

A study of awareness and acceptability of the VMGO among Bachelor of Elementary Education stakeholders in Pili Capital College Inc.: Basis for dissemination intervention

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Abstract

This study assessed the awareness and acceptability of the Vision, Mission, Goals, and Objectives (VMGO) of Pili Capital College, Inc. (PCCI) for the Bachelor of Elementary Education (BEEd) program for the academic year 2024–2025. Descriptive-correlational survey design was used, with 106 stakeholders including students, parents, alumni, teaching staff, non-teaching staff, and key officials participated. Data were collected using a validated questionnaire and analyzed through frequency, percentage, ranking, weighted mean, and Pearson r to assess the correlation between awareness and acceptability. Results showed that most respondents were young, female, and in the early stages of their careers. Stakeholders demonstrated general awareness and acceptability, with highest ratings for specific, skill-based objectives. Face-to-face activities and online platforms were the most effective dissemination methods, while printed materials had limited impact. Pearson r analysis indicated a weak correlation between dissemination and acceptance. Awareness alone did not strongly influence acceptance. Based on these results, targeted interventions are recommended to enhance stakeholder engagement with the VMGO. Key strategies include incorporating the VMGO into academic and co-curricular activities, integrating it within course syllabi and events, and strengthening digital dissemination through compelling videos and infographics on the college's website and social media, to boost greater awareness and deeper acceptance.

Keywords: acceptability, awareness, dissemination, goals, mission, objectives, vision

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1. Introduction

The Vision, Mission, Goals, and Objectives (VMGO) of educational institutions form a foundational framework that guides their operations, development, and academic programming. These institutional statements articulate commitments to academic excellence, community engagement, and the holistic development of students (De Guzman et al., 2018). However, the VMGO is only impactful when it is not merely documented but understood, internalized, and accepted by the institution's stakeholders (Astorga et al., 2022; Talosa et al., 2021). At the global level, the United Nations' Sustainable Development Goal 4 (SDG 4) under the 2030 Agenda emphasizes inclusive and equitable quality education. This directive calls on educational institutions to ensure that their core statements, such as the VMGO, reflect local responsiveness and global readiness. Aligning VMGO with SDG 4 enables institutions to produce not only academically competent but also socially responsible and future-ready graduates (UN, 2023).

In the Philippine context, the Commission on Higher Education (CHED) formalized this alignment through CMO No. 46, Series of 2012, which advocates for a typology-based and outcomes-based quality assurance system. CHED requires that institutional VMGOs serve as both philosophical anchors and measurable performance guides, ensuring a match between mission statements and actual academic outcomes (CHED, 2012; Laurente, 2019). Furthermore, accreditation bodies like the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) assess the clarity, dissemination, and stakeholder involvement in the VMGO as part of institutional evaluation (Nozaleda, 2019; Escolano, 2021). The effective dissemination of VMGO statements is critical. As shown by Castillo (2014), changes in institutional directions must be communicated to both internal and external stakeholders to ensure coherence. Laurente (2019) found that student engagement with VMGO leads to improved identity and motivation, while Aquino and Revano (2022) argue that widespread stakeholder knowledge of institutional goals enhances participation and alignment. In this light, Montales (2025) illustrates how community-based programs—like using Bicolano cultural heritage—can embed institutional values within the lived experiences of learners and local citizens, reinforcing VMGO through practice.

Existing literature in the Philippines highlights that awareness and acceptability of VMGO correlate with institutional efficiency, quality assurance success, and accreditation readiness. For instance, Pelicano (2016) and Estrada (2018) emphasized the value of structured and visible VMGO integration in achieving internal quality. Talosa et al. (2021) reviewed multiple institutions and found a recurring pattern: when stakeholders are meaningfully involved, they are more likely to accept and support institutional directions. Similarly, Magalona and Romero (2023) demonstrated the impact of revised and better-disseminated VMGO in PNU Visayas, while Layco (2022) noted that strategic awareness campaigns increased performance accountability in higher education. Despite these contributions, a notable gap remains in localized studies on small private colleges, particularly outside the Metro Manila region. The majority of studies focus on large public universities with well-resourced dissemination strategies (Dagdag et al., 2023; Sanchez & Olvido, 2024). Few studies explore how stakeholders in private, non-sectarian institutions, such as those in Bicol Region, engage with their VMGO. This creates an empirical blind spot in Philippine higher education research.

