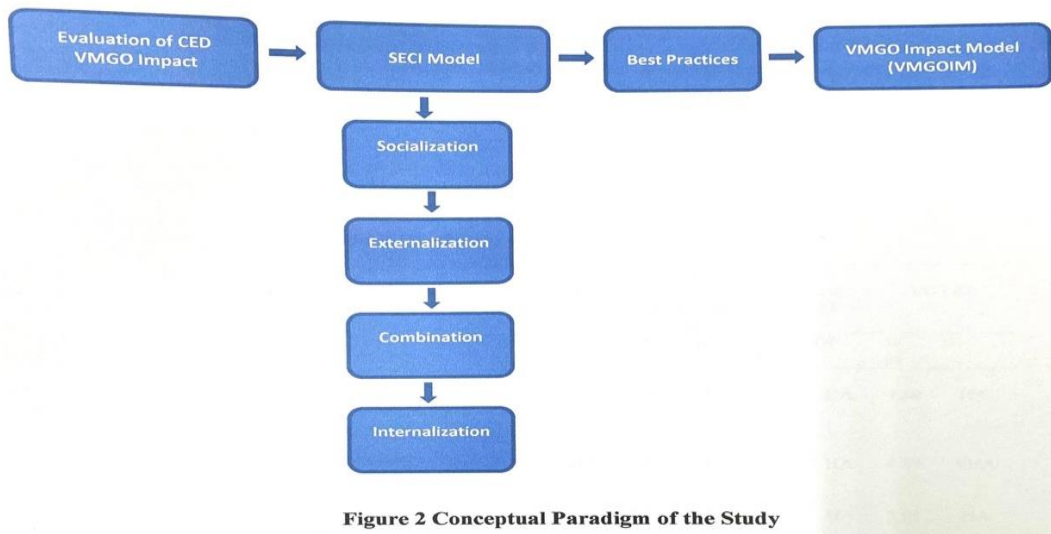


Figure 2 Conceptual Paradigm of the Study

Figure 2 represents the conceptual paradigm of the study wherein it focuses on the impact of the projects and activities of the dissemination process of Vision, Mission, Goals, and Objectives of the College of Education under Bachelor of Secondary Education. Moreover, the evaluated dissemination process of the VMGO was based on an evaluative analysis assessed by the respondents. With this, it is integrated into the SECI Model as part of the Impact experiences of the clientele to the impact of the actual and technological dissemination of information of the CED VMGO. Apparently, through results, it's the manner of classifying the best practice of disseminating the vision, mission, goals, and objectives to the barangay officers, students and parents. Furthermore, with all details, it gives merit to formulate a Vision, Mission, Goals, and Objectives Impact Model (VMGOIM).

### 3. Methodology

This study used Descriptive Quantitative Analysis. It is observed as descriptive quantitative through the conceptualizations of research instruments in evaluating the VMGO dissemination processes about its actual and technological programs and projects which describes the actual scenario and systematic happenings of the implementation of the dissemination processes as assessed by the clientele. It also includes the research instrument about the projection of its impact upon VMGO dissemination to the community that integrates the SECI Model formulated by philosopher Ikujiro Nonaka Takeuchi in 1998 consisting of socialization, externalization, combination and internalization. Indeed, documentary analysis occurred through retrieval of the results of the evaluation of disseminating programs about VMGO as well as the selection of the best.

The simple random sampling technique was used in identifying the Impact of VMGO Dissemination while the purposive sampling technique in terms of integrating the SECI Model to the results of the VMGO dissemination processes. There are 14 Barangay Officials, 60 clienteles or learners and 26 parents that undergo assessing the validated survey questionnaire. If so, the weighted mean is the descriptive statistics used in describing the results of VMGO Acceptability as Very Highly Acceptable (4.50-5.0), Highly Acceptable (3.5-4.49), Moderately Acceptable (2.5-3.49), Fairly Acceptable (1.50-2.49), and Poorly Acceptable (1.00-1.49). A validated survey questionnaire was used through the validation process of five experts. Meanwhile, in describing the impact of VMGO dissemination and its relation to SECI Model, the following scale was used to justify and verify the level of impact of literacy programs on the barangay officials, clienteles or student-learners, and parents on Very High Impact (VHI = 4.50-5.0), High Impact (HI = 3.5-4.49), Moderately Impact (MI = 2.5-3.49), Fairly Impact (FI = 1.50-2.49), and Poorly Impact (PI = 1.00-1.49).

