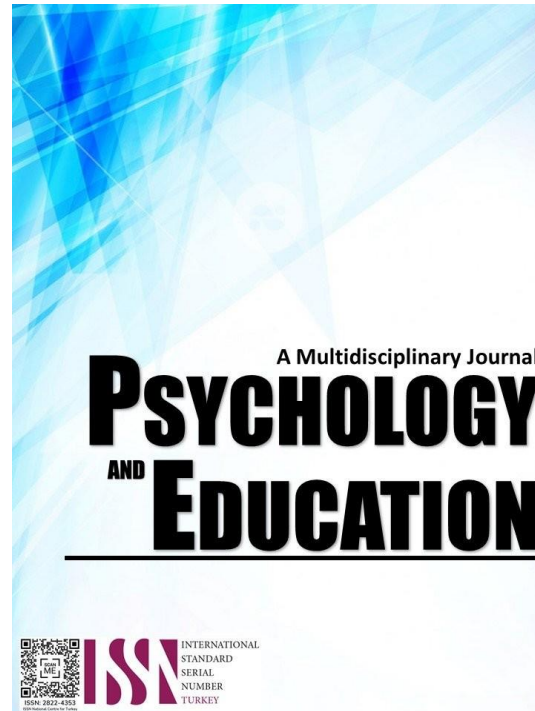


AWARENESS AND ENGAGEMENT OF SENIOR HIGH SCHOOL STUDENTS WITH THE VISION, MISSION, AND GOALS OF A PRIVATE CATHOLIC SCHOOL IN DAVAO CITY



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 38

Issue 9

Pages: 991-1009

Document ID: 2025PEMJ3719

DOI: 10.70838/pemj.380903

Manuscript Accepted: 04-25-2025

Awareness and Engagement of Senior High School Students with the Vision, Mission, and Goals of a Private Catholic School in Davao City

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Abstract

This study explores the awareness and engagement of senior high school students with the Vision, Mission, and Goals (VMG) of a private Catholic school in Davao City, examining how these elements impact academic motivation and student involvement. Using a descriptive-correlational research design, the study surveys 136 students through a structured questionnaire to evaluate their familiarity with and application of the institution's VMG. The results indicate that students generally possess a high level of awareness of the VMG, facilitated by substantial exposure through school activities and communications. However, their understanding remains limited, as many students are unable to fully articulate the principles in their own words. Although students demonstrate a high degree of alignment with the VMG in terms of personal values, the consistent application of these principles in daily life is less evident. Additionally, the study finds no significant differences in awareness or engagement based on gender, grade level, or academic strand, suggesting that current dissemination strategies effectively reach a broad student population. The analysis reveals a moderate positive correlation between awareness and engagement, underscoring that while awareness serves as a foundation for engagement, it alone is insufficient to drive meaningful participation. The study concludes that to enhance student engagement, the integration of VMG into both academic and extracurricular activities should be strengthened, with a focus on interactive and reflective methods. These findings contribute to the ongoing discourse on values-based education, offering practical recommendations for improving the internalization and application of institutional values in students' academic and personal development.

Keywords: *VMG awareness, VMG engagement, senior high school, private catholic school, descriptive correlational study*

Introduction

A school's Vision, Mission, and Goals (VMG) are foundational to its institutional identity, shaping its values, culture, and strategic direction. These guiding statements are a compass for decision-making and behavior, ensuring that students, faculty, and stakeholders align with the institution's educational purpose (Cruz et al., 2022). The vision and mission statements offer inspiration and long-term aspirations, while goals translate these ideals into actionable, measurable targets that define the institution's roadmap to success.

At St. Peter's College of Toril, Inc., the VMG plays a pivotal role in cultivating academic excellence, character formation, and holistic student development. As a Catholic institution, it is committed to embedding these values into its learners' academic and co-curricular experiences. However, a persistent challenge remains: How effectively do students understand, internalize, and engage with these guiding principles?

For this study, awareness refers to the extent to which students are familiar with and comprehend the content and intent of the institution's VMG. On the other hand, engagement involves students' active participation and application of these values in their academic, behavioral, and social practices—demonstrated through decision-making, classroom conduct, and involvement in school activities.