To address this gap, the present study investigates the awareness and acceptability of the VMGO among stakeholders of the Bachelor of Elementary Education program at Pili Capital College, Inc. This institution, while actively involved in accreditation and extension programs, has not been the subject of published assessments on VMGO engagement. With students, faculty, alumni, and parents as its primary stakeholders, the BEED program offers a microcosm to study how institutional values are shared, understood, and integrated in a

localized setting. The findings of this research will help develop a targeted dissemination intervention and provide empirical data for other small colleges facing similar challenges.

Significance of the Study

Practitioners. The results of this study are important for teachers, school leaders, and staff because they show that just telling people about the VMGO is not enough. Even if students and staff know about it, they may not really understand or believe in it. This means that teachers and school officials need to find better ways to connect the VMGO to real-life activities—like lessons, school programs, and meetings—so that everyone can see how it relates to their work and roles. This is also helpful for those in charge of accreditation, since strong understanding and support of the VMGO is often part of what makes a school successful.

Students. For students, the findings show that knowing the VMGO can help them understand what their school stands for and what it hopes they will become. When students are more aware of the VMGO, they can feel more connected to the school and be more motivated in their studies. It also helps them see the bigger picture—that their education is not just about passing subjects, but about preparing to be responsible and skilled individuals who can help their families and communities in the future.

Limitations of the Study - This study was limited to the Bachelor of Elementary Education program at Pili Capital College, Inc., so the findings may not apply to other schools or programs. It only involved selected stakeholders like students, alumni, faculty, staff, and parents, and did not include people from outside the college like industry partners or board members. The data were collected using a survey created by the researcher, and while it was checked for validity, answers may still have been influenced by what respondents thought was expected. Also, the study was done during just one semester of the school year 2024–2025, so results may change over time. Lastly, not all stakeholders may have had the same access to information about the VMGO or fully understood it due to differences in language or communication methods.

2. Methodology

This study employed a **descriptive-correlational survey design** to assess the level of awareness and acceptability of the Vision, Mission, Goals, and Objectives (VMGO) among stakeholders of the Bachelor of Elementary Education (BEEd) program at Pili Capital College, Inc. A total of 106 respondents participated in the study, comprising students, alumni, parents, key officials, teaching and non-teaching staff during the first semester of AY 2024–2025. A validated, researcher-developed questionnaire was used for data collection. Descriptive statistics such as frequency, percentage, mean, and ranking were used, while **Pearson's r** was utilized to determine the correlation between awareness and acceptability levels. **Informed consent** was obtained from all participants. They were briefed on the purpose of the research, and their participation was voluntary. No personally identifiable information was collected. The study adhered to the ethical standards of research involving human subjects and was reviewed by the PCCI Ethics Committee prior to implementation.

3. Results and Discussion

This chapter presents the results and discussion of the gathered and tabulated data.

3.1 Demographic Profile of the Respondents

Table 1 presents the demographic profile of respondents such as students, parents, teaching and non-teaching staff, key officials, and alumni of Pili Capital College Inc., under Bachelor of Elementary Education Program. The study describes 106 respondents based on key demographic and socio-economic traits. Most are aged 15–25, female, and single, with nearly half at the college level and students forming the largest occupational group. The data highlight a young, predominantly female population with varied educational and employment backgrounds.

Table 1*Demographic Profile of the Respondents in Pili, Camarines Sur, 2025*

DEMOGRAPHIC PROFILE	FREQUENCY(106)	PERCENTAGE (%)
Age		
15 – 25 years old	38	36
26 – 35 years old	8	8
36 – 45 years old	25	24
46 – 55 years old	26	25
56 and above	8	7
Gender		
Male	23	22
Female	83	78
Civil Status		
Single	58	55
Married	46	43
Widow/er	2	2
Educational Background		
Elementary Level	1	1
Elementary Graduate	3	3
High School Level	5	4
High School Graduate	13	13
College Level	51	49
Bachelor's Graduate	18	17
Master's Graduate	7	6
With Doctorate Units	3	3
Doctorate Graduate	5	4
Occupational Status		
Unemployed	12	11
Contractual	24	23
Regular	14	13
Businessman	4	4
Farmer	2	2
Housewife	3	3
Massage Therapist	1	1
Vendor	1	1
Housekeeping	1	1
Government Employee	1	1
Student	43	40
TOTAL	106	100%

3.2 Level of Awareness of Pili Capital College Inc. VMGO

The table shows the Level of Awareness of PCCI VMGO for 2025. Institutional statements like the VMGO are essential because they serve as a roadmap for educational practices and stakeholder engagement.