### 4. Results and Discussion

#### 4.1 What is the level of acceptability of the conceptualized EARIST Vision, Mission, Goals, and Objectives (VMGO)?

**Table 1**

*Evaluation in Acceptability of EARIST VMGO*

Acceptability of VMGO	Barangay Officials N =14		Clienteles or student learners N = 60		Parents N = 26		TOTAL	
	WM	DI	WM	DI	WM	DI	WM	DI
The VMGO is acceptable to the community through educational parallelism and congruency.	4.25	HA	4.50	HA	4.39	HA	4.38	HA
The VMGO is acceptable in benefiting the community through additional information	4.50	VHA	4.26	HA	4.41	HA	4.39	VHA
The VMGO is acceptable through educational merits, and industry-based criterion necessary for the clienteles.	3.72	HA	3.78	HA	4.24	HA	3.91	HA
The VMGO is acceptable that is responsive to the community that enhances the capacity building of readers and viewers.	4.28	HA	4.30	HA	4.34	HA	4.31	HA
<b>TOTAL</b>	<b>4.19</b>	HA	<b>4.21</b>	HA	<b>4.35</b>	HA	<b>4.25</b>	HA

It stipulated in table 1 that there is highly an acceptability rating coming from barangay officials, students or clientele, and parents regarding the dissemination of information of CED VMGO ranging a computed mean value of 4.25. This result is true with the study of Orduna and Castaneda (2012), that there were different levels of knowledge and acceptance of the University Vision, Mission and Objectives, the Department/College Objectives and the Degree/Program Objectives by categories (Administration, Faculty, Students and non-teaching Staff) and by department or college.

## 4.2 What is the result of the impact of EARIST Vision, Mission, Goals, and Objectives (VMGO)?

**Table 2**
*Evaluation of impact of EARIST VMGO*

VMGO Impacts	Community		Students		Evaluation of Literacy Extension in 2021		TOTAL	
	WM	DI	WM	DI	WM	DI	WM	DI
The VMGO is parallel and congruent to the needs of education sectors.	4.25	HI	4.50	HI	4.39	HI	4.38	HI
The VMGO gives additional merits in knowing and generating the CED programs that benefit the community.	4.50	VHI	4.26	HI	4.41	HI	4.39	HI
The VMGO create comprehensive information that engages necessary information, inspiration, educational merits, and industry-based criterion.	3.72	HI	3.78	HI	4.24	HI	3.91	HI
The VMGO enhances the capacity building of readers and viewers to internalize the essence of education course responsive to the community.	4.28	HI	4.30	HI	4.34	HI	4.31	HI
<b>TOTAL</b>	<b>4.19</b>	<b>HI</b>	<b>4.21</b>	<b>HI</b>	<b>4.35</b>	<b>HI</b>	<b>4.25</b>	<b>HI</b>

Table 2 represents the impact of EARIST VMGO on the barangay officials, students or clientele, and parents with the CED strategic ways of dissemination which garnered a mean value of 4.25 which means that there is highly impact on the rate of the respondents. This result justified that the process of dissemination of information about the CCED VMGO is effective wherein the valued information was equally and properly disseminated. According to Manian (2019), it gives an insight into the formulation, dissemination, and consistency of Vision, Mission, and Program Educational Objectives through proper illustrations. This paper also highlights Evaluation Guidelines with indicative exhibits required for an accreditation process.

## 4.3 Based on the result of the Evaluation of VMGO, what is the Impact of VMGO dissemination projects and activities on the barangay officials, clientele/student-learner concerning SECI Model?

**Table 3**
*Evaluation in Impacts of CED VMGO in relation to SECI Model in terms of Socialization Model*

Socialization Model	Barangay Officials N = 14		Clienteles or student learners N = 60		Parents N = 26		TOTAL N = 100	
	WM	DI	WM	DI	WM	DI	WM	DI
The VMGO has great impact to me through management dissemination system and incentive system in order to participate actively base in the educational program design.	4.14	HI	4.41	HI	4.31	HI	4.29	HI
The VMGO has great impact to me through experts that explain comprehensively its content that guarantee a positive aura in socializing with others.	4.64	HI	4.46	HI	4.27	HI	4.46	HI
The VMGO has great impact to me through provision of high-technological use of educational facilities motivates and disseminate educational collaboration.	4.07	HI	4.19	HI	4.17	HI	4.14	HI
The VMGO has a great impact to me in the presence of legal advisory and training services gives me confident to attend and to witness its advertisements.	4.15	HI	4.54	HI	4.19	HI	4.29	HI
<b>TOTAL</b>	<b>4.25</b>	<b>HI</b>	<b>4.40</b>	<b>HI</b>	<b>4.24</b>	<b>HI</b>	<b>4.30</b>	<b>HI</b>

Table 3 illustrates that there is highly impact with regards to the evaluation in the CED VMGO concerning

SECI MODEL in terms of Socialization with a computed mean value of 4.30. According to Jonyo B. and Ouma C. (2018), implying a positive impact of mission and vision on organization performance is wherein it justified as a significant relationship. Indeed, the policy and regulation positively moderated the relationship between mission and vision and organizational performance.

