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STAKEHOLDER AWARENESS AND ACCEPTANCE OF INSTITUTIONAL VMGO IN HIGHER EDUCATION: EVIDENCE FROM A PHILIPPINE POLYTECHNIC COLLEGE

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A B S T R A C T

Institutional Vision, Mission, Goals, and Objectives (VMGO) serve a fundamental strategic governance mechanisms that guide organizationa direction, stakeholder engagement, and quality assurance in higher educatio Despite their importance, limited empirical evidence exists regarding ho stakeholder awareness influences stakeholder acceptance of institutiona VMGO, particularly within polytechnic higher education institutions. This stud examined stakeholders' awareness and acceptance of the institutional VMGO a a polytechnic college in the Philippines, and investigated the relationshi between these constructs. A quantitative descriptive-correlational researc design was employed involving internal and external stakeholders selecte through voluntary response sampling. Data were collected using a validate questionnaire and analyzed using descriptive statistics and Spearman's rank order correlation coefficient. The findings revealed high levels of stakeholde awareness and acceptance of the institutional VMGO, indicating tha respondents recognized the College's strategic directions as clearl communicated, relevant, and aligned with institutional aspirations. Moreover, strong positive and statistically significant relationship was found betwee stakeholder awareness and stakeholder acceptance, demonstrating that greate awareness is associated with stronger stakeholder acceptance. The finding support Strategic Management Theory, Stakeholder Theory, and Goal-Settin Theory by emphasizing that effective strategic communication strengthen organizational alignment and institutional legitimacy through enhance stakeholder understanding and commitment. The study underscores th importance of integrating institutional VMGO into communication, academic administrative, research, extension, and community engagement initiatives t foster stakeholder participation and support continuous quality improvement i higher education.

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1. INTRODUCTION

Higher education institutions (HEIs) operate in an increasingly dynamic environment shaped by globalization, rapid technological advancement, evolving workforce demands, and heightened expectations for quality assurance and institutional accountability. These developments require institutions not only to provide quality education but also to articulate a clear strategic direction that aligns academic instruction, research, extension, governance, and resource management with national development priorities and global educational standards. The Vision, Mission, Goals, and Objectives (VMGO) serve as the institution's strategic foundation by defining its identity, guiding decision-making, and communicating its long-term aspirations to both internal and external stakeholders (Dagdag et al., 2024; Niala & Pascua, 2024). More than formal institutional declarations, the VMGO establishes a shared sense of purpose that enables higher education institutions to pursue sustainable development while remaining responsive to societal needs.

Within the Philippine higher education system, the VMGO assumes a particularly significant role in institutional governance and quality assurance. The Commission on Higher Education (CHED) requires higher education institutions to ensure that their programs, policies, and operations are aligned with clearly articulated institutional goals. Likewise, the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP) identifies the VMGO as the foundation of institutional accreditation, serving as the benchmark against which academic programs, research, extension, governance, and support services are evaluated. Consequently, institutional effectiveness is not measured solely by the existence of well-written vision and mission statements but by the extent to which these are understood, embraced, and translated into practice by the institution's stakeholders. A clearly communicated and widely accepted VMGO therefore becomes essential in fostering organizational coherence, accountability, and continuous quality improvement.

The importance of stakeholder engagement in realizing institutional aspirations has likewise received increasing attention in higher education research. Empirical studies consistently demonstrate that stakeholders who possess greater awareness of their institution's VMGO exhibit stronger institutional commitment, higher participation in academic and developmental initiatives, and greater confidence in institutional leadership (Escolano, 2021; Garcia et al., 2021). Similarly, stakeholder awareness has been associated with greater acceptability, congruency, attainability, and perceived relevance of institutional directions, indicating that effective communication of the VMGO strengthens organizational alignment and encourages stakeholders to actively support institutional development (Joaquin et al., 2023; Usman & Alim, 2024). These findings suggest that the effectiveness of institutional strategic planning depends not only on the formulation of the VMGO but also on the extent to which stakeholders internalize and support its intended direction.

This relationship between awareness and acceptance is further supported by established organizational and management theories. Stakeholder Theory (Freeman, 1984) emphasizes that institutional success depends on creating value and sustaining meaningful relationships with all stakeholder groups, whose understanding and support are essential for organizational effectiveness. From a strategic perspective, Strategic Management Theory considers the VMGO as the institution's strategic roadmap, requiring alignment between organizational aspirations and stakeholder participation to achieve long-term success. Likewise, Goal-Setting Theory (Locke & Latham, 1990) posits that individuals demonstrate stronger commitment and higher performance when organizational goals are clearly communicated, understood, and perceived as meaningful. Collectively, these perspectives provide a theoretical basis for examining whether stakeholder awareness contributes to greater acceptance of institutional directions and reinforces the importance of effective VMGO dissemination in higher education.

Despite the growing body of literature on institutional VMGO, several gaps remain. Existing studies have predominantly examined awareness and acceptance in comprehensive universities, teacher education institutions, and discipline-specific colleges (Alvarado et al., 2022; Florentino, 2023). Although these investigations consistently report high levels of stakeholder awareness and acceptance, limited empirical evidence exists within polytechnic institutions whose mandates emphasize technical-vocational education, applied research, technological innovation, entrepreneurship, and close collaboration with industry. Furthermore, previous research has primarily focused on internal stakeholders such as students and faculty, while comparatively fewer studies have incorporated external stakeholders—including alumni, industry partners, community representatives, and non-teaching personnel—whose perspectives are equally important in evaluating institutional relevance and strategic alignment (Mon et al., 2024; Limama et al., 2025). Moreover, studies simultaneously examining stakeholder awareness, stakeholder acceptance, and the relationship between these constructs remain relatively limited, particularly within state polytechnic colleges (Niala & Pascua, 2024).

Marikina Polytechnic College (MPC) offers a distinctive institutional context for addressing these gaps. Guided by its vision of becoming The Future National TVET University of the Philippines and its institutional banner, "Future-Ready MPC, United in Purpose," the College is committed to producing competent, innovative, and industry-responsive graduates through quality technical-vocational and higher education. Located in Marikina City, historically recognized as the country's shoe and leathercraft capital, MPC occupies a strategic position in

supporting regional economic development through competency-based education, technological innovation, applied research, entrepreneurship, sustainability initiatives, and industry collaboration. Its institutional VMGO therefore represents not merely an organizational statement of purpose but a strategic commitment to workforce development, community responsiveness, and national competitiveness.