According to Vergara-Burgos (2024), students aligned with their institution's VMG exhibit stronger academic motivation, a heightened sense of belonging, and greater commitment to school life. However, the degree to which students at St. Peter's College of Toril, Inc. genuinely integrate these principles into their lived experiences remains insufficiently explored. Addressing this knowledge gap is vital to inform institutional strategies that foster meaningful connections between students and the school's core values.

This study, therefore, seeks to examine the level of awareness and engagement of senior high school students with the institution's VMG and explore how this relationship influences their academic motivation and participation. Specifically, it aims to understand how students interpret and apply these principles in their daily academic and co-curricular activities.

Studies have shown that internalizing an institution's mission and values can significantly enhance student performance and institutional loyalty. Saroyan and Trigwell (2015) found that students who engage deeply with their school's ethos are more likely to demonstrate resilience, purpose, and academic success. Similarly, Taja-on et al. (2024) noted that meaningful integration of the VMG into students' routines fosters the development of responsible, values-driven learners.

Lin et al. (2018) emphasize that an institution's communicated VMG shapes organizational culture and promotes a sense of purpose and direction among learners. When students perceive the VMG as tangible and personally relevant, they are more inclined to participate in institutional life with intention and commitment (Eshed, 2024). Thus, a VMG that is effectively internalized can become

a living framework that guides academic and social behavior.

Internationally, the role of VMG in strategic education planning has been widely recognized. According to Berbegal-Mirabent et al. (2019), a well-crafted mission statement articulates institutional identity and priorities, serving as a key tool in student development and community building. Cortés et al. (2022) argue that the strategic embedding of VMG in higher education curricula supports knowledge management and values-driven education.

In the Philippine context, alignment with an institution's VMG supports the broader goals of national development and education reform. Usman and Alim (2024) highlight the importance of integrating institutional values into student development programs to promote ethical leadership, innovation, and social responsibility. The Commission on Higher Education (CHED) likewise encourages embedding VMG into student experience, recognizing its role in producing graduates with values essential to nation-building.

Local studies echo these findings. For example, Domingo et al. (2025) found that students at Misamis University demonstrated a clear understanding and practical application of their institution's philosophy and VMG. Similar results were reported by Tan and Borres (2020) at Central Mindanao University, where students and faculty viewed the VMG as coherent and well-integrated into an outcomes-based education framework. Cunanan and Heretape (2023) also highlighted the role of consistent dissemination efforts—such as orientations and curriculum integration—in promoting VMG engagement among education students at the Philippine College Foundation. Furthermore, Cubero and Villocino (2023) established a link between VMG awareness, academic motivation, and a favorable school climate at the University of Mindanao.

Despite these promising insights, there remains a noticeable lack of focused research on senior high school students in Catholic educational settings, particularly within the context of St. Peter's College of Toril, Inc. This study addresses this gap by exploring the interplay between students' VMG awareness, engagement level, and academic motivation. Doing so informs institutional policy and programming and contributes to the discourse on the role of values-based education in shaping student outcomes.

Research Questions

This study investigates the awareness and engagement of senior high school students with the vision, mission, and goals of Private Catholic School in Davao City. Specifically, the study sought to answer the following questions:

1. What is the demographic profile of the senior high school students of a Private Catholic School? In terms of:
 - 1.1. Gender
 - 1.2. Grade Level
 - 1.3. Strand
2. What is the level of students' awareness of the Vision, Mission, and Goals of a Private Catholic School? Specifically, in terms of:
 - 2.1. Familiarity with the Core Principles of VMG
 - 2.2. Knowledge of the Content of the VMG
 - 2.3. Source Awareness
3. What is the level of engagement of students to the Vision, Mission, and Goals of a Private Catholic School? Specifically in terms of:
 - 3.1. Alignment with Personal Values
 - 3.2. Willingness to Promote
 - 3.3. Practice of VMG
4. Is there a significant difference of the level of senior high school students' awareness of the VMG of a Catholic Private School, when analyzed by gender, grade level, and strand?
5. Is there a significant difference of the level of senior high school students' engagement of the VMG of a Private Catholic School, when analyzed by gender, grade level, and strand?
6. Is there a significant relationship between students' awareness and engagement of a Private Catholic School's vision, mission, and goals?