**Table 4**

*Evaluation of the Impact of CED VMGO in relation to SECI Model in terms of Externalization Model*

Externalization Model	Barangay Officials N = 14		Clienteles or student learners N = 60		Parents N = 26		TOTAL N = 100	
	WM	DI	WM	DI	WM	DI	WM	DI
	The VMGO gives me externalization process through embodying, expressing and symbolizing the important details of the educational program of CED.	4.21	HI	4.51	VHI	4.19	HI	4.30
The VMGO literacy program through the resource experts enhances me to become articulate academically and scholastically.	4.50	VHI	4.46	HI	4.31	HI	4.42	HI
The VMGO give me literacy to expound and interpret the CED programs with the use of high technological facilities application (Tarpaulin, FB page, flyers, and bulletin boards.	4.07	HI	4.49	HI	4.25	HI	4.27	HI
The VMGO integrate my extent of comprehension in enhancing my capability to build, work, and roadmap the totality of the learning about CED community.	3.86	HI	4.49	HI	4.15	HI	4.17	HI
<b>TOTAL</b>	<b>4.16</b>	<b>HI</b>	<b>4.49</b>	<b>HI</b>	<b>4.23</b>	<b>HI</b>	<b>4.29</b>	<b>HI</b>

It is overviewed in Table 4 that there is highly impact with regards to the evaluation in the CED VMGO concerning SECI MODEL in terms of Externalization garnering a computed mean value of 4.30. Achua and Lussier (2016) define an organization's mission statement as an enduring statement of purpose that distinguishes one organization from other similar enterprises. It describes the business the organization pursues, and it is well explained and designed to provide many benefits to an organization, including providing direction and focus, forming the basis for objectives and strategies, inspiring positive emotions about the organization, ensuring unanimity of purpose, and helping resolve divergent views among managers (Yazhou, & Jian, 2011).

**Table 5**

*Evaluation in the Impact of CED VMGO in relation to SECI Model in terms of Combination Model*

Combination Model	Barangay Officials N = 14		Clienteles or student learners N = 60		Parents N = 26		TOTAL N = 100	
	WM	DI	WM	DI	WM	DI	WM	DI
	The VMGO has a great impact to me to connect with others in the disseminated information in order to gain knowledge to it and able to share it.	4.29	HI	4.51	HI	4.27	HI	4.37
The VMGO provides and associates me to become systematic in adopting and collaborating knowledge criterion about it.	4.21	HI	4.49	HI	4.15	HI	4.28	HI
The VMGO gives me necessary time and effort to become efficient, logical, and organize in inheriting learning criterion in the presence of high technological facilities dissemination process.	3.92	HI	4.38	HI	4.31	HI	4.20	HI
The VMGO has a great influence to me to motivate and foresight plans about learning packages systematically with the courses of CED.	4.14	HI	4.46	HI	4.19	HI	4.26	HI
<b>TOTAL</b>	<b>4.14</b>	<b>HI</b>	<b>4.46</b>	<b>HI</b>	<b>4.23</b>	<b>HI</b>	<b>4.28</b>	<b>HI</b>

It manifested an idea to table 5 that there is highly impact with regards to the evaluation in the CED VMGO

concerning SECI MODEL in terms of Combination garnering a computed mean value of 4.28.

**Table 6**

*Evaluation in the Impact of CED VMGO in relation to SECI Model in terms of Internalization Model*