As MPC continues to strengthen its institutional quality assurance initiatives and strategic development, understanding how its stakeholders perceive, understand, and embrace the VMGO becomes increasingly important. Although the College disseminates its VMGO through orientations, institutional manuals, official publications, campus displays, websites, and social media platforms, dissemination alone does not necessarily ensure stakeholder understanding or acceptance. Stakeholders may recognize the institutional statements yet differ in the extent to which they perceive them as relevant, attainable, and reflective of their expectations. Such differences may influence organizational commitment, participation in institutional initiatives, and the successful implementation of the College's strategic priorities.

Against this backdrop, this study examines stakeholder awareness and acceptance of the Vision, Mission, Goals, and Objectives of Marikina Polytechnic College. Specifically, it seeks to determine the level of stakeholders' awareness of the institutional VMGO, assess stakeholders' acceptance of the VMGO and its alignment with their expectations, and analyze the relationship between awareness and acceptance. By generating empirical evidence from a state polytechnic institution with a specialized technical-vocational mandate, this study contributes to the literature on institutional identity, stakeholder engagement, and quality assurance. More importantly, its findings provide evidence-based insights that may guide institutional leaders in strengthening VMGO communication strategies, promoting inclusive stakeholder participation, enhancing organizational alignment, and reinforcing the collective commitment necessary to realize the vision of a Future-Ready MPC, United in Purpose.

2. LITERATURE REVIEW

To establish the theoretical and empirical foundation of the study, the succeeding literature review examines the role of institutional Vision, Mission, Goals, and Objectives (VMGO) within higher education governance and quality assurance, emphasizing their function as strategic instruments that shape organizational identity, stakeholder engagement, and institutional effectiveness. It further synthesizes existing research on stakeholder awareness and acceptance of institutional VMGO, highlighting current knowledge, identifying gaps in the literature, and examining the theoretical perspectives that explain the relationship between these constructs. This review provides the conceptual basis for investigating how stakeholder awareness influences acceptance of institutional strategic directions within the context of a Philippine polytechnic higher education institution.

2.1 Institutional Vision, Mission, Goals, and Objectives in Higher Education

Institutional Vision, Mission, Goals, and Objectives (VMGO) provide the strategic foundation that shapes the identity, direction, and long-term aspirations of higher education institutions. Beyond serving as formal organizational statements, the VMGO functions as a governance mechanism that aligns academic programs, research, extension, innovation, and administrative functions with institutional priorities and societal expectations. In contemporary higher education, strategic planning is increasingly recognized as a critical component of institutional governance because it enables universities to respond to globalization, technological transformation, changing labor market demands, and growing accountability for educational quality. Institutions with clearly articulated strategic directions are better positioned to strengthen organizational coherence, improve institutional performance, and achieve sustainable development through coordinated stakeholder participation (Bryson, 2018; UNESCO, 2021).

Within the Philippine higher education system, the VMGO assumes an equally significant role in institutional governance and quality assurance. The Commission on Higher Education (CHED) requires higher education institutions to align academic programs, governance, research, extension, and resource management with clearly articulated institutional goals, while the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP) considers the VMGO a fundamental criterion in institutional accreditation. Consequently, institutional effectiveness depends not only on developing well-written strategic statements but also on ensuring that stakeholders understand, internalize, and actively support institutional aspirations (Dagdag et al., 2024; Niala & Pascua, 2024). Recent studies suggest that institutional strategic statements contribute to organizational legitimacy when they are consistently embedded in institutional policies, academic practices, and stakeholder engagement initiatives. Universities that effectively communicate their strategic direction demonstrate stronger organizational alignment, enhanced stakeholder commitment, and greater institutional confidence, underscoring the role of Vision, Mission, Goals, and Objectives (VMGO) as integral components of strategic governance rather than mere accreditation requirements. As such, the VMGO serve as dynamic governance mechanisms that guide strategic decision-making, foster stakeholder engagement, and promote institutional effectiveness and long-term sustainability.

2.2 Stakeholder Awareness and Acceptance in Higher Education

Stakeholder awareness and acceptance have become increasingly recognized as critical indicators of institutional effectiveness because organizational strategies achieve their intended outcomes only when they are understood, valued, and supported by those responsible for implementing them. Stakeholder awareness refers to stakeholders' understanding of institutional strategic directions, whereas stakeholder acceptance reflects their willingness to embrace institutional aspirations as relevant, attainable, and meaningful. Together, these constructs represent the effectiveness of institutional strategic communication and the degree to which organizational members share a common institutional identity.

Studies conducted within Philippine higher education consistently report high levels of stakeholder awareness and acceptance of institutional Vision, Mission, Goals, and Objectives. Stakeholders who possess greater familiarity with institutional strategic directions generally demonstrate stronger organizational commitment, greater participation in institutional initiatives, and increased confidence in institutional leadership (Escolano, 2021; Garcia et al., 2021; Joaquin et al., 2023; Niala & Pascua, 2024; Usman & Alim, 2024). These investigations likewise indicate that effective dissemination of institutional VMGO contributes to organizational congruence, stakeholder participation, institutional legitimacy, and continuous quality improvement.

Beyond VMGO research, stakeholder participation has likewise been recognized as a central principle of educational governance. Nicdao and Ancho (2020) found that meaningful stakeholder participation in the formulation and implementation of School Improvement Plans enhanced shared governance, strengthened organizational commitment, and promoted collaborative institutional decision-making. Their findings suggest that stakeholders become more supportive of institutional initiatives when they actively understand and participate in strategic planning processes rather than serving merely as recipients of organizational decisions.

Although the literature consistently demonstrates positive stakeholder perceptions of institutional VMGO, most existing investigations remain descriptive and institution specific. Furthermore, relatively few studies have examined stakeholder awareness and stakeholder acceptance as theoretically connected constructs influencing organizational alignment and institutional governance. Empirical evidence from state polytechnic institutions also remains limited despite their distinctive mandates emphasizing technical-vocational education, applied research, technological innovation, entrepreneurship, and industry collaboration. These gaps justify further investigation into how institutional strategic communication contributes to stakeholder support within specialized higher education contexts.

2.3. Theoretical Perspectives on Stakeholder Awareness and Acceptance

Understanding stakeholder awareness and acceptance of institutional Vision, Mission, Goals, and Objectives requires a multidimensional theoretical perspective. This study draws upon complementary theories from strategic management and organizational behavior to explain how institutional strategic communication shapes stakeholder perceptions, commitment, and organizational alignment. Collectively, these perspectives provide a comprehensive framework for examining the relationship between stakeholder awareness and acceptance within the context of higher education governance.

2.3.1. Stakeholder Theory

This study is primarily anchored in Stakeholder Theory (Freeman, 1984), which argues that organizational success depends upon creating value for all individuals and groups who influence or are influenced by institutional decisions. Within higher education, stakeholders include students, faculty members, administrators, alumni, employers, government agencies, industry partners, and surrounding communities. Their collective participation influences institutional effectiveness, organizational legitimacy, and long-term sustainability. Contemporary educational governance further emphasizes that stakeholder engagement extends beyond consultation toward meaningful participation in institutional planning and decision-making. As demonstrated by Nicdao and Ancho (2020), collaborative stakeholder participation strengthens institutional ownership, transparency, and organizational effectiveness, suggesting that stakeholder awareness represents an essential prerequisite for stakeholder acceptance and sustained institutional commitment.

2.3.2. Strategic Management Theory

Strategic Management Theory explains how organizations transform long-term aspirations into coordinated institutional actions through strategic planning, governance, and organizational communication. Within higher education, institutional Vision, Mission, Goals, and Objectives function as strategic instruments that guide planning, policy implementation, resource allocation, quality assurance, and institutional development. Further study demonstrates that successful universities integrate institutional philosophy, mission, governance structures, partnerships, and innovation into coherent organizational systems capable of responding to changing educational environments (Prachyapruit, 2023). Likewise, educational management studies emphasize that participatory administration and systematic quality management strengthen organizational effectiveness and continuous improvement.

2.3.3. Goal-Setting Theory

Goal-Setting Theory (Locke & Latham, 1990) proposes that individuals demonstrate stronger motivation and

organizational commitment when goals are clearly communicated, meaningful, and perceived as attainable. Applied to higher education, this theory suggests that stakeholders who clearly understand institutional Vision, Mission, Goals, and Objectives are more likely to internalize organizational priorities, support institutional initiatives, and contribute toward achieving institutional aspirations. Consequently, stakeholder awareness functions as a necessary condition for strengthening stakeholder acceptance and organizational alignment.

2.4. Towards a Conceptual Framework

Building upon the preceding literature and theoretical perspectives, this study proposes a conceptual framework that explains how institutional strategic communication, represented by the Vision, Mission, Goals, and Objectives (VMGO), influences stakeholder awareness and subsequently shapes stakeholder acceptance.

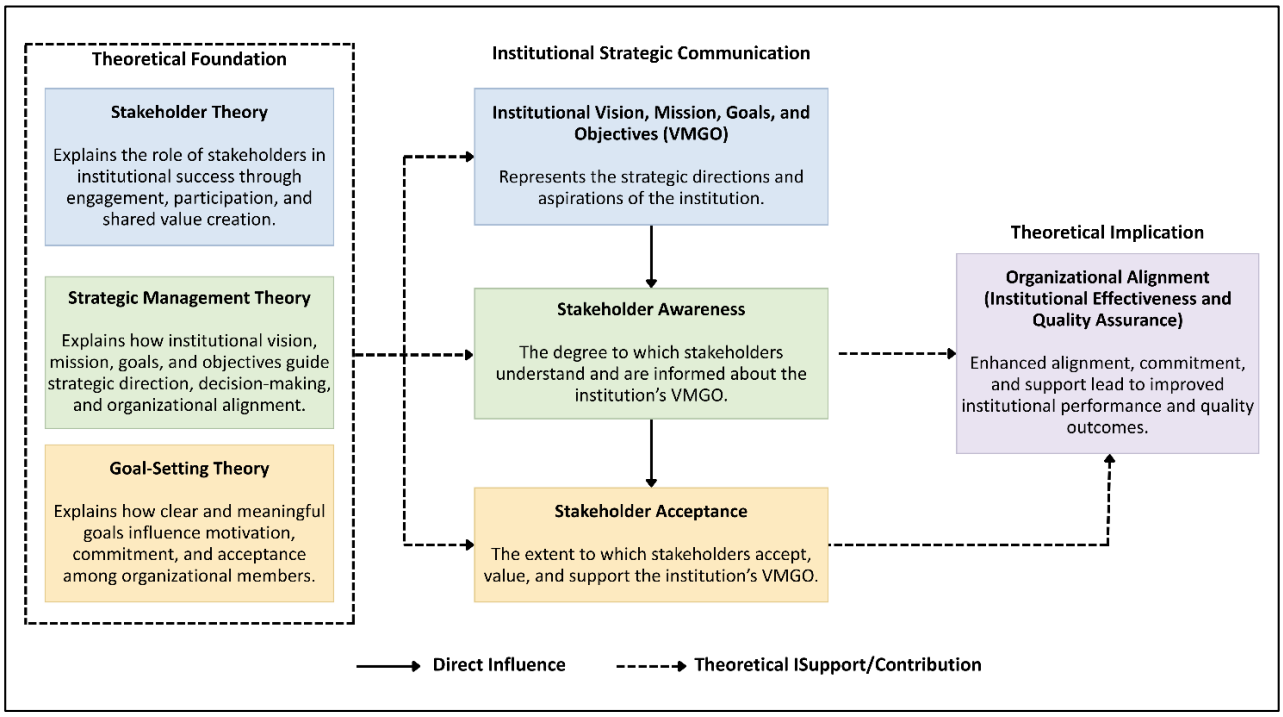


Figure 1. Conceptual Framework of Stakeholder Awareness and Acceptance on Institutional Vision, Mission, Goals, and Objectives

Strategic Management Theory explains the role of VMGO as strategic governance mechanisms that communicate institutional priorities and guide organizational direction. Stakeholder Theory emphasizes that institutional success depends on stakeholder awareness, participation, and organizational legitimacy, while Goal-Setting Theory explains how clearly communicated institutional goals strengthen stakeholder commitment and acceptance. Collectively, these theories suggest that stakeholder awareness serves as the key mechanism linking institutional strategic communication to stakeholder acceptance, ultimately fostering organizational alignment, institutional effectiveness, and quality assurance.

Despite growing scholarly attention to institutional VMGO, existing studies have largely focused on measuring stakeholder awareness and acceptance within individual institutions, often emphasizing descriptive findings while providing limited theoretical explanation of the relationship between these constructs. Moreover, empirical evidence from polytechnic higher education institutions remains comparatively scarce despite their distinctive mandates in technical-vocational education, applied research, innovation, and industry collaboration. Addressing these gaps, the present study examines the relationship between stakeholder awareness and stakeholder acceptance within a Philippine polytechnic institution. The proposed conceptual framework (Figure 1) provides the theoretical basis for investigating how institutional strategic communication contributes to stakeholder support and organizational alignment in higher education.

3. METHODOLOGY

This section describes the methodological procedures employed to investigate stakeholders' awareness and acceptance of the institutional Vision, Mission, Goals, and Objectives (VMGO) of Marikina Polytechnic College. It outlines the research design, study setting and participants, instrument development and validation, data collection procedures, data analysis techniques, and ethical considerations adopted to ensure the rigor, validity, and reliability of the study.