Literature Review

Awareness of VMG

Awareness of an institution's Vision, Mission, and Goals (VMG) is crucial for aligning the actions of students, faculty, and staff with the institution's core values and strategic direction. This awareness is promoted through deliberate communication strategies such as integrating VMG into academic materials, official publications, and digital platforms. Studies have demonstrated that institutions with effective dissemination practices, such as those seen at Guimaras State College (Laguador, 2019), where VMG was prominently displayed in classrooms and around campus, experience higher levels of stakeholder awareness. Similarly, Martinez and Reyes (2020) observed that well-disseminated VMG statements correlate with increased stakeholder commitment and productivity, underscoring the importance of accessibility and visibility in promoting awareness.

Beyond mere awareness, engagement with the VMG is essential as it reflects how deeply stakeholders internalize and actively participate in achieving the institution's mission. Research by Santos and Villanueva (2021) revealed a strong connection between awareness and engagement at a state university in Central Visayas, where effective dissemination led to greater institutional involvement. This suggests that continuous exposure to the VMG enhances students' connection to their institution, boosting their academic motivation and participation. For a private Catholic school in Davao City, these insights underline the need for faith-driven VMG promotion, particularly in strengthening student engagement through school activities and reflective discussions. This study will explore how students' familiarity with the school's VMG influences their involvement in academic and extracurricular programs, fostering a more mission-oriented educational environment.

Familiarity with the core principles of VMG

Familiarity with an institution's Vision, Mission, and Goals (VMG) is crucial in aligning stakeholders and reinforcing institutional identity. The vision statement outlines long-term aspirations, while the mission statement defines the institution's present purpose and core commitments (Brereton, 2020). For students, understanding these principles shapes their attitudes, influencing their academic experience, sense of belonging, and overall engagement. Research by Dobrinic and Fabac (2021) indicates that students more aware of their institution's VMG report higher levels of academic satisfaction, highlighting that familiarity with VMG contributes to a more meaningful and purpose-driven educational experience.

To ensure students internalize VMG principles, institutions must prioritize strategic communication and engagement. Studies emphasize that effective dissemination through orientation programs, workshops, and integration into academic and extracurricular activities enhances students' familiarity with institutional values (Lewis, 2023). Schools that incorporate VMG discussions into classroom activities, student leadership programs, and digital platforms provide multiple touchpoints for engagement, increasing the likelihood that students will internalize and apply these principles. However, further research is needed to assess the depth of students' awareness and engagement with VMG, particularly in specific educational contexts. This study aims to bridge that gap by examining how senior high school students in a private Catholic school in Davao City perceive and engage with their institution's VMG, ultimately providing recommendations for enhancing VMG integration in student life and fostering alignment between students' academic experiences and the school's mission.

Knowledge of the Content of the VMG

An institution's identity, direction, and purpose are fundamentally defined by its Vision, Mission, Objectives, and Goals (VMG), which serve as the foundation for its aspirations and operations (Pelicano & Lacaba, 2016). To achieve these aspirations, the VMG must be effectively communicated and widely understood by key stakeholders, particularly students and faculty (Garcia et al., 2021). The integration of these principles into academic and professional development shapes students' values, emphasizing excellence, professionalism, and ethical responsibility. Clemente & Clemente (2022) note that the VMG framework guides systematic planning, execution, monitoring, and feedback, ensuring that institutional efforts align with long-term goals and stakeholder needs. When VMG is embedded into institutional culture, it fosters a sense of purpose and direction, enhancing commitment among students and faculty.

For VMG to be meaningful, it must be clearly articulated, disseminated, and fully understood by the entire academic community, including secondary education institutions (Dela Cruz et al., 2022). Estrada (2018) emphasizes that the greater the acceptance of VMG principles, the more likely it is that students and faculty will contribute meaningfully to institutional goals. Achieving the university's objectives requires broad awareness and engagement with its VMG and degree programs, highlighting the need for comprehensive communication strategies (Garcia et al., 2021; Dela Cruz et al., 2022). Effective dissemination through strategic communication channels—such as classroom discussions, institutional campaigns, and digital platforms—plays a crucial role in reinforcing students' familiarity with the VMG. As Cahapin et al. (2022) suggest, diverse and innovative strategies for engagement, including participatory discussions and student-led initiatives, deepen students' connection to institutional values, ensuring that VMG principles are not only understood but actively applied in academic and extracurricular contexts, driving long-term institutional success.

Source Awareness

Source awareness is vital in helping students accurately understand and internalize their school's Vision, Mission, and Goals (VMG). It involves the ability to identify, analyze, and evaluate the origins and credibility of information that communicates these guiding principles, shaping how students connect with the institution's core purpose (Simbulan & Taja-On, 2021). When students develop strong awareness of their school's VMG, they are more likely to align their academic and personal goals with institutional values, fostering a deeper sense of belonging and commitment to their educational journey. This heightened awareness not only enhances individual motivation but also promotes a cohesive, purpose-driven school culture, where students actively contribute to shared goals. Institutions that prioritize source awareness create an environment in which students critically engage with institutional values, ensuring these principles are not merely acknowledged but deeply internalized (Dagdag et al., 2023).

Maintaining students' awareness and engagement with VMG requires a strategic and inclusive approach involving multiple stakeholders. Effective engagement fosters meaningful interactions between educators, students, families, and community members, ensuring that VMG remains integral to the educational experience (Escolano, 2021). Collaborative initiatives such as orientation programs, leadership training, and institutional campaigns reinforce students' understanding of their school's core values, making these

principles more tangible and applicable to their growth. By integrating VMG into both curricular and co-curricular activities, institutions can create authentic learning experiences where students not only learn about but also apply these principles in real-world contexts. This alignment strengthens institutional culture, fosters shared responsibility, and ultimately ensures that VMG principles continue to influence students' decision-making, academic pursuits, and character development, fostering long-term success and a legacy of excellence, service, and lifelong learning.

Engagement with the VMG

Engagement with an institution's Vision, Mission, and Goals (VMG) is a crucial factor in student development, influencing their participation in academic and extracurricular activities, commitment to institutional values, and overall educational experience. A study by Cunanan and Heretape (2023) at the Philippine College Foundation's School of Education found that students who were well-informed about and actively engaged in their school's VMG demonstrated a strong connection between institutional goals and their academic behaviors. This alignment fosters a sense of belonging and motivation, encouraging active participation in both academic and school activities. However, challenges such as resistance to change and lack of stakeholder involvement can undermine the effective implementation of VMG, leading to disengagement and minimal participation (Geek Mode Editorial, 2025). Therefore, fostering an inclusive educational environment where students are involved in the development and implementation of VMG is essential for creating a dynamic and supportive school culture.

For an institution's VMG to be effectively realized, internal stakeholders, administrators, students, and non-teaching staff—must align with and support these guiding principles. Bolman and Deal (2017) emphasize that when stakeholders embrace the VMG, they contribute to a positive work environment, increased commitment, and improved institutional performance. Gravina et al. (2019) further highlights that administrators and students who actively recognize and support institutional values help shape and sustain the university's culture. Their involvement in creating, applying, and evaluating these principles ensures that VMG remains relevant and deeply embedded in institutional practices. While awareness refers to familiarity with the VMG, engagement requires students to internalize and apply these values in their academic and personal endeavors (Tubang-Delgado, 2022). Ultimately, awareness ensures understanding, while engagement fosters dedication and alignment, both of which are essential in achieving an institution's long-term aspirations.

Alignment with Personal Values

Effectively engaging students with an institution's Vision, Mission, and Goals (VMG) requires aligning these guiding principles with students' personal values, which significantly influence their learning styles, behaviors, and decision-making processes. Since personal values shape students' motivations and choices, educators can strategically connect the VMG to these values to create a sense of purpose and relevance. Activities such as reflective discussions and goal-setting exercises help students link their personal values—such as responsibility, collaboration, or self-improvement—with the broader mission of the school. When students perceive alignment between the VMG and their own ideals, they are more likely to internalize these principles and actively contribute to achieving institutional goals.

Research has shown that personal values profoundly influence major life choices, including career paths, religious beliefs, social interactions, and self-identity (Sagiv et al., 2017). These values serve as guiding principles, shaping individuals' motivations and aspirations, and are integral to shaping academic achievement. Personal value systems act as enduring frameworks that individuals use to assess what is beneficial or harmful to themselves and others, playing a critical role in fostering ethical responsibility in academic and social settings. External factors such as education, societal expectations, and institutional culture also influence the development of these values (Branson et al., 2015). By fostering an environment where students see the relevance of the VMG to their personal growth and aspirations, institutions can cultivate a purpose-driven community committed to shared goals, reinforcing values as key determinants of effective organizational culture and institutional management (Mashlah, 2015).

Practice of VMG

Educational institutions in Mindanao actively promote student engagement by incorporating their Vision, Mission, and Goals (VMG) into both academic and extracurricular activities. Research shows that a well-defined VMG framework influences student behaviors, skills, and knowledge, contributing to the development of globally competitive graduates (Dela Cruz, 2021). In Davao City, professional learning community (PLC) practices—such as shared leadership and collaborative learning—have proven to enhance student involvement, with educators and administrators playing a pivotal role in reinforcing institutional values (Santos & Ramirez, 2022).

At institutions like the University of Science and Technology of Southern Philippines (USTP), VMG seminar workshops are used to strengthen alignment with strategic goals, underscoring the importance of continuous engagement with institutional values (USTP, 2023). These efforts demonstrate that student awareness of VMG requires more than passive recognition; it necessitates structured activities that promote deeper integration and practical application in students' academic and personal growth. This study, which examined senior high school students' awareness and engagement with the VMG at a private Catholic school in Davao City, found that institutional strategies must go beyond mere dissemination. Interactive learning experiences, teacher-led initiatives, and structured assessments are essential in ensuring students internalize and embody the school's core values, ultimately boosting their motivation,

engagement, and alignment with the institution's mission.

Willingness to Promote

Stakeholders are more willing to positively represent and promote an institution when its Mission, Vision, and Goals (VMG) are effectively communicated, fostering a sense of ownership and alignment (Stukalina, 2019). When students internalize these institutional values, they naturally become advocates, promoting the school's identity through their actions and interactions. This aligns with the findings of Ismail et al. (2022), which highlight that a well-communicated and student-centered mission statement significantly enhances students' willingness to promote their university.

Given this, institutions must actively engage students with their VMG through structured exposure, discussions, and integration into academic and extracurricular activities. Beyond passive recognition, fostering a strong institutional identity among students not only strengthens their connection to the school but also enhances its reputation through organic advocacy.

Awareness and Engagement of Students on the VMG in Catholic Schools

Catholic schools are founded on a mission that integrates faith, academic excellence, and service, with the Vision, Mission, and Goals (VMG) serving as the guiding principles for institutional life. These elements define the school's educational objectives and its commitment to holistic formation. As Davis and Franchi (2021) emphasize, Catholic education seeks to develop individuals intellectually, morally, and spiritually, grounded in the mission of the Church. Consequently, the VMG are designed to shape both the institutional culture and student identity. In this context, raising student awareness of the VMG is crucial for fostering alignment between institutional values and student development.

Several studies highlight that student awareness of the VMG in Catholic institutions plays a significant role in aligning students with the school's core values and behaviors. Domingo et al. (2025) found that consistent exposure to and education about the school's VMG leads students to internalize and reflect these values in their actions. Catholic schools often promote VMG awareness through orientations, religious instruction, and co-curricular activities. However, as Joaquin et al. (2023) note, without sustained and meaningful integration, VMG awareness risks remaining superficial and failing to resonate with students' personal and academic experiences. Active engagement with the VMG—through liturgical participation, community outreach, and student-led initiatives—further enhances the relevance and application of these values in daily school life. Libh et al. (2025) highlight that students who engage with the VMG are more likely to exhibit a strong sense of belonging and purpose. Lague et al. (2025) further emphasize the importance of promoting student voice and participatory practices to deepen engagement. As senior high school students mature, they seek authenticity and relevance in institutional values, and Catholic schools must continually ensure that the VMG are not merely institutional statements but lived realities that shape student growth and identity.

Synthesis of the Literature Reviewed

The Vision, Mission, and Goals (VMG) of a Catholic school serve as its guiding principles, shaping students' academic, moral, and spiritual development. Awareness of the VMG fosters a sense of purpose, institutional commitment, and alignment with the school's values. At the same time, engagement reflects students' active participation in academic, co-curricular, and faith-based activities. Schools reinforce VMG awareness through curriculum integration, orientation programs, mentorship, and leadership training. When students internalize and engage with these principles, they demonstrate higher motivation, service-oriented behaviors, and community involvement. This study examines the awareness and engagement of senior high school students with the VMG of a private Catholic school in Davao City to assess its impact and identify ways to strengthen student participation.

Methodology

Research Design

This study employed quantitative research design, specifically a descriptive-correlational approach. The descriptive design was utilized to examine individuals, events, or conditions in their natural state (Siedlecki, 2020), while the correlational design was applied to measure two or more variables and determine the extent of their relationship (Seeram, 2019). In this context, the descriptive method was used to assess the awareness and engagement of senior high school students with the Vision, Mission, and Goals (VMG) of a private Catholic school, providing insights into their familiarity with the institution's core principles. Meanwhile, the correlational design aimed to explore the relationship between the first independent variable, students' awareness of the VMG, and the dependent variable, their level of engagement with it.

Respondents

This study was conducted at a private Catholic school in Davao City, which holds a Level II accreditation from the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU). The researchers selected this institution as the study site, focusing specifically on senior high school students, due to its accessibility and the convenience of data collection. Since both the researchers and participants were part of the same school community, this setting facilitated efficient data gathering and contributed to the timely completion of the study.

This study utilized stratified sampling; a probability sampling method commonly employed in survey research (Parsons, 2017). From a total population of 193 senior high school students, 70% were selected, resulting in a final sample size of 136. Once the sample size was determined, the target population was divided into strata, ensuring that elements within each stratum shared relevant characteristics for the study. Specifically, from Grade 11, a total of 71 students were chosen, while 65 students were selected from Grade 12. Grade 11 was further subdivided into two sections: 37 students were chosen from Section A, and 34 from Section B. Similarly, the Grade 12 sample was divided into two sections: 30 students were selected from Section C, and 35 from Section D. This sampling approach ensured adequate representation across both grade levels and sections, facilitating more accurate data collection and analysis to effectively address the research questions.

Instrument

In conducting this study, the researchers employed a researcher-constructed instrument to assess students' awareness of and engagement with the institution's Vision, Mission, and Goals (VMG). The instrument consisted of two primary components: (1) an introductory letter that informed respondents about the study, assured the confidentiality of their identities, and emphasized voluntary participation, and (2) a structured questionnaire that measured various dimensions of VMG awareness and engagement. To collect data, the questionnaire utilized a Likert scale with the following response options: 5 – Strongly Agree, 4 – Moderately Agree, 3 – Agree, 2 – Moderately Disagree, and 1 – Strongly Disagree. After its development, the instrument underwent a rigorous content validation process conducted by an identified panel of experts. It was then subjected to pilot testing and a reliability assessment using Cronbach's Alpha. The reliability analysis yielded the following results: Familiarity with the Core Principles of VMG (.821), Knowledge of the Content of VMG (.903), Source Awareness (.854), Alignment with Personal Values (.790), Willingness to Promote VMG (.905), and Practice of VMG (.898). The overall reliability coefficient of the instrument was .958, indicating a high level of internal consistency and reliability.

Procedure

The researchers followed several procedures to gather data for this study. First, the researchers obtained permission from the school administrator to gather this study entitled "The Awareness and Engagement of Senior High School Students with the Vision, Mission, and Goals of Saint Peter's College of Toril, Inc." Afterward, the researchers gathered data from the registrar about the total Senior High School student population for this study participants. Once the permission was granted and the gathered data was done, they distributed a survey questionnaire to the respondents to collect data. The researchers ensured that they would be present during the process and would provide guidance to the respondents in answering the survey questionnaires. After collecting the data, the researchers tabulated the results, organizing and analyzing them. Once the researchers tabulated and analyzed the data, they would present the results using tables, aiming for clarity and transparency. For the final part of the study, they generated a conclusion and recommendations regarding the existing problem, creating a well-structured explanation while following academic standards to ensure the study's credibility, contributing to the existing body of knowledge.

Data Analysis

For statement of the Problems 2 and 3, the study utilized Mean Score and Standard Deviation to provide insights into the central tendency and variability of the data (Andrade, 2020). To determine significant differences across demographic groups, T-tests and Analysis of Variance (ANOVA) were employed. These tests assessed whether there were significant differences in the variables of interest based on demographic factors such as age, gender, or education level, helping to address Problem Statements 4 and 5 as well as Hypothesis 1.

Finally, the Pearson Product Moment Correlation Coefficient was used to measure the strength and direction of the relationship between two continuous variables (Obilor & Amadi, 2018). Additionally, Linear Regression was applied to address Problem 4 and Hypothesis 1. This technique quantifies the relationship between a dependent variable and one or more independent variables, enabling predictions about the dependent variable based on the independent variables (Kumari & Yadav, 2018). These tools were instrumental in answering Problem Statement 6 and Hypothesis 