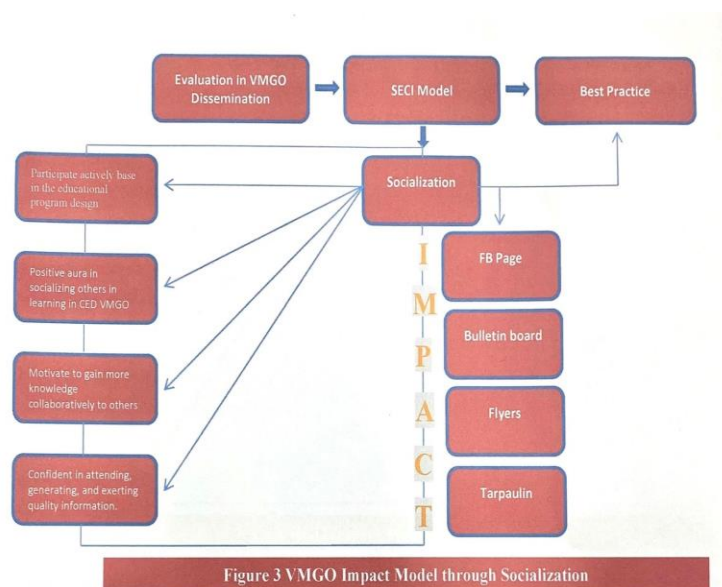
Internalization Model	Barangay Officials N = 14		Clienteles or student learners N = 60		Parents N = 26		TOTAL N = 100	
	WM	DI	WM	DI	WM	DI	WM	DI
The VMGO creates me to internalize and exercise the knowledge gained and able to affect others responsively.	4.36	HI	4.44	HI	4.31	HI	4.37	HI
The VMGO gives me the access to codify knowledge in goal-oriented literacy exercise through expert's explanations.	4.29	HI	4.38	HI	4.15	HI	4.27	HI
The VMGO give me positive thinking of learning by doing in verbalizing and documenting ideas and knowledge about courses in EARIST.	4.07	HI	4.33	HI	4.17	HI	4.19	HI
The VMGO provide me to create models or narratives into practice to accumulate comprehensive knowledge about CED.	4.15	HI	4.37	HI	4.04	HI	4.19	HI
<b>TOTAL</b>	<b>4.22</b>	<b>HI</b>	<b>4.38</b>	<b>HI</b>	<b>4.17</b>	<b>HI</b>	<b>4.26</b>	<b>HI</b>

Table 6 formulated that there is highly impact with regards to the evaluation in the CED VMGO concerning SECI MODEL in terms of Internalization garnering a computed mean value of 4.26. This result gives merits in exercising knowledge gained, accessing and codifying knowledge in goal-oriented explanation, and verbalizing and documenting information about EARIST courses with comprehension responsively.

*4.4 What is the best practice following the VMGO actual and technological dissemination?*

The best practices implemented in the VMGO actual and technological dissemination are the (1) composition of translated institutional VMGO, (2) and technical skills development of VMGO dissemination program of the college of education through FB page, tarpaulin, flyers, and bulletin boards, (3) as well as the conduct of research. With this actual and technological conceptualization of VMGO dissemination processes, it is widely spread through the informative, educative, useful, and helpful ways and means for the extensive distribution of information for the benefit of collaboration of information.

*4.5 Through evident findings, what VMGO Model may be conceptualized?*



## 5. Conclusions and Recommendations

From the findings of this study, the following conclusions were drawn:

- There is highly acceptability rating coming from barangay officials, students or clientele, and parents regarding the dissemination of information on CED VMGO.
- The EARIST VMGO has a high impact on the barangay officials, students or clientele, and parents with the CED strategic ways of disseminating information through actual and technological criteria.
- There is a high impact with regards to the evaluation in the CED VMGO in relation to SECI MODEL in terms of Socialization, Externalization, Combination and Internalization.
- The best practices implemented in the VMGO actual and technological dissemination are the (1) composition of translated institutional VMGO, (2) and technical skills development of VMGO dissemination program of the college of education through FB page, tarpaulin, flyers, and bulletin boards, (3) as well as the conduct of research.
- There are four conceptualized VMGO Impact models based on the result of the evaluation of the actual and technological dissemination of information of the CED VMGO.

Based on the conclusions, the following are recommended to address the needs and concerns of this study:

- The administration together with the CED family will be able to manifest quality information through additional technological inputs in disseminating the vision, mission, goals, and objectives.
- The Administration will be able to continuously disseminate the CED VMGO through a combination of actual or traditional and technological strategies for a widespread information
- The professors and other technical experts will be able to exercise the integration of SECI MODEL in explaining and disseminating the CED VMGO in terms of Socialization, Externalization, Combination and Internalization.
- The CED community with the extensive help of administration will be able to maintain the identified best practices implemented in the VMGO actual and technological dissemination referring to (1) composition of translated institutional VMGO, (2) and technical skills development of VMGO dissemination program of the college of education through FB page, tarpaulin, flyers, and bulletin boards, (3) as well as the conduct of research.
- The CED experts will be able to intensify and highlight the four conceptualized VMGO Impact Models based on the result of the evaluation of the actual and technological dissemination of information of the CED VMGO for upgrading its dissemination.

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