3.1. Research Design

This study employed a quantitative descriptive-correlational research design to examine stakeholders' awareness and acceptance of the institutional Vision, Mission, Goals, and Objectives (VMGO) and to determine the relationship between these constructs. The descriptive component was appropriate for assessing stakeholders' levels of awareness and acceptance, while the correlational component enabled the examination of the association between the two variables without manipulating the study environment. This design is suitable for investigating naturally occurring relationships and generating empirical evidence relevant to institutional governance and quality assurance in higher education.

3.2. Research Setting and Participants

The study was conducted at Marikina Polytechnic College (MPC), a state higher education institution in the Philippines offering programs in teacher education, engineering, information technology, business, and technical-vocational disciplines. As a polytechnic institution, MPC provides an appropriate setting because its institutional mandate emphasizes workforce development, applied research, innovation, community engagement, and industry collaboration, making it suitable for examining stakeholder awareness and acceptance of institutional VMGO.

The participants comprised internal and external stakeholders, including students, faculty members, administrative personnel, alumni, parents, employers, and community representatives. Eligible participants were individuals with an existing affiliation with the institution who voluntarily agreed to participate in the study. A non-probability voluntary response sampling technique was employed, whereby the survey was made publicly available to eligible stakeholders, allowing participation based on respondents' willingness to complete the questionnaire during the data collection period. A total of 255 valid responses were obtained and included in the analysis. While voluntary response sampling may limit the generalizability of the findings because participants self-selected into the study, it was appropriate for obtaining diverse stakeholder perspectives in an institutional assessment. The demographic characteristics of the respondents are presented in the Results section.

3.3. Instrument Development and Validation

Data were collected using a structured survey questionnaire designed to measure stakeholders' awareness and acceptance of the institutional Vision, Mission, Goals, and Objectives (VMGO). The instrument consisted of three sections: (1) respondents' demographic profile, (2) stakeholder awareness, and (3) stakeholder acceptance. The awareness items measured respondents' familiarity with the institution's Vision, Mission, Goals, and Objectives, while the acceptance items assessed perceptions of their clarity, relevance, attainability, congruency, and overall acceptability as guides for institutional direction. The development of the questionnaire followed a four-stage process: (1) identification of the study constructs through an extensive review of the literature and institutional quality assurance documents, (2) generation and adaptation of questionnaire items from previous studies on institutional VMGO awareness and acceptance, (3) expert validation to establish content validity, and (4) pilot testing and reliability analysis to determine the instrument's internal consistency.

To establish content validity, the instrument was evaluated by five experts representing complementary fields of expertise in higher education governance, quality assurance, research, educational leadership, and language. The panel consisted of a Quality Assurance Director, a Research Office Director, a Doctor of Philosophy in Science Education, a Doctor of Philosophy in Leadership and Management, and a Doctor of Education specializing in English, who is also the author of a published study on institutional VMGO awareness and acceptance. Their recommendations were incorporated to enhance clarity, relevance, comprehensiveness, and alignment of the questionnaire with the objectives of the study. Prior to the administration of the survey, the instrument underwent pilot testing to assess its reliability. Internal consistency was evaluated using Cronbach's alpha, which yielded an overall reliability coefficient of $\alpha = .987$, indicating excellent internal consistency and confirming that the instrument was highly reliable for measuring stakeholders' awareness and acceptance of the institutional VMGO.

3.4. Data Collection Procedure and Analysis

Prior to data collection, approval to conduct the study was obtained from the Office of the President through the Research Office of Marikina Polytechnic College. Following the approval, the survey questionnaire was disseminated through institutional communication channels and made publicly accessible to eligible stakeholders. Participation was entirely voluntary, and respondents were informed of the purpose of the study before providing their consent. Data were collected during School Year 2024–2025. Completed questionnaires were screened for completeness and consistency before being encoded, organized, and prepared for statistical analysis.

Descriptive and inferential statistical techniques were employed to analyze the collected data. Frequency counts and percentages were used to describe the demographic characteristics of the respondents, while weighted mean and standard deviation were computed to determine the levels of stakeholder awareness and acceptance of the institutional VMGO. The interpretation of the weighted mean followed the predetermined descriptive scale

adopted in the study. To examine the relationship between stakeholder awareness and stakeholder acceptance, Spearman's rank-order correlation coefficient (Spearman's rho) was employed. This non-parametric statistical technique was considered appropriate because the variables were measured using ordinal data obtained from a Likert-scale questionnaire, and the analysis aimed to determine the strength and direction of the association between the two constructs. Statistical significance was evaluated at the 0.05 level.

3.5 Ethical Consideration

The study complied with the ethical standards for social science research (Purvis & Crawford, 2024). Institutional approval was obtained from the Office of the President through the Research Office of Marikina Polytechnic College prior to data collection. Participation was voluntary, and informed consent was obtained from all respondents. Anonymity and confidentiality were maintained throughout the study, with no personally identifiable information collected. Data were reported only in aggregate form. Research procedures and reporting were conducted with transparency and integrity in accordance with the recommendations of Crawford et al. (2023).

4. DISCUSSION AND ANALYSIS

The findings are organized according to the study objectives to provide a systematic examination of stakeholders' awareness and acceptance of the institutional Vision, Mission, Goals, and Objectives (VMGO). The discussion begins with the composition and demographic characteristics of the respondents to establish the context of the stakeholder groups represented in the study. It then presents the findings on stakeholders' awareness and acceptance of the institutional VMGO, followed by an analysis of the relationship between these constructs. The findings are interpreted considering the study's theoretical foundations and relevant empirical literature to provide insights into institutional governance, strategic communication, stakeholder engagement, and quality assurance in higher education.

4.1 Respondent Composition and Demographic Characteristics

Understanding the composition and demographic characteristics of the respondents provides an important context for interpreting stakeholders' awareness and acceptance of the institutional Vision, Mission, Goals, and Objectives (VMGO). Since perceptions of institutional strategic directions are shaped by stakeholders' roles, educational backgrounds, institutional engagement, and disciplinary experiences, examining these characteristics establishes the context within which the subsequent findings should be interpreted. Tables 1–4 present the demographic profile, stakeholder classification, educational background, institutional involvement, and academic affiliations of the respondents.

Table 1. Demographic Characteristics of the Respondents

AGE		GENDER	
Range	**Percentage**	**Classification**	**Percentage**
Under 18 years old	0.40%	Male	49.40%
18 – 24 years old	71.70%	Female	48.20%
25 – 34 years old	14.30%	Non-Binary	1.20%
35 – 44 years old	8.00%	Prefer not to say	1.20%
45 years old and above	5.60%	**Total**	**100%**
Total	**100%**		

Table 1 presents the respondents' demographic characteristics in terms of age and gender. Most of the respondents (71.70%) were between 18 and 24 years old, indicating that the study primarily reflects the perspectives of young adults who constitute a substantial portion of the institution's academic community. Respondents aged 25–34 years (14.30%), 35–44 years (8.00%), and 45 years and above (5.60%) further broaden the age distribution, allowing perspectives from individuals with varying levels of professional and institutional experience to be represented.

Gender distribution was likewise well balanced, with 49.40% identifying as male and 48.20% as female, while a small proportion identified as non-binary (1.20%) or preferred not to disclose their gender (1.20%). Such demographic diversity provides a broader representation of stakeholder perspectives and reduces the likelihood that the findings predominantly reflect the experiences of a single demographic group.

Table 2. Stakeholder Classification

DIMENSIONAL/ CATEGORICAL		FUNCTIONAL/ ROLE-BASED	
Type	**Percentage**	**Kind**	**Percentage**
Internal Stakeholder	72.90%	Students	83.27%
External Stakeholder	27.10%	Teachers	5.98%
Total	**100%**	Administrators	0.40%
		Staffs	1.59%
		Alumni	1.59%
		Parents	0.40%
		Industry Partners	3.98%
		Local Community	1.59%
		International Partners	1.20%
		Total	**100%**

Previous studies have likewise emphasized that demographic diversity contributes to a more comprehensive understanding of stakeholders'

perceptions of institutional goals and strategic priorities (Garcia et al., 2021; Dagdag et al., 2024). Rather than serving merely as descriptive characteristics, the respondents' age and gender distribution provide an important contextual lens through which institutional awareness and acceptance of the VMGO can be understood.Table 2 classifies the respondents according to their institutional roles. Most respondents (72.90%) were internal stakeholders, while 27.10% represented external stakeholders. Functionally, students comprised the largest respondent group (83.27%), followed by teachers (5.98%) and industry partners (3.98%), with alumni, staff, local community representatives, international partners, parents, and administrators collectively representing the remaining respondents.

The inclusion of both internal and external stakeholders broadens the perspective from which the institutional VMGO is evaluated. Internal stakeholders experience the implementation of institutional policies, academic programs, and student services directly, whereas external stakeholders assess the institution through its responsiveness to industry needs, community engagement, graduate preparedness, and collaborative partnerships. This distribution reflects the multidimensional nature of institutional governance, where organizational effectiveness is shaped not only by internal operations but also by relationships with external constituencies. These findings are consistent with Stakeholder Theory (Freeman, 1984), which emphasizes that organizational success depends upon understanding and balancing the expectations of diverse stakeholder groups. Similarly, Niala and Pascua (2024) argued that evaluating institutional VMGO should extend beyond students and employees to include external stakeholders whose perspectives provide valuable insights into institutional relevance, accountability, and quality assurance.

Table 3. Educational Background and Institutional Involvement

EDUCATIONAL CREDENTIAL STRATIFICATION		INSTITUTIONAL INVOLVEMENT LEVEL	
Category	**Percentage**	**Years of Involvement**	**Percentage**
High School	20.70%	Less than 6 months	16.70%
Technical Vocational Courses	23.10%	6 months to 1 year	8.80%
Bachelor's Degree	45.80%	1 – 5 years	63.70%
Master's Degree	8.80%	5 years and above	10.80%
Doctorate Degree	1.60%	**Total**	**100%**
Total	**100%**		

Table 3 presents the respondents' educational qualifications and institutional involvement. Nearly half (45.80%) possessed a bachelor's degree, followed by respondents with technical-vocational qualifications (23.10%), high school education (20.70%), master's degrees (8.80%), and doctoral degrees (1.60%). In terms of institutional involvement, the majority (63.70%) had been affiliated with the College for one to five years, while others had either shorter or longer periods of institutional engagement.

These findings indicate that most respondents possessed sufficient educational preparation and institutional exposure to make informed judgments regarding the institution's strategic directions. Familiarity with institutional policies, academic practices, and organizational culture is likely to develop through continued engagement with the institution, enabling stakeholders to evaluate the clarity, relevance, and implementation of its Vision, Mission, Goals, and Objectives more meaningfully. Previous research similarly suggests that sustained institutional involvement strengthens familiarity with institutional priorities and promotes greater organizational commitment (Escolano, 2021; Joaquin et al., 2023). Consequently, the respondents' educational and institutional backgrounds reinforce the credibility of the perceptions gathered in this study.

Table 4. Academic Program and Field Classification

ACADEMIC PROGRAM CLASSIFICATION		ACADEMIC SPECIALIZATION CLASSIFICATION	
Program	**Percentage**	**Specialization**	**Percentage**
Doctor of Education	1.80%	Arts and Humanities	4.00%
Master of Technician Education	1.30%	Business and Finance	11.60%
Master of Arts in Teaching	3.10%	Mathematics and Science	5.20%
Master of Education	2.20%	Social Sciences	2.40%
Bachelor of Technical Vocational Teacher Education	20.10%	Engineering	6.8%
Bachelor of Industrial Technology	46.90%	Technology	37.50%
Bachelor of Science in Electronics Engineering	3.60%	Others	32.70%
Bachelor of Science in Entrepreneurship	13.40%	**Total**	**100%**
Certificate of Technology	1.30%		
Continuing Professional Education	6.30%		
Total	**100%**		

Table 4 presents the respondents' academic affiliations according to program and field of specialization. The largest proportion of respondents came from the Bachelor of Industrial Technology program (46.90%), followed by the Bachelor of Technical Vocational Teacher Education (20.10%) and the Bachelor of Science in Entrepreneurship (13.40%). In terms of specialization, Technology accounted for the largest share (37.50%), followed by Business and Finance (11.60%),

Engineering (6.80%), Mathematics and Science (5.20%), Arts and Humanities (4.00%), and Social Sciences (2.40%), while the remaining respondents represented other disciplinary fields.

The respondents' academic affiliations closely reflect the institutional character of Marikina Polytechnic College as a state higher education institution with a strong emphasis on technical-vocational education, applied technology, innovation, and workforce development. This alignment indicates that the perceptions gathered in the study were derived from stakeholder groups whose academic and professional experiences are closely connected to the institution's strategic mandate. At the same time, the presence of respondents from multiple disciplines demonstrates that institutional VMGO are understood and evaluated across diverse academic contexts rather than within a single field alone. Such disciplinary diversity underscores the role of institutional strategic directions as shared organizational commitments that transcend individual academic programs and contribute to a unified institutional identity.

Taking together, the respondents represent a diverse, yet institutionally relevant stakeholder population characterized by varied demographic profiles, stakeholder roles, educational backgrounds, institutional experiences, and academic affiliations. This breadth of representation provides a robust context for examining awareness and acceptance of the institutional VMGO, as the findings are informed by perspectives that encompass both the internal operations of the College and its broader relationships with industry, community, and society. Consequently, the respondent composition establishes a strong foundation for interpreting the succeeding analyses and for understanding how institutional strategic directions are perceived across multiple stakeholder groups within a polytechnic higher education setting.

4.2 Stakeholders' Awareness and Acceptance of the Institutional VMGO

Having established the profile of the respondents, the succeeding analysis examines stakeholders' perceptions of the institutional Vision, Mission, Goals, and Objectives (VMGO). Specifically, this section evaluates the extent to which stakeholders are aware of the College's strategic directions and the degree to which these institutional statements are recognized as guiding principles for academic, administrative, research, extension, and community engagement initiatives.

Table 5 presents the stakeholders' level of awareness of the institutional Vision, Mission, Goals, and Objectives (VMGO). The overall weighted mean of 3.34 indicates a high level of stakeholder awareness, suggesting that the College has effectively communicated its strategic directions across its various stakeholder groups. Respondents recognized that the institutional VMGO are clearly articulated, visibly displayed throughout the campus, disseminated through multiple institutional communication platforms, aligned with national and international educational priorities, and reflective of the College's commitment to sustainability, innovation, research, and continuous improvement.

Table 5 Stakeholders' Level of Awareness on College' VMGO

Indicator		Mean	VI
The Vision, Mission, Goals, and Objectives (VMGO) of the college are clearly defined and evident.		3.35	SA
The VMGO has been formulated with input from the different members of the community such as:			
i.	Faculty	3.37	SA
ii.	Students	3.30	SA
iii.	Industry Partners	3.27	SA
iv.	Community Stakeholders	3.28	SA
The VMGO is prominently displayed in strategic locations such as the:			
i.	Campus	3.41	SA
ii.	Surrounding Community	3.27	SA
The VMGO is disseminated through multiple platforms including:			
i.	Bulletin boards		
ii.	Catalogs	3.36	SA
iii.	Manuals	3.28	SA
iv.	Office Manuals	3.32	SA
v.	Mainstream media outlets (TV, radio and newspaper)	3.32 3.12	SA MA
vi.	Online platforms (social media)	3.35	SA
The VMGO is widely communicated to various agencies such as:			
i.	Institutions	3.33	SA
ii.	Industry sectors	3.24	MA
iii.	General Public	3.24	MA
The Vision of the college clearly defines the institution's long-term direction and aspirations.		3.47	SA
The Mission of the college effectively emphasizes cutting-edge application systems to produce skillful graduates and industry experts through:			
i.	SMART Systems	3.39	SA
ii.	Green Application Systems	3.38	SA
The VMGO aligns with national and international education standards, including the United Nations Sustainable Development Goals (SDGs).		3.40	SA
The VMGO explicitly supports environmental sustainability and climate change mitigation efforts.		3.32	SA
The VMGO is well understood and accepted by the following:			
i.	Students	3.29	SA
ii.	Faculty	3.42	SA
iii.	Stakeholders	3.35	SA
The VMGO emphasizes responsiveness to the needs and development of the:			
i.	Students	3.40	SA
ii.	Faculty	3.41	SA
iii.	Staff	3.36	SA
iv.	External Stakeholders	3.34	SA
The VMGO reflects a strong commitment to the following research-driven initiatives:			
i.	Curricula	3.35	SA
ii.	Innovative learning approaches	3.39	SA
iii.	Industry collaboration	3.37	SA
The VMGO includes provisions for continual improvement in the following:			
i.	Academic programs	3.35	SA
ii.	Research	3.34	SA
iii.	Extension Services	3.31	SA
Overall Mean		**3.34**	**SA**

Note: *SA – Strongly Agree; MA – Moderately Agree*

Stakeholders likewise perceived the VMGO as responsive to the needs of students, faculty, staff, industry, and the broader community, indicating that the institution's strategic directions have become widely recognized within both its internal and external environments.

Beyond demonstrating familiarity with institutional statements, these findings suggest that strategic communication has become embedded within the College's governance and quality assurance practices. The consistently high awareness across multiple indicators implies that the VMGO are not merely displayed for compliance purposes but function as reference points that shape stakeholders' understanding of institutional priorities and long-term aspirations. This observation reinforces Strategic Management Theory, which posits that clearly communicated strategic statements facilitate organizational alignment by providing stakeholders with a shared understanding of institutional direction (Bryson, 2018). Likewise, Goal-Setting Theory (Locke & Latham, 1990) explains that clearly articulated organizational goals enhance understanding, commitment, and coordinated action by establishing common expectations among organizational members.

The findings are likewise consistent with previous studies reporting that effective dissemination of institutional VMGO strengthens stakeholder awareness and reinforces organizational commitment (Garcia et al., 2021; Dagdag et al., 2024). However, the present study extends these observations by demonstrating that stakeholder awareness encompasses not only familiarity with the institutional Vision and Mission but also recognition of broader strategic priorities, including sustainability, innovation, research, industry collaboration, and continuous quality improvement.

This suggests that effective institutional communication contributes to developing a shared strategic culture in which stakeholders understand how institutional goals relate to broader educational and societal expectations.

While stakeholder awareness reflects the extent to which institutional strategic directions are understood, awareness alone does not necessarily imply endorsement or commitment. It therefore becomes equally important to determine whether stakeholders perceive these strategic statements as relevant, attainable, and worthy of support.

Table 6 presents stakeholders' level of acceptance of the institutional Vision, Mission, Goals, and Objectives. The overall weighted mean of 3.41 demonstrates that respondents not only recognize the institutional VMGO but also perceive them as meaningful, relevant, and achievable. Stakeholders regarded the College's Vision as understandable and aligned with their aspirations, while the Mission was viewed as responsive to the educational needs of both the academic community and society. Similarly, the Goals and Objectives were perceived as supporting quality education, research, community engagement, innovation, sustainable development, global competitiveness, and the preparation of competent professionals equipped with the knowledge, skills, and values required for the contemporary workforce.

Table 6 Stakeholders' Level of Acceptance on College's VMGO

Indicator		Mean	VI
The Vision of the college is perceived as:			
i.	Understandable	3.43	SA
ii.	Relevant	3.44	SA
iii.	Attainable	3.40	SA
The Vision of the college aligns with the aspirations and expectations of graduates and stakeholders.		3.41	SA
The Mission of the college is accepted as appropriate in addressing the needs of the academic community and society.		3.43	SA
The Mission effectively reflects the commitment of the college to the following:			
i.	Quality education	3.40	SA
ii.	Research	3.36	SA
iii.	Community Service	3.44	SA
The Goals of the programs are accepted as relevant in developing the following:			
i.	Administrators	3.39	SA
ii.	Teachers	3.38	SA
iii.	Trainers	3.36	SA
iv.	Technopreneurs	3.38	SA
The Goals of the programs support the following:			
i.	Sustainable Development	3.41	SA
ii.	Innovation	3.43	SA
iii.	Global Competitiveness	3.43	SA
The Objectives of the programs are accepted as essential in equipping professionals with necessary:			
i.	Information	3.45	SA
ii.	Competencies	3.42	SA
iii.	Values of employment	3.44	SA
The Objectives of the programs are accepted and understood, along with the responsibility of realizing them in one's capacity.		3.43	SA
The Objectives emphasize continuous improvement and responsiveness to stakeholder needs.		3.41	SA
Overall Mean		**3.60**	**SA**

The high level of stakeholder acceptance suggests that the institutional VMGO have progressed beyond statements of organizational intent to become shared institutional commitments. Acceptance reflects stakeholders' confidence that the College's strategic directions are responsive to emerging educational priorities while remaining aligned with its institutional mandate and stakeholder expectations. From the perspective of Stakeholder Theory (Freeman, 1984), such acceptance strengthens organizational legitimacy because stakeholders are more likely to support institutional initiatives when they perceive strategic priorities as relevant, inclusive, and reflective of their collective interests. Likewise, Goal-Setting Theory emphasizes that commitment to organizational goals increases when individuals perceive those goals as meaningful, attainable, and aligned with their own expectations (Locke & Latham, 1990).

These findings corroborate previous studies demonstrating that stakeholder acceptance is strengthened when institutional goals are clearly communicated, inclusive, and responsive to community

needs (Joaquin et al., 2023; Usman & Alim, 2024). More importantly, the present findings indicate that stakeholder acceptance extends beyond agreement with institutional statements; it reflects confidence in the institution's capacity to translate its Vision, Mission, Goals, and Objectives into academic quality, research productivity, community engagement, and workforce development. In this regard, stakeholder acceptance serves as an important indicator of institutional legitimacy and organizational cohesion within higher education.

Thus, the consistently high levels of stakeholder awareness and acceptance suggest that effective strategic communication contributes not only to stakeholders' understanding of the institutional VMGO but also to their willingness to embrace these strategic directions as shared institutional commitments. This reinforces the view that institutional VMGO functions as active governance mechanisms that promote organizational alignment, strengthen stakeholder engagement, and support continuous quality improvement rather than merely fulfilling accreditation requirements. Nevertheless, descriptive findings alone cannot determine whether greater awareness is associated with stronger stakeholder acceptance. Accordingly, the succeeding section examines the relationship between these two constructs.

4.3. Relationship between Stakeholders' Awareness and Acceptance of the Institutional VMGO

To further examine the interaction between the study variables, the relationship between stakeholders' awareness and acceptance of the institutional Vision, Mission, Goals, and Objectives (VMGO) was analyzed using Spearman's rank-order correlation coefficient. Examining this relationship provides empirical evidence on whether stakeholders' familiarity with the institutional VMGO is associated with greater acceptance of the College's strategic direction.

Table 7. Spearman's rho analysis on Stakeholders' Level of Awareness and Level of Acceptance on College's VMGO

Variables *(Level of…)*	**x̃**	**sd**	**Spearman's rho**	**Strength**	**p-value**	**Decision**	**Interpretation**
Awareness	3.34	0.62	0.880	Strong	0.001	Reject Ho	Significant
Acceptance	3.60	0.64					

Note: x̃ – Mean; sd – Standard Deviation; Ho – Null Hypothesis

Although the descriptive findings demonstrated high levels of both stakeholder awareness and acceptance, descriptive statistics alone cannot determine whether these constructs are associated. As shown in Table 7, the analysis revealed a strong positive and statistically significant relationship between stakeholder awareness and stakeholder acceptance ($\rho = .880$, $p = .001$), leading to the rejection of the null hypothesis. This finding indicates that stakeholders who possess greater awareness of the institutional Vision, Mission, Goals, and Objectives are also more likely to demonstrate stronger acceptance of the College's strategic direction.

The magnitude of the relationship suggests that stakeholder awareness functions as an important mechanism through which institutional strategic communication translates into stakeholder support. Awareness extends beyond simple familiarity with the institutional Vision, Mission, Goals, and Objectives; rather, it reflects stakeholders' understanding of the institution's strategic priorities, organizational identity, and long-term aspirations. As stakeholders become more informed about these institutional directions, they are more likely to perceive them as relevant, attainable, and responsive to both institutional and societal needs. This finding reinforces the proposition that effective communication of institutional strategic statements contributes to stronger organizational alignment by fostering a shared understanding of institutional purpose among diverse stakeholder groups.

The findings strongly support the study's theoretical foundations. From the perspective of Strategic Management Theory, the institutional VMGO serves as strategic governance mechanisms that communicate organizational priorities and guide decision-making across the institution. The observed relationship demonstrates that strategic statements become more effective when they are not only formulated but also clearly communicated and understood by stakeholders. Likewise, Stakeholder Theory (Freeman, 1984) explains that organizational legitimacy is strengthened when stakeholders understand and support institutional priorities, thereby promoting greater participation, trust, and shared responsibility in achieving organizational goals. Furthermore, Goal-Setting Theory (Locke & Latham, 1990) posits that clearly articulated organizational goals enhance commitment because individuals are more likely to support objectives they understand and perceive as meaningful. Collectively, these theoretical perspectives explain why increased stakeholder awareness is associated with stronger stakeholder acceptance of the institutional VMGO.

The present findings are likewise consistent with previous empirical investigations. Niala and Pascua (2024) reported that effective dissemination of institutional VMGO strengthens stakeholder awareness and enhances institutional commitment through greater engagement with organizational goals. Similarly, Garcia et al. (2021) emphasized that sustained communication and stakeholder participation reinforce institutional

identity and organizational commitment. More specifically, the findings extend the work of Mande and Diokno (2023), who examined stakeholders' awareness and acceptability of the Vision, Mission, Goals, and Objectives of the Bachelor of Industrial Technology and Graduate School programs at Marikina Polytechnic College. While their study established that stakeholders demonstrated high levels of awareness and acceptability of the institutional VMGO, the present study further demonstrates that these two constructs are strongly and positively associated, providing empirical evidence that greater stakeholder awareness is closely linked with stronger stakeholder acceptance of institutional strategic directions. This relationship offers a deeper understanding of how institutional strategic communication contributes to organizational alignment and stakeholder commitment within a polytechnic higher education context.

Overall, the findings demonstrate that stakeholder awareness and stakeholder acceptance are closely interconnected components of effective institutional governance. The College's efforts to communicate its Vision, Mission, Goals, and Objectives have not only enhanced stakeholders' understanding of its strategic directions but have also strengthened their willingness to embrace these institutional aspirations as shared organizational commitments. These findings underscore the importance of sustaining participatory strategic communication, stakeholder engagement, and continuous dissemination of the institutional VMGO to reinforce organizational alignment, support quality assurance initiatives, and advance the College's aspiration of becoming a Future-Ready Marikina Polytechnic College, United in Purpose.

5. CONCLUSION

This study examined the level of stakeholder awareness and acceptance of the institutional Vision, Mission, Goals, and Objectives (VMGO) of Marikina Polytechnic College and determined the relationship between these two constructs. The findings established that both internal and external stakeholders demonstrated a high level of awareness of the institutional VMGO, with an overall mean of 3.34, interpreted as Strongly Agree. Similarly, stakeholder acceptance obtained an overall mean of 3.41, also interpreted as Strongly Agree. These results indicate that stakeholders generally recognized, understood, and accepted the institution's strategic directions, reflecting the effectiveness of its efforts to communicate and promote its institutional identity, aspirations, and priorities.

Furthermore, the study revealed a strong positive and statistically significant relationship between stakeholder awareness and acceptance, as indicated by Spearman's rank-order correlation coefficient of 0.880 and a reported significance value of 0.001. This finding suggests that stakeholders who demonstrate greater awareness of the institutional VMGO also tend to express stronger acceptance of its strategic directions. Although the correlational design does not establish a causal relationship, the result highlights the importance of sustained communication and meaningful stakeholder engagement in strengthening institutional understanding and support. Awareness, therefore, represents an important aspect of ensuring that the institutional VMGO is not merely communicated as a set of formal statements but is understood and recognized by the individuals and groups who contribute to the institution's development.

The findings also reinforce the relevance of Strategic Management Theory, Stakeholder Theory, and Goal-Setting Theory in understanding institutional alignment in higher education. The results emphasize that clearly articulated and consistently communicated institutional directions can promote shared understanding, stakeholder commitment, and organizational coherence. In this regard, the VMGO serves not only as a statement of institutional identity but also as a strategic reference for decision-making, planning, implementation, performance monitoring, and quality assurance.

For Marikina Polytechnic College, the findings provide empirical support for sustaining and strengthening VMGO dissemination, stakeholder participation, and the integration of institutional priorities into academic, administrative, research, extension, and community engagement activities. For other State Universities and Colleges (SUCs) and higher education institutions, the study offers relevant insights into the importance of assessing stakeholder awareness and acceptance as part of institutional governance and continuous quality improvement. Ultimately, strengthening stakeholder understanding and acceptance of the institutional VMGO can contribute to a more participatory, aligned, and purpose-driven academic community, supporting the institution's pursuit of its vision and long-term strategic aspirations.

6. RECOMMENDATIONS

Based on the findings, Marikina Polytechnic College and other higher education institutions are encouraged to sustain and expand their VMGO communication strategies through consistent dissemination across institutional websites, social media platforms, publications, campus displays, and other communication channels, ensuring that stakeholders understand not only the institutional statements but also their relevance to organizational priorities and individual responsibilities. Meaningful stakeholder participation should likewise be strengthened by involving students, faculty, administrators, non-teaching personnel, alumni, parents, industry partners, and community representatives in VMGO-related consultations, strategic planning, and institutional assessment activities. Furthermore, the institutional VMGO should be more deeply integrated into academic and administrative processes, including curriculum development, instruction, research, extension services, student development, and institutional

performance monitoring, to translate strategic directions into concrete institutional practices. Regular induction and orientation programs should also be conducted for newly admitted students, newly hired personnel, and other stakeholders to reinforce their understanding of the institutional VMGO and their respective roles in achieving its objectives. Periodic assessments of stakeholder awareness and acceptance should be institutionalized to provide evidence for strategic planning, accreditation, quality assurance, and continuous improvement. Institutions should also encourage research, innovation, extension projects, and other initiatives anchored in their VMGO principles, while strengthening partnerships with government agencies, industries, alumni, community organizations, and other educational institutions to promote external stakeholder alignment and shared institutional priorities. Finally, future research may extend this investigation to multiple public and private higher education institutions using probability sampling, comparative, or longitudinal approaches, and examine additional factors such as institutional culture, leadership practices, communication effectiveness, and stakeholder participation to provide a broader understanding of VMGO awareness, acceptance, and institutional alignment.

7. DECLARATION

(a) Conflict of interest. The authors declare no conflict of interest. (b) Generative AI and AI-assisted technologies in the writing process. In line with recommendations on the transparent use of artificial intelligence (AI) in research (Crawford et al., 2023), no AI tools were used in data collection, analysis, interpretation, or statistical procedures. AI-assisted tools were used solely to support grammar, language refinement, APA 7th edition reference formatting, and improvement of manuscript clarity. All research design, analyses, interpretations, and conclusions are the original intellectual work of the researchers. (c) Data availability statement. The data supporting the findings of this study are available from the corresponding author upon reasonable request. (d) Ethics statement. This study was conducted in accordance with the ethical principles for research involving human participants outlined by Purvis and Crawford (2024). Institutional approval was obtained from the Office of the President through the Research Office of Marikina Polytechnic College prior to data collection. Participation was voluntary, informed consent was obtained from all respondents, and confidentiality and anonymity were maintained throughout the study. All data were reported in aggregate form to protect participants' privacy. (e) Funding. This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors. The study was institutionally supported by Marikina Polytechnic College through the provision of administrative and logistical assistance necessary for the conduct of the research. (f) Contributor Role Taxonomy (CRediT): Roxas, DJB: Conceptualization, Writing – Original Draft, Methodology, Formal Analysis, Visualization, Writing – Review and Editing; Caldito, KP: Data Curation, Project Administration, Writing – Review and Editing, Validation; Dela Paz, EB: Investigation (Literature Review), Writing – Review and Editing, Validation; Saladaga, MDC: Investigation (Literature Review), Writing – Review and Editing, Validation; Goño MGP: Writing – Review and Editing, Validation.

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