




Stakeholder perceptions on VMGO, institutional outcomes and core values in creative computing education in the Philippines: Awareness, acceptance, and congruency

 Sales Aribé Jr.^{1*}

 Marilou Espina²

 Joan Marie Panes³

^{1,2,3}Information Technology Department, Bukidnon State University,
Malaybalay City, Philippines.

¹Email: sg.aribe@buku.edu.ph

²Email: marilouespina@buku.edu.ph

³Email: jmm_panes@buku.edu.ph



(+ Corresponding author)

ABSTRACT

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This study examined the awareness, acceptance, and perceived congruency of Bukidnon State University's (BukSU) Vision, Mission, Goals, and Objectives (VMGO) along with its Institutional Outcomes and Core Values collectively referred to in this study as the VIC framework among stakeholders of the Bachelor of Science in Entertainment and Multimedia Computing (BSEMC) program. Using a quantitative-descriptive-correlational design, data were gathered from 125 respondents, including students, parents, academic staff, and industry partners, through a structured survey. Results showed high awareness of the VIC, with 78% fully or very aware of the University's Vision, Mission, Institutional Outcomes, and Core Values, and 77% aware of the College of Technologies' goals. However, only 62% reported active awareness of VIC-related activities, indicating gaps in engagement. Acceptance was generally strong, with over 90% agreeing that the VIC is relevant and aligned with academic and industry needs, though 18.4% remained neutral regarding personal advocacy. Congruency levels were high, with 88% to 91% affirming alignment between the VIC and institutional programs. Statistical analysis confirmed significant positive correlations among awareness, acceptance, and congruency ($r = 0.68$ to 0.71 , $p < 0.05$). No significant differences in perceptions were found across stakeholder groups or demographics. The study recommends enhanced stakeholder participation and continuous VIC promotion to sustain relevance and strengthen program-level alignment.

Contribution/Originality: This study contributes to the existing literature by investigating the alignment of the VMGO within computing creative education, an area that is rarely explored. It further advances knowledge by examining the integration of Institutional Outcomes and Core Values, providing empirical stakeholder evidence and practical recommendations for institutional planning, curriculum enrichment, and student engagement.

1. INTRODUCTION

Higher Education Institutions (HEIs) have a crucial role in fostering academic excellence, moral values, and professional development of students. One of the foundations of this institutional mission is the Vision, Mission, Goals, and Objectives (VMGO), Institutional Outcomes, and Core Values collectively referred to as the VIC framework. Such values serve as a bedrock and a roadmap, guiding the philosophy and methodology of an organization its policies, pedagogical practices, and community engagement (Gurley, Peters, Collins, & Fifolt, 2015). When successfully conveyed and assimilated, the VIC provides a unifying institutional identity, connects and coordinates learning activities with the institutional mission, and increases stakeholders' commitment.

In the Philippines setting, a number of institutions have recognized the significance of measuring students' awareness of VMGO and their level of alignment. Studies conducted at Mindoro State University, San Isidro College, and Bohol Island State University-Clarin Campus have consistently found that students who are knowledgeable about and accepting of their university's VMGO demonstrate better motivation, academic performance, and university loyalty (Batan, Bojos, Dinoy, & Labrigas, 2023; Selda, 2024; Taja-On, Acal, & Millalos, 2024). These findings underscore the need for continuous monitoring and strategic reinforcement of VMGO integration into curricular and co-curricular activities.

At Bukidnon State University (BukSU), the VMGO indicates its dedication to quality, instruction, research, innovation, and extension services (Villanca, Binayao, Caterial, & Ablanque, 2020). Introduced only in 2018 as one of the fledgling academic offerings of the university, the Bachelor of Science in Entertainment and Multimedia Computing (BSEMC) was established as a response to the growing need for multimedia professionals capable of producing digital content, animation, and interactive technologies. The program was designed to address BukSU's advocacy on innovation and regional development by providing a curriculum specific to CHED's call for creative industry readiness and digital transformation. Its interdisciplinary nature among computer science, multimedia art, and communication calls for cultivating not only technical expertise but also a sense of institutional mission, ethical responsibility, and industry flexibility.

This study determines the level of awareness, acceptance, and alignment of BSEMC stakeholders to the VIC of BukSU. Awareness is the extent to which faculty know the VIC; acceptance is whether the faculty believe in the appropriateness and importance of the VIC; and congruency is the alignment of personal and academic goals with the VIC. Understanding these dimensions is critical for evaluating the program's ability to develop students who personify the university's aspirations.

To date, no research has been conducted on VMGO alignment specifically within the BSEMC program. Furthermore, existing VMGO-related studies have yet to explore the integration of Institutional Outcomes and Core Values, leaving a significant gap in understanding how these elements align with stakeholder engagement and academic development. Therefore, this study attempts to close this gap and supply empirical data on stakeholders' perceptions in this regard by suggesting practical recommendations. The results of this study will be used to shape institutional planning, curriculum enrichment, and student engagement to keep the VIC alive in inspiring and guiding the BSEMC program and its students.

This research is anchored on the Theory of Planned Behavior (TPB) (Ajzen, 2012), which posits that an individual's behavior is driven by behavioral intentions shaped by three key factors: attitudes toward the behavior, subjective norms, and perceived behavioral control. In the context of this study, stakeholders' awareness of BukSU's VMGO and VIC framework influences their attitudes toward the institution's values and objectives. This, in turn, affects their acceptance—the degree to which they believe in and support these institutional directions. Furthermore, as awareness and acceptance grow, stakeholders are more likely to align their personal, academic, and professional goals with the university's framework, resulting in higher congruency. Thus, TPB provides a useful lens for understanding how cognitive and attitudinal factors translate into alignment with institutional principles.

Complementing this, Tinto's Student Integration Theory (Thomas, 2000) emphasizes that students' persistence and success in higher education are strongly influenced by their integration into the academic and social systems of the institution. Applied to this study, congruency between stakeholders' goals and the VIC framework represents a form of academic and institutional integration. When stakeholders particularly students perceive a strong fit between their personal aspirations and the university's mission, they are more likely to remain engaged, motivated, and committed to the institution. This integration extends beyond students to parents, faculty, and industry partners, who collectively contribute to sustaining a supportive academic environment.

Together, these theories inform the study's conceptual framework, depicted in Figure 1, by framing awareness as the foundation for acceptance and as the bridge toward congruency. They also guide the study's hypotheses that

(1) awareness positively predicts acceptance, (2) awareness positively predicts congruency, and (3) acceptance positively predicts congruency among stakeholders of the BSEMC program.

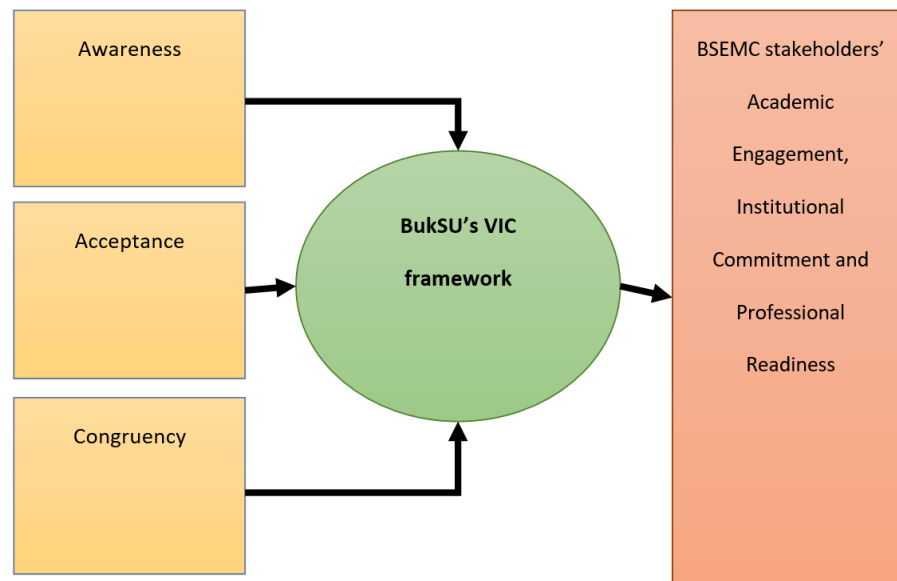


Figure 1. Conceptual framework of the study.

The Figure 1 also describes the link between stakeholders' awareness, acceptance, and congruency of BukSU's VIC framework and its effect on their academic engagement, institutional commitment, and professional readiness. Awareness indicators refer to the level of familiarity and comprehension of the university's VIC that the stakeholders have, thus providing the foundation for the deeper internalization of the VIC. Acceptance refers to how much stakeholders agree and believe that the VIC is relevant and very important in molding their academic and future professional life. Meanwhile, congruency refers to the fit between stakeholders' personal, academic, and professional aspirations and the aspirations expressed by the university.

The framework assumes that the more aware individuals are, the more accepting they become, and the more congruent their individual aspirations are with the institution's VIC, which are coherent. The impact of this alignment appears to extend to academic engagement, as learners demonstrate greater motivation, participation, and persistence in their studies. Additionally, congruency facilitates institutional loyalty by fostering a sense of identity, loyalty, and involvement in university programs. Lastly, it also promotes professional readiness, as stakeholders who internalize the VIC are more inclined to practice the values and expectations of the institution, which would prepare them well when they venture into the industry with confidence and ethical integrity.

By exploring these linkages, a better understanding emerges of how VIC awareness, acceptance, and congruency can be used strategically to improve student and stakeholder engagement, institutional productivity, graduate upskilling, and greater satisfaction, loyalty, as well as participation across all the university's stakeholders.

Therefore, this study aims to:

1. Evaluate the level of awareness of BSEMC stakeholders regarding BukSU's Vision, Mission, Institutional Outcomes, and Core Values, the goal of the College of Technologies, and the objectives of the BSEMC program.
2. Determine the extent of acceptance of the VIC among BSEMC stakeholders;
3. Assess the perceived congruency between the VIC and the academic, professional, and institutional experiences of BSEMC stakeholders.
4. Examine the relationship among three variables awareness, acceptance, and congruency using Pearson's correlation analysis, regression analysis, and analysis of variance.

2. METHOD

2.1. Research Design

This study uses a quantitative, descriptive-correlational research design to determine the degrees of awareness, acceptance, and congruency of BukSU's VIC to BSEMC stakeholders. This focuses on the extent of the knowledge and internalization of the VIC by stakeholders, while the correlational aspect determines the relationship of the three variables. This model provides a sufficient level for measurements and tests the significant relationship between awareness, acceptance, and congruency with stakeholders' academic, professional, and personal goals.

2.2. Respondents and Sampling Technique

The targets of this research are four specific groups – BSEMC students at BukSU, their parents or guardians, academicians such as faculty and administrators, and the industry partners of the university – that serve as the respondents in this study. The above participants were purposively selected to provide a comprehensive assessment of awareness, acceptance, and congruency of the university's VIC from various stakeholder group perspectives.

Stratified purposive sampling will be employed to achieve a fair representation across these groups. Respondents will be selected from each stakeholder group based on how they are linked to the BSEMC program and their availability and motivation for participating. For students, stratification by year level ensures proportional representation. For parents, those whose children are actively enrolled in the BSEMC program will be considered. Academic respondents include program heads and faculty. Industry stakeholders include individuals from media, animation, IT, and creative sectors who either employ BukSU graduates or partner with the university in academic or internship programs.

The total sample size was determined using Slovin's formula, with a 5% margin of error to ensure statistical accuracy. The inclusion of multiple stakeholder categories aims to provide a holistic understanding of how the VIC is perceived and integrated within the BSEMC program and its broader ecosystem.

2.3. Research Instrument

The questionnaire is divided into four parts. The first part of the instrument aims to ascertain a socio-demographic profile of the respondents, such as age, sex, and other relevant information. The second section tests awareness of VIC of the BSEMC program by comparing responses to stakeholders' familiarity with the Vision, Mission, Institutional Outcomes, and Core Values of the University, the Goal of the College of Technologies, and the Objectives of the BSEMC program. The third part assesses the level of acceptance, consisting of items that measure the degree to which stakeholders believe in the relevance, clarity, and significance of the VIC. The fourth part investigates congruence, or whether respondents believe that their academic and career objectives, their institutional experiences, and the principles articulated by the university are aligned. Responses will be captured on a 5-point Likert scale, ranging from "Not Aware/Strongly Disagree/Not Aligned" (1) to "Completely Aware/Strongly Agree/Strongly Aligned" (5).

2.4. Validation and Reliability Testing

For content validity, the questionnaire was subjected to a two-stage validation process to ensure the validity and reliability of the instrument. Initial content validation involves faculty and administrators with experience in educational research and institutional assessment reviewing and verifying that the questions are relevant, clear, and reflective of the study goals. Following this, a pilot test will be administered to a small group of BSEMC students who are not part of the main sample. Feedback from the pilot test will be used to refine the instrument further. The internal consistency of the questionnaire was evaluated using Cronbach's alpha, with a reliability coefficient of 0.70 or higher considered acceptable for research purposes.

2.5. Statistical Treatment

Data gathered from the questionnaires will be analyzed using both descriptive and inferential statistics. Descriptive statistical tools, such as mean, frequency, and percentage, will be used to summarize the respondents' levels of awareness, acceptance, and congruency. To determine the strength and direction of relationships among the three variables, Pearson's correlation coefficient will be applied. Additionally, one-way analysis of variance (ANOVA) will be conducted to test whether significant differences exist in awareness, acceptance, or congruency based on demographic variables such as type of respondents, age, gender, and ethnic affiliations. To further examine whether awareness significantly predicts acceptance and congruency, regression analysis will be employed. All statistical procedures will be conducted using appropriate software, with a significance level set at 0.05.

3. RESULTS AND DISCUSSION

This section presents the findings of the survey conducted among 125 stakeholders of the BSEMC program, which includes 85 students, 25 parents, 7 academic personnel, and 8 industry representatives. The focus of the survey was to assess their level of awareness, acceptance, and perceived congruency of the university's VIC.

3.1. Awareness of the VIC

The survey results provide important insights into the level of awareness of BukSU's VIC among stakeholders of the BSEMC program, including students, parents, academe, and industry partners. Analysis of the results reveals several noteworthy patterns and trends that indicate both the strengths and areas for improvement in the university's efforts to communicate its institutional directions. Table 1 presents a summary of the survey results.

Table 1. Awareness of BukSU's VIC among stakeholders.

Awareness of VIC	Completely aware (5)	Very aware (4)	Moderately aware (3)	Slightly aware (2)	Not aware (1)
I have encountered BukSU's vision, mission, institutional outcomes, and core values in official university materials or communications.	54.4%	23.2%	16.8%	3.2%	2.4%
I am aware of the goals of the College of Technologies and their intended purpose.	45.6%	33.6%	15.2%	1.6%	4.0%
I have been informed of the objectives of the BSEMC program.	51.2%	32.8%	8.8%	2.4%	4.8%
The university provides sufficient resources (e.g., website, handbook) to communicate its VIC to stakeholders.	40.0%	36.0%	17.6%	2.4%	4.0%
I have participated in events, meetings, or activities where the VIC was discussed or presented.	31.2%	31.2%	25.6%	5.6%	6.4%
The vision, mission, institutional outcomes, and core values of the university are visible and consistently communicated in official documents, events, or programs.	45.6%	31.2%	16.8%	4.0%	2.4%
The goals of the College of Technologies are shared with stakeholders through academic, community, or industry-related engagements.	48.0%	31.2%	15.2%	2.4%	3.2%
The objectives of the BSEMC program are shared with stakeholders through academic, community, or industry-related engagements.	42.4%	33.6%	17.6%	4.0%	2.4%

A consistent pattern emerges across the indicators, showing that more than half of the respondents demonstrate a high level of awareness of BukSU's VIC. Specifically, 54.4% reported being "Completely Aware" of encountering the university's Vision, Mission, Institutional Outcomes, and Core Values through official materials, while an additional 23.2% were "Very Aware." Similar high awareness is seen for the Goals of the College of Technologies, with 45.6% "Completely Aware" and 33.6% "Very Aware." The Objectives of the BSEMC Program also reflect strong visibility, with 51.2% "Completely Aware" and 32.8% "Very Aware."

These results suggest that the university's formal communication efforts, such as the inclusion of the VIC in printed materials, websites, and official announcements, have been effective, particularly in exposing stakeholders to the broad institutional vision and program-specific objectives.

However, a significant trend emerges when awareness related to resources and participatory engagement is examined. While 40.0% of respondents are "Completely aware" that sufficient resources such as handbooks or websites are provided to communicate the VIC, a sizable portion remains only "Moderately aware" (17.6%) or "Slightly aware/not aware" (6.4%). This indicates that, although resources exist, accessibility or visibility may not be uniform across all stakeholder groups.

A more critical finding is observed in the area of stakeholder participation in VIC-related activities. Only 31.2% reported being "Completely aware" of participating in events, meetings, or programs where the VIC was discussed. Notably, 25.6% were only "Moderately aware," while a combined 11.2% were either "Slightly aware" or "Not aware." This pattern indicates that, although formal dissemination through materials is well-established, active stakeholder involvement in VIC promotion activities remains relatively weak.

Furthermore, while the VIC's visibility in official documents and events is affirmed by 45.6% of respondents being "Completely Aware," the combined percentage of those with limited or no awareness (6.4%) indicates gaps in consistent messaging across all platforms and engagements.

In terms of program-level communication, 48.0% reported being "Completely aware" that the College of Technologies' goals are shared through academic, community, or industry engagements, while only 42.4% indicated the same for the BSEMC program's objectives. This pattern reflects slightly lower awareness at the program level, highlighting the need for more focused efforts within the BSEMC program to promote its specific objectives beyond general university-wide communications.

The following are the summary of emerging patterns and trends of awareness:

- High awareness through formal materials: Across all indicators, a majority of stakeholders report high awareness, particularly regarding encountering the VIC through printed or digital materials, confirming that formal communication mechanisms are largely effective.
- Lower awareness through participation: Awareness levels decline when participation in VIC-related events is considered, highlighting a gap in active stakeholder engagement.
- Resource Visibility Needs Improvement: Despite the availability of resources, a significant number of stakeholders remain only moderately or slightly aware of these, pointing to potential limitations in resource accessibility or promotion.
- Program-Level Awareness Slightly Lower: While university-wide VIC statements are broadly recognized, the specific goals and objectives of the College of Technologies and the BSEMC program exhibit slightly lower awareness levels, suggesting a need for targeted program-level VIC dissemination.

The significant findings indicate that passive awareness, primarily through materials and documents, is well established among stakeholders. However, active engagement, participatory dissemination, and program-specific communication efforts lag behind, potentially affecting how deeply stakeholders internalize the VIC and align their academic or professional goals with those of the university.

These patterns are consistent with studies emphasizing that awareness built solely through formal materials, without corresponding participatory reinforcement, may limit the effectiveness of VIC integration (Escolano, 2021;

Laurente, 2019). Overall, while BukSU has made considerable progress in promoting its VIC among BSEMC stakeholders, particularly through formal materials and communications, there remains a need to enhance active stakeholder engagement, increase the visibility and accessibility of VIC resources, and ensure more program-level promotion to foster comprehensive awareness and alignment with institutional goals.

3.1.1. Descriptive Statistical Analysis of Awareness

The level of awareness of BukSU's VIC among stakeholders was analyzed using weighted mean scores to determine the extent of stakeholder familiarity with the VIC. Table 2 presents the weighted mean for each awareness indicator.

Table 2. Awareness of the VIC with weighted means.

Statement	Weighted mean	Interpretation
I have encountered BukSU's vision, mission, institutional outcomes, and core values in official university materials or communications.	4.24	High awareness
I am aware of the goals of the college of technologies and their intended purpose.	4.15	High awareness
I have been informed of the objectives of the BSEMC program.	4.23	High awareness
The university provides sufficient resources (e.g., website, handbook) to communicate its VIC to stakeholders.	4.06	High awareness
I have participated in events, meetings, or activities where the VIC was discussed or presented.	3.75	Moderate to high awareness

The highest awareness was observed for the statement "I have encountered BukSU's Vision, Mission, Institutional Outcomes, and Core Values in official university materials or communications" with a weighted mean of 4.24, indicating that stakeholders are highly familiar with these institutional statements through official channels.

Similarly, the awareness of the Goals of the College of Technologies and the Objectives of the BSEMC Program both yielded weighted means above 4.00, which are interpreted as high awareness levels. This suggests that stakeholders are generally informed about the broader institutional goals and program-specific objectives.

Awareness of the university's provision of resources (e.g., website, handbook) to communicate the VIC also received a high weighted mean of 4.06, indicating that stakeholders recognize the accessibility of VIC information through these mediums.

The lowest awareness was observed for the statement regarding participation in events or activities where the VIC was discussed, with a weighted mean of 3.75. Although this still indicates a moderate to high level of awareness, it is noticeably lower compared to awareness through printed and digital materials. This suggests that stakeholders are more frequently exposed to the VIC through passive communication channels (documents, websites) rather than active participation in VIC-focused activities.

The following are the summary of trends:

- Stakeholders demonstrated high awareness of the VIC, particularly when communicated through official materials and program resources.
- Program-level objectives are well disseminated, though awareness is slightly lower than for university-wide Vision, Mission, Institutional Outcomes, and Core Values statements.
- Engagement through activities and events related to the VIC is less frequent, suggesting that while stakeholders are familiar with the VIC, opportunities for deeper participation and reinforcement through active engagement may be limited.

The descriptive statistical analysis confirms that while awareness of BukSU's VIC is generally high, there is a clear distinction between awareness gained through formal university communications and awareness developed through active stakeholder participation in VIC-related activities. These findings indicate a need to strengthen

stakeholder involvement in dynamic and participatory VIC initiatives to complement the existing information dissemination strategies (Makie, 2024; Selda, 2024).

3.2. Acceptance of the VIC

The acceptance of BukSU's VIC among BSEMC stakeholders serves as an indicator of the extent to which these guiding principles are not only communicated but also internalized and supported. High levels of acceptance are crucial as they foster a sense of institutional identity, purpose, and commitment among stakeholders.

The survey results reveal a generally strong acceptance of BukSU's VIC among the 125 respondents, with notable patterns and significant findings that reflect both strengths and areas for further reinforcement. Table 3 presents a summary of the survey results.

Table 3. Acceptance of BukSU's VIC among stakeholders.

Acceptance of VIC	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
I believe that Bukidnon State University's vision is meaningful and relevant to the needs of its stakeholders.	61.6%	28.8%	9.6%	0.0%	0.0%
I support the values and goals outlined in BukSU's mission statement.	62.4%	29.6%	8.0%	0.0%	0.0%
The goals of the college of technologies align with the expectations for quality education and industry relevance.	54.8%	34.7%	10.5%	0.0%	0.0%
The objectives of the BSEMC program reflect the essential competencies and outcomes that should be developed through this field of study.	52.0%	35.2%	10.4%	1.6%	0.8%
I am motivated or inspired by the VMGO of Bukidnon State University in relation to my role as a stakeholder.	50.4%	36.8%	12.8%	0.0%	0.0%
I believe that understanding the VIC strengthens the identity and purpose of the Bukidnon State University community.	48.8%	40.8%	10.4%	0.0%	0.0%
I find that the values embodied in the VIC positively influence perspectives on career readiness, lifelong learning, and community engagement.	44.8%	43.2%	12.0%	0.0%	0.0%
I personally apply or advocate for the principles of the VIC in my involvement with Bukidnon State University activities, partnerships, or engagements.	44.0%	37.6%	18.4%	0.0%	0.0%

Across all statements, a consistently high percentage of respondents indicated strong agreement and agreement with the university's VIC. Specifically, 61.6% of respondents "Strongly Agree" and 28.8% "Agree" that BukSU's Vision is meaningful and relevant to stakeholders. Similar high acceptance was observed for the Mission statement, with 62.4% "Strongly Agree" and 29.6% "Agree." These results indicate that the university's Vision, Mission, Institutional Outcomes, and Core Values are perceived as relevant, resonating well with the stakeholder community.

When considering program-specific elements, 54.8% "Strongly Agree" and 34.7% "Agree" that the goals of the College of Technologies align with expectations for quality education and industry relevance. Likewise, for the BSEMC program's objectives, 52.0% "Strongly Agree" and 35.2% "Agree" that these reflect essential competencies and outcomes relevant to the field.

A clear pattern emerges wherein acceptance of university-wide statements (Vision, Mission, Institutional Outcomes, and Core Values) is slightly higher than acceptance of program-specific elements such as the College of Technologies' Goals and the BSEMC Program Objectives. While the acceptance levels remain strong, this trend

suggests that continued reinforcement of program-specific objectives may be needed to match the high institutional-level acceptance.

Another important observation is that acceptance extends beyond passive agreement, as reflected in respondents' belief in the VIC's practical value. For instance, 50.4% "Strongly Agree" and 36.8% "Agree" that they are motivated or inspired by the VIC in relation to their role as stakeholders. Moreover, 48.8% "Strongly Agree" and 40.8% "Agree" believe that the VIC positively influences their perspectives on career readiness, lifelong learning, and community engagement.

The highest level of neutrality was recorded for the statement on the personal application or advocacy of the VIC in stakeholder involvement, with 18.4% of respondents being neutral. This suggests that, while stakeholders broadly accept and believe in the VIC, translating that acceptance into concrete actions or advocacy may require further encouragement and institutional support (Garcia, Rogayan, & Gagasa, 2021).

Although minimal, the presence of disagreement was observed for the statement regarding the BSEMC Program Objectives, with 1.6% "Disagree" and 0.8% "Strongly Disagree." This may indicate isolated gaps in understanding or alignment at the program level, warranting targeted efforts to clarify program outcomes and objectives.

Thus, the following are observed as the emerging patterns and trends of acceptance:

- High Overall Acceptance: Across all statements, more than 80% of respondents either "Strongly Agree" or "Agree" with the university's VIC, reflecting broad support and alignment.
- Slightly lower acceptance at the program level: Compared to the institutional vision, mission, institutional outcomes, and core values, acceptance of the College of Technologies' goals and the BSEMC program objectives is marginally lower, suggesting the need for continued program-level VIC reinforcement.
- Neutrality on Personal Application: A noticeable proportion of respondents remain neutral regarding their active application or advocacy of the VIC, highlighting an opportunity to promote stakeholder ownership and active engagement.
- Minimal Disagreement: Very low disagreement levels were observed, with isolated instances related to program-specific objectives, indicating overall positive sentiment with minimal resistance or opposition.

The results confirm that BukSU's VIC is widely accepted by BSEMC stakeholders, with institutional Vision, Mission, Institutional Outcomes, and Core Values statements perceived as meaningful, relevant, and aligned with stakeholder expectations. Program-specific acceptance remains strong but slightly lower, underscoring the need for continuous efforts to deepen stakeholder understanding and alignment with the goals and objectives of the College of Technologies and the BSEMC program.

These trends mirror findings from similar studies, which emphasize that while broad institutional VIC awareness is often achieved, translating that into deep, program-level alignment and active stakeholder advocacy requires deliberate, sustained institutional efforts (Escolano, 2021; Madrid & Duat, 2023).

Overall, BukSU has successfully cultivated high levels of VIC acceptance among BSEMC stakeholders. However, enhancing program-level promotion, fostering opportunities for stakeholders to apply the VIC in concrete ways, and addressing isolated gaps in understanding will further strengthen the role of the VIC in shaping academic, professional, and community engagement outcomes (Ramos, 2021).

3.2.1. Descriptive Statistical Analysis of Acceptance

The level of acceptance of BukSU's VIC among stakeholders was analyzed using weighted mean scores to determine the extent to which stakeholders believe in and support the relevance, importance, and applicability of the VIC. Table 4 presents the weighted mean for each acceptance indicator.

Table 4. Acceptance of the VIC with weighted means.

Statement	Weighted mean	Interpretation
I believe that Bukidnon State University's vision is meaningful and relevant to the needs of its stakeholders.	4.52	Very high acceptance
I support the values and goals in BukSU's mission statement.	4.55	Very high acceptance
The goals of the College of Technologies align with the expectations for quality education and industry relevance.	4.42	Very high acceptance
The objectives of the BSEMC program reflect the essential competencies and outcomes that should be developed through this field of study.	4.35	High acceptance
I am motivated or inspired by the VMGO of Bukidnon State University in relation to my role as a stakeholder.	4.30	High acceptance
I believe that understanding the VIC strengthens the identity and purpose of the Bukidnon State University community.	4.29	High acceptance
I find that the values embodied in the VIC positively influence perspectives on career readiness, lifelong learning, and community engagement.	4.26	High acceptance
I personally apply or advocate for the principles of the VIC in my involvement with Bukidnon State University activities, partnerships, or engagements.	4.18	High acceptance

The highest level of acceptance was observed for the statement, "I support the values and goals in BukSU's Mission statement," with a weighted mean of 4.55, followed closely by the statement regarding the meaningfulness and relevance of BukSU's Vision with a weighted mean of 4.52. These results indicate that stakeholders strongly believe in and support the university's core institutional directions.

Similarly, stakeholders showed very high acceptance of the Goals of the College of Technologies, with a weighted mean of 4.42, suggesting confidence in the alignment of the College's goals with academic quality and industry relevance.

The acceptance of program-specific objectives, including those of the BSEMC Program, yielded a weighted mean of 4.35, which falls under the high acceptance category, indicating that stakeholders recognize the program's relevance and alignment with essential competencies.

Statements related to personal application, motivation, and the VIC's influence on career readiness yielded slightly lower weighted means, ranging from 4.18 to 4.30, though these still indicate high levels of acceptance. The lowest acceptance was recorded for the statement, "I personally apply or advocate for the principles of the VIC," with a weighted mean of 4.18, suggesting that while stakeholders generally support the VIC, translating that support into personal action or advocacy requires further encouragement.

The following are the summary of trends:

- Stakeholders demonstrated very high acceptance of BukSU's Vision, Mission, Institutional Outcomes, and Core Values, indicating a strong belief in the relevance and importance of the university's institutional directions.
- Program-level goals and objectives are well accepted, though slightly lower than the university-wide Vision, Mission, Institutional Outcomes, and Core Values statements.
- Stakeholders expressed confidence in the influence of the VIC on career readiness and community engagement, but a slightly lower level of personal application and advocacy was noted.
- The consistently high acceptance scores reflect effective communication of the VIC but highlight areas for further promotion of stakeholder engagement and personal ownership of these principles.

The descriptive statistical analysis confirms that acceptance of BukSU's VIC among stakeholders is generally high to very high, particularly for the university-wide Vision, Mission, Institutional Outcomes, and Core Values statements. However, the slightly lower levels of acceptance regarding personal application and program-specific advocacy suggest that while stakeholders conceptually support the VIC, further efforts are needed to translate this

into active participation and personal alignment with the university's values and objectives. These findings emphasize the importance of not only communicating the VIC effectively but also creating opportunities for stakeholders to internalize and apply these guiding principles in practical and meaningful ways (Clemente et al., 2021).

3.3. Extent of Congruency of the VIC

The congruency of BukSU's VIC with institutional programs, services, and stakeholder experiences reflects the practical alignment between the university's guiding principles and its actual operations. High congruency ensures that stakeholders' academic, professional, and personal development are consistently supported by institutional values and objectives.

The survey results, summarized in Table 5, reveal generally strong perceptions of VIC congruency among BSEMC stakeholders, with several notable patterns and areas that require attention.

Table 5. Congruency of BukSU's VIC with programs, services, and stakeholder experiences.

Extent of congruency of VIC	Strongly aligned (5)	Aligned (4)	Neutral (3)	Slightly misaligned (2)	Not aligned (1)
The university's vision, mission, institutional outcomes, and core values are reflected in the programs, services, and activities provided to stakeholders.	51.2%	36.8%	12.0%	0.0%	0.0%
The goals of the College of Technologies are evident in the academic programs, industry partnerships, and community initiatives.	45.6%	42.4%	12.0%	0.0%	0.0%
The objectives of the BSEMC program align with the competencies and skills needed for academic, professional, and industry success.	55.2%	28.0%	14.4%	2.4%	0.0%
Stakeholders' experiences with Bukidnon State University are consistent with the values expressed in the VIC.	48.0%	36.0%	16.0%	0.0%	0.0%
The career paths and professional directions encouraged by the university are influenced by the principles stated in the VIC.	48.0%	35.2%	16.0%	0.8%	0.0%
The values of the VIC are observable in university policies, campus activities, and external partnerships.	48.8%	34.4%	16.8%	0.0%	0.0%
Faculty, staff, and administrators promote alignment of stakeholder goals and activities with the VIC.	44.8%	42.4%	12.8%	0.0%	0.0%
The VIC influences personal, academic, and professional decision-making among members of the Bukidnon State University community.	46.4%	40.0%	12.8%	0.8%	0.0%

The data indicates that most stakeholders perceive the VIC as highly integrated into the university's programs and activities. For instance, 51.2% of respondents "Strongly Aligned" and 36.8% "Aligned" that BukSU's Vision, Mission, Institutional Outcomes, and Core Values are reflected in the programs, services, and activities provided to stakeholders. This reflects a total of 88.0% of respondents affirming alignment, with no recorded disagreement.

Similarly, the goals of the College of Technologies were perceived as evident in academic programs, industry partnerships, and community initiatives by 45.6% of respondents who "Strongly Aligned" and 42.4% who "Aligned," reflecting a combined 88.0% positive perception.

At the program-specific level, 55.2% of respondents "Strongly Aligned" and 28.0% "Aligned" that the objectives of the BSEMC program are consistent with the competencies and skills needed for academic and professional success. Although still highly positive, this item recorded the only notable level of perceived misalignment, with 2.4% reporting the objectives as "Slightly Misaligned."

In terms of personal experiences, 48.0% of respondents "Strongly Aligned" and 36.0% "Aligned" that their experiences with BukSU are consistent with the values expressed in the VIC, while 16.0% remained neutral. Similar trends were observed for the perceived influence of the VIC on career paths, decision-making, university policies, and the role of faculty and staff in promoting alignment.

Some emerging trends and patterns are observed as follows:

- Consistently high perceptions of congruency: Across all items, more than 80% of respondents perceived strong to moderate alignment between the VIC and institutional practices, indicating that the university's operations generally reflect its guiding principles.
- Slightly lower congruency at the program-specific level: The objectives of the BSEMC program, while still perceived positively, showed slightly lower alignment (83.2% combined "Strongly Aligned" and "Aligned") and the only instance of recorded misalignment (2.4% "Slightly Misaligned"). This suggests an opportunity to strengthen the explicit connection between program objectives and the practical development of competencies among stakeholders.
- Neutral responses indicate room for reinforcement: Across several items, particularly regarding the influence of the VIC on career paths (16.0% neutral) and decision-making (12.8% neutral), a noticeable portion of stakeholders expressed uncertainty, indicating areas where the practical impact of the VIC can be more explicitly communicated or reinforced.
- Minimal Perceived Misalignment: Importantly, the survey recorded negligible levels of misalignment, with no respondents indicating "Not Aligned" perceptions for any item, and only isolated instances of slight misalignment, further affirming the university's success in integrating its VIC into institutional practices.

These results highlight that BukSU has largely succeeded in ensuring that its programs, services, and stakeholder experiences align with its VIC. The clear majority of respondents perceive the VIC as consistently present in university operations, policies, and engagements.

However, the slight decrease in perceived alignment at the program level, coupled with the presence of neutral responses, suggests the need for more deliberate efforts to communicate how specific program objectives translate into student competencies and industry-relevant outcomes. In addition, enhancing the visibility of how the VIC informs personal, academic, and professional development may help reduce uncertainty and foster greater stakeholder confidence. These findings align with previous studies emphasizing that strong VIC congruency promotes institutional cohesion, student success, and stakeholder satisfaction (Lobo & Martin, 2023).

Overall, the high levels of perceived congruency indicate that BukSU effectively integrates its VIC into institutional practices, programs, and stakeholder experiences. Continued emphasis on promoting program-level alignment and demonstrating the practical impact of the VIC on stakeholder development will further strengthen this integration, ensuring that the university's guiding principles remain central to its academic and community mission (Cruz et al., 2022).

3.3.1. Descriptive Statistical Analysis of the Extent of Congruency

The extent of congruency of BukSU's VIC with its programs, services, and stakeholder experiences was analyzed using weighted mean scores. This analysis aimed to determine the degree to which stakeholders perceive institutional practices and initiatives as aligned with the university's guiding principles. Table 6 presents the weighted mean for each indicator related to the extent of congruency.

Table 6. Extent of Congruency of the VIC with weighted means.

Statement	Weighted mean	Interpretation
The University's vision, mission, institutional outcomes, and core values are reflected in the programs, services, and activities provided to stakeholders.	4.39	High congruency
The goals of the College of Technologies are evident in the academic programs, industry partnerships, and community initiatives.	4.34	High congruency
The objectives of the BSEMC Program align with the competencies and skills needed for academic, professional, and industry success.	4.36	High congruency
Stakeholders' experiences with Bukidnon State University are consistent with the values expressed in the VIC.	4.32	High congruency
The career paths and professional directions encouraged by the University are influenced by the principles stated in the VIC.	4.30	High congruency
The values of the VIC are observable in university policies, campus activities, and external partnerships.	4.29	High congruency
Faculty, staff, and administrators promote alignment of stakeholder goals and activities with the VIC.	4.26	High congruency
The VIC influences personal, academic, and professional decision-making among members of the Bukidnon State University community.	4.26	High congruency

The highest extent of congruency was observed for the statement, "The University's Vision, Mission, Institutional Outcomes, and Core Values are reflected in the programs, services, and activities provided to stakeholders," with a weighted mean of 4.39, suggesting that stakeholders perceive a strong alignment between the university's core institutional directions and its actual programs and services.

Similarly, high levels of congruency were noted for the Goals of the College of Technologies (4.34) and the Objectives of the BSEMC Program (4.36), indicating that stakeholders believe institutional and program-specific objectives are well-integrated into academic programs, industry partnerships, and professional preparation initiatives.

The extent to which stakeholders' experiences, career directions, and the influence of the VIC on decision-making also yielded high weighted means ranging from 4.26 to 4.32, suggesting that the university's values and principles are consistently evident in stakeholder experiences and professional development pathways.

Although all items received high weighted means, the lowest extent of congruency was recorded for the statement regarding the VIC's influence on personal, academic, and professional decision-making (4.26), as well as the role of faculty, staff, and administrators in promoting alignment with the VIC (4.26). While still considered high, these results indicate that opportunities exist to further enhance the visibility and practical impact of the VIC in day-to-day decision-making and stakeholder engagement.

The following are the summary of trends:

- Stakeholders demonstrated a high level of perceived congruency between the VIC and university programs, services, and initiatives.
- The alignment of institutional and program-specific objectives with stakeholder experiences and professional preparation is evident.
- The VIC is consistently perceived as integrated into academic and administrative activities, though opportunities remain to strengthen its influence on personal decision-making and the proactive promotion of alignment by faculty and staff.
- Overall, these results reflect the university's success in ensuring that its VIC is operationalized across various institutional dimensions.

The descriptive statistical analysis confirms that stakeholders perceive a high extent of congruency between BukSU's VIC and its actual programs, services, and stakeholder experiences. However, while congruency is generally strong, the results indicate that additional efforts are needed to enhance the VIC's influence on individual decision-making and to further promote alignment through faculty and administrative engagement. These findings highlight

the importance of continuous reinforcement of the VIC in both formal institutional activities and the daily experiences of stakeholders.

3.4. Inferential Analysis of Relationships Among Awareness, Acceptance, and Congruency

To further understand how awareness, acceptance, and congruency of BukSU's VIC interrelate among BSEMC stakeholders, inferential statistical procedures were conducted. Specifically, Pearson's correlation coefficient was applied to determine the strength and direction of the relationships among these three variables. In addition, regression analysis was utilized to assess whether awareness significantly predicts acceptance and congruency. All statistical tests were performed at a 0.05 significance level using appropriate statistical software.

3.4.1. Pearson's Correlation Analysis

The Pearson correlation coefficients among awareness, acceptance, and congruency are presented in Table 7.

Table 7. Correlation coefficients among awareness, acceptance, and congruency.

Variables	Awareness	Acceptance	Congruency
Awareness	1	0.68**	0.64**
Acceptance	0.68**	1	0.71**
Congruency	0.64**	0.71**	1

Note: “**” indicates statistical significance at $p < 0.05$.

The results reveal statistically significant positive correlations among all three variables:

- There is a strong positive correlation ($r = 0.68$, $p < 0.05$) between awareness and acceptance, indicating that higher awareness of BukSU's VIC is associated with stronger acceptance among stakeholders.
- A moderate to strong positive correlation ($r = 0.64$, $p < 0.05$) exists between awareness and congruency, suggesting that as stakeholders become more aware of the VIC, their perception of its alignment with university programs, services, and experiences also increases.
- The strongest observed correlation is between acceptance and congruency ($r = 0.71$, $p < 0.05$), implying that stakeholders who accept the VIC are more likely to perceive its principles as being reflected in institutional operations and personal experiences.

These findings are consistent with prior research Astorga, Vertucio, Conti, and Polison (2022) emphasizing that awareness and acceptance of institutional VIC are critical precursors to achieving practical alignment and stakeholder integration.

3.4.2. Regression Analysis

To further examine the predictive relationship among the variables, linear regression analysis was performed to determine whether awareness significantly predicts both acceptance and congruency.

Model 1: Awareness as Predictor of Acceptance

The regression model revealed a significant effect of awareness on acceptance:

- $R^2 = 0.46$, $F(1, 123) = 104.67$, $p < 0.05$.
- Regression Coefficient (B) = 0.58, $p < 0.05$.

This indicates that awareness explains approximately 46% of the variance in acceptance. The positive coefficient signifies that higher awareness of the VIC significantly predicts greater acceptance among stakeholders.

Model 2: Awareness as Predictor of Congruency.

Similarly, awareness was found to be a significant predictor of perceived congruency.

- $R^2 = 0.41$, $F(1, 123) = 85.34$, $p < 0.05$.
- Regression Coefficient (B) = 0.52, $p < 0.05$.

The model explains 41% of the variance in congruency, demonstrating that increased awareness of the VIC significantly enhances stakeholders' perceptions of its alignment with institutional practices and their personal experiences.

3.4.3. Analysis of Differences in Congruency Scores Based on Demographic Profile

To further examine whether perceptions of VIC congruency significantly differ across various stakeholder groups, a one-way analysis of variance (ANOVA) was conducted. The analysis tested for differences in Congruency Scores based on the type of respondent, sex, ethnic affiliation, and age group. The significance level was set at 0.05.

Table 8. ANOVA results for congruency scores across demographic groups.

Demographic group	F-Value	p-Value	Interpretation
Type of respondent	2.43	0.069	No significant difference ($p > 0.05$)
Sex	0.66	0.417	No significant difference ($p > 0.05$)
Ethnic affiliation	0.84	0.501	No significant difference ($p > 0.05$)
Age group	0.96	0.447	No significant difference ($p > 0.05$)

Table 8 presents the ANOVA results for congruency scores across demographic groups. The results revealed no statistically significant differences in Congruency Scores based on the type of respondent, sex, ethnic affiliation, or age group ($p > 0.05$). Specifically, perceptions of how well BukSU's VIC aligns with its programs, services, and stakeholder experiences were found to be consistent regardless of the respondent's stakeholder type (student, parent, academe, industry), sex, ethnic affiliation, or age.

Although the F-value for Type of Respondent ($F = 2.43$, $p = 0.069$) approached the threshold for significance, it did not meet the conventional 0.05 level. This suggests that, while there may be slight variations in perceptions across different stakeholder groups, these differences are not statistically significant.

These findings align with earlier research Makie (2024) which emphasizes the importance of broad-based institutional integration of VIC to ensure consistency in stakeholder experiences. The absence of significant demographic-based differences indicates that BukSU's VIC promotion and integration efforts are reaching diverse stakeholder groups effectively and uniformly.

The consistency of Congruency Scores across demographic groups reinforces the strength of BukSU's institutional messaging and operational alignment with its VIC. These results suggest that the university's core principles are being internalized similarly across stakeholder groups, regardless of individual characteristics such as age, gender, or cultural background.

Nonetheless, the near-significant result for the Type of Respondent variable highlights the importance of continuously monitoring stakeholder-specific perceptions to ensure that VIC integration efforts remain equitable and relevant to all sectors within the university community.

4. CONCLUSION

The results of this study affirm that BukSU has established a generally strong foundation in promoting awareness, fostering acceptance, and ensuring the congruency of its VIC among stakeholders of the BSEMC program. Stakeholders demonstrated high levels of awareness, particularly through formal communication channels such as printed materials, official documents, and university events. However, the findings also reveal areas for improvement. In particular, the study highlights the need to promote active stakeholder engagement and to enhance program-level visibility of VIC-related information.

Acceptance of the VIC was likewise high, with respondents expressing belief in its relevance, alignment with academic and industry standards, and its positive influence on institutional identity and professional preparation. Despite this, a portion of stakeholders remained neutral regarding their personal application or advocacy of the VIC, indicating that translating acceptance into concrete actions requires further institutional support.

Congruency perceptions were similarly positive, with stakeholders affirming that the university's programs, services, and stakeholder experiences reflect the VIC. Notably, program-specific congruency particularly at the BSEMC level showed slightly lower alignment, along with isolated instances of perceived misalignment. Furthermore, while stakeholders broadly recognized the alignment of the VIC with institutional operations, there were neutral responses regarding its influence on personal, academic, and professional decision-making.

Inferential analysis revealed strong, positive relationships among awareness, acceptance, and congruency, confirming that higher levels of awareness significantly predict both acceptance and perceived alignment of the VIC. Regression results showed that awareness explains 46% of the variance in acceptance and 41% in congruency. Moreover, ANOVA results indicated no statistically significant differences in congruency scores across demographic groups, suggesting that BukSU's VIC integration efforts reach stakeholders consistently regardless of age, sex, type of respondent, or ethnic affiliation.

Collectively, these results emphasize that while BukSU has successfully laid the groundwork for effective VIC promotion, sustained efforts are needed to deepen stakeholder awareness through active engagement, strengthen program-specific alignment, and foster greater personal ownership and application of the VIC in both academic and professional contexts.

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