Table 2*Level of Awareness of PCCI Vision, Mission, Goals, and Objectives, 2025*

VISION, MISSION, GOALS, OBJECTIVES	WEIGHTED MEAN	RANK	VERBAL INTERPRETATION
Vision	3.23	4	Aware
Excellence in instruction, research and extension for Teacher and Criminal Justice Education Programs in the Bicol Region.			
Mission	3.24	1.5	Aware
Provide quality inclusive education, foster innovative research, and nurture community partnerships to promote holistic development and productive citizens.			
Goals	3.13	9	Aware
1. Produce competitive and quality graduates.			
2. Enrich student learning experiences and civic engagement through partnership and collaboration.	3.23	4	Aware
3. Demonstrate commitment to create learning environment that value diversity and inclusivity.	3.23	4	Aware
4. Empower students' critical thinking skills and values to cope with the demands and challenges of life.	3.18	8	Aware

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Program Objectives	3.22	6.5	Aware
1. Demonstrate knowledge and skills in the field of education.			
2. Acquire leadership skills, teamwork, and work ethics.	3.22	6.5	Aware
3. Exhibit resiliency and flexibility.	3.08	10	Aware
4. Equip graduates with the 21st century skills.	3.24	1.5	Aware
GRAND WEIGHTED MEAN	3.20	5.5	Aware

Legend:

Numerical Rating Verbal Interpretation

3.25-4.00 Highly Aware

2.50-3.24 Aware

1.75--2.49 Slightly Aware

1.00-1.74 Not Aware

The table shows the average scores and interpretations for each part of the PCCI VMGO. The highest awareness was on the Mission and Goal to produce competitive and quality graduates, both with a score of 3.24, followed by the Vision with 3.23. The lowest score was 3.08 for the Program Objective on showing resiliency and flexibility. The overall average score was 3.20, which means the respondents are generally aware of the VMGO.

3.3 Level of Acceptability

Table 3

Level of Acceptability of PCCI Vision Mission, Goals, and Objectives, 2025

VISION, MISSION, GOALS, OBJECTIVES	WEIGHTED MEAN	RANK	VERBAL INTERPRETATION
Vision	3.22	6	Acceptable
Excellence in instruction, research and extension for Teacher and Criminal Justice Education Programs in the Bicol Region.			
Mission	3.15	9	Acceptable
Provide quality inclusive education, foster innovative research, and nurture community partnerships to promote holistic development and productive citizens.			
Goals	3.12	10	Acceptable
1. Produce competitive and quality graduates.			
2. Enrich student learning experiences and civic engagement through partnership and collaboration.	3.18	7	Acceptable
3. Demonstrate commitment to create learning environment that value diversity and inclusivity.	3.23	4.5	Acceptable
4. Empower students' critical thinking skills and values to cope with the demands and challenges of life.	3.23	4.5	Acceptable
Program Objectives	3.29	1.5	Highly Acceptable
1. Demonstrate knowledge and skills in the field of education.			
2. Acquire leadership skills, teamwork, and work ethics.	3.16	8	Acceptable
3. Exhibit resiliency and flexibility.	3.25	3	Highly Acceptable
4. Equip graduates with the 21st century skills.	3.29	1.5	Highly Acceptable
GRAND WEIGHTED MEAN	3.21		Acceptable

Legend:

Numerical Rating Verbal Interpretation

3.25-4.00 Highly Acceptable

2.50-3.24 Acceptable

1.75--2.49 Slightly Acceptable

1.00-1.74 Not Acceptable

Table 3 shows the average scores and how acceptable each part of the program is. The highest-rated parts are helping graduates gain 21st-century skills and show knowledge in education, both rated 3.29 or "Highly Acceptable." The lowest-rated part is the goal to produce competitive and quality graduates, with a score of 3.12 or "Acceptable." The highest ratings in the Program Objectives show that stakeholders value preparing graduates with modern and practical skills. This focus on 21st-century abilities reflects the importance of keeping up with technology, innovation, and change. On the other hand, the lower rating for "produce competitive and quality graduates" may mean the statement is seen as too general, and the school might need to make it clearer and more goal-focused.

3.4 Sources of Information

Table 4

Sources of Information of the BEEd Stakeholders Regarding the VMGO Of The BEEd Program, 2025

DEMOGRAPHIC PROFILE	FREQUENCY(213)	RANK	PERCENTAGE (%)
Brochure	5	8	2
Bulletin Boards	31	3	15
Catalogue or Flyer	1	9	0
Consultative Meeting	21	4	10
Parent-Teachers Forum	6	7	3
School Programs and Activities	51	2	24
Student Orientation Programs	63	1	30
Tarpaulin	15	6	7
University Website	20	5	9
TOTAL	213		100%

The data show that student orientation and school activities are the main sources of information for students, making up 54% of responses. This means students learn more from events they take part in, compared to passive sources like brochures or flyers, which were less used. Bulletin boards and university websites were used moderately, showing that both face-to-face and online methods still matter. The results suggest that schools should focus more on interactive events to better share information with students. Printed materials should be supported by other activities, and bulletin boards and websites should stay updated. This supports a study by Sanchez and Olvido (2024), which also found that visible and interactive ways—like orientations and bulletin boards—help improve awareness and understanding of school goals.

3.5 Correlation in the Level of Awareness and Acceptability of the VMGO

Significant Correlation in the Level of Awareness and Acceptability of the PCCI VMGO When Respondents are Taken as a Whole. Understanding the relationship between awareness and acceptability of institutional vision, mission, goals, and objectives (VMGO) is critical for ensuring that organizational values are not only known but also embraced by stakeholders. Table 5 presents the correlation between the level of awareness and the level of acceptability of the PCCI VMGO among respondents, offering insights into the effectiveness of institutional dissemination and engagement strategies.

Table 5

Significant Correlation in the Level of Awareness and Acceptability of the PCCI VMGO When Respondents are Taken as a Whole

Indicators	R value	P value	Remarks	Verbal interpretation
The level of awareness and level of acceptability	0.09	0.80	Very Low Positive	Not Significant

Table 5 shows that the correlation between awareness and acceptability of the PCCI VMGO is very low, with an R value of 0.09 and a p-value of 0.80. Since the p-value is higher than 0.05, the relationship is not statistically significant. This means that being aware of the VMGO does not strongly affect whether stakeholders accept it.

The results suggest that simply sharing information is not enough. Stakeholders may need to feel more involved and see the VMGO as personally meaningful. This supports the findings of Mandane et al. (2018), who also said that real engagement—not just awareness—leads to better acceptance of institutional goals. Both studies recommend that schools create ways for stakeholders to connect with and take ownership of the VMGO.

4. Summary and Findings

This study assessed the level of awareness and acceptability of the Vision, Mission, Goals, and Objectives

(VMGO) of Pili Capital College, Inc. (PCCI) for the Bachelor of Elementary Education (BEEd) Program for the academic year 2024–2025. It examined the demographic profiles of stakeholders and measured their awareness and acceptability levels regarding the VMGO. The study also identified sources of information and analyzed the relationship among awareness, dissemination, and acceptability. Based on the findings, interventions were proposed to strengthen stakeholder engagement with the PCCI VMGO. The study found that the majority of respondents are young, female, single, and either in college or early in their careers, with students and contractual workers comprising the largest occupational groups. Respondents generally exhibited awareness and acceptability of the PCCI Vision, Mission, Goals, and Objectives, with the highest levels of awareness and acceptability attributed to specific program objectives. However, the study also revealed that face-to-face and online platforms were more commonly used for information dissemination, while traditional printed materials were less effective, and a weak correlation was found between awareness and acceptance, suggesting that further efforts are needed to engage stakeholders meaningfully with institutional values. Specifically, the findings are as follows:

- Majority of the respondents are young, female, and single, at the college level, and students make up the largest occupational group, followed by contractual workers. This suggests a population that is still actively pursuing education or early in their professional careers, with relatively few holding advanced degrees or occupying stable employment positions.
- The study found out that the respondents are generally aware of the PCCI Vision, Mission, Goals, and Objectives. The highest awareness levels were observed for the Vision and the Goal to produce competitive and quality graduates, while the lowest was for the objective exhibit resiliency and flexibility. These results indicate effective dissemination but highlight areas needing stronger integration, particularly in action-oriented objectives.
- The study shows that respondents generally find the PCCI Vision, Mission, Goals, and Objectives acceptable. The Program Objectives received the highest ratings, particularly equip graduates with 21st-century skills and demonstrate knowledge and skills in the field of education. The goal produce competitive and quality graduates received the lowest rating, though still considered acceptable. This suggests that specific, skill-based objectives are viewed as more meaningful than broader, general statements.
- The data show that Student Orientation Programs and School Programs and Activities are the main sources of information about the VMGO. In contrast, printed materials like brochures, catalogs, and parent-teacher forums were the least used, while Bulletin Boards and the University Website were moderately utilized. This suggests that both face-to-face activities and online platforms are important for sharing institutional information.
- The study found a very low positive correlation ($R = 0.09$) between the level of awareness and acceptability of the PCCI VMGO, with a p-value of 0.80, indicating no significant relationship. Although respondents demonstrated general awareness, it did not strongly influence their acceptance of the VMGO. These results suggest that mere dissemination efforts are insufficient to foster deeper stakeholder engagement with institutional values.

5. Conclusion

Based on the findings, this study concludes that while the stakeholders of Pili Capital College, Inc.—especially in the Bachelor of Elementary Education program—are generally aware of and accept the institution’s Vision, Mission, Goals, and Objectives (VMGO), there is still a need to deepen their engagement and connection to these institutional statements. The study shows that awareness alone does not guarantee strong acceptance, as indicated by the weak correlation between the two variables. This suggests that institutions must do more than inform; they must involve stakeholders meaningfully in activities that reflect and reinforce the

VMGO. The demographic profile of the respondents—mostly young, female, and in early stages of their education or careers—indicates the importance of designing communication strategies that are age-appropriate, engaging, and relatable. Interactive approaches such as orientations, school programs, and digital platforms were found to be more effective in disseminating the VMGO than printed materials. This highlights the need for institutions to invest in more dynamic and participatory dissemination methods.

The practical implications of these findings are highly relevant to school administrators, educators, and curriculum planners. Schools should consider integrating the VMGO more actively into classroom instruction, student services, and extracurricular activities. Doing so ensures that students and staff do not see the VMGO as abstract concepts but as guiding principles that shape their daily experiences and responsibilities. For practitioners such as teachers, the VMGO can serve as a framework for aligning instructional strategies and student outcomes. For administrators, it offers a foundation for decision-making, planning, and quality assurance initiatives, especially in preparation for accreditation. For students, a stronger awareness and understanding of the VMGO can promote a greater sense of purpose, belonging, and academic direction. When students understand the values and goals of their institution, they are more likely to be motivated, responsible, and aligned with its mission. This prepares them not just for academic success, but also for professional and social roles after graduation.

In sum, while the VMGO of Pili Capital College, Inc. has been successfully communicated to some extent, deeper and more strategic efforts are needed to ensure that it is fully accepted and lived out by all stakeholders. Institutions must not only ask whether their community members know the VMGO—but whether they believe in it, act on it, and see themselves reflected in it.

Recommendations - Based on the findings and conclusions of the study, it is recommended that Pili Capital College, Inc. enhance its academic and career development programs to better respond to the needs of its largely young and transitional stakeholder population. Faculty members, especially within the Bachelor of Elementary Education program, should implement meaningful activities and interventions that promote a deeper understanding and application of the institution's vision, mission, goals, and objectives. Institutional leaders are encouraged to revisit and refine the general goals of the VMGO to ensure they are specific, measurable, and aligned with current educational priorities. To improve communication, the college should strengthen the use of interactive events and digital platforms as key tools for engaging stakeholders. Finally, the institution must move beyond basic dissemination by creating initiatives that foster a stronger personal connection between stakeholders and the VMGO, ensuring these guiding statements are not only known but embraced and reflected in the daily culture of the academic community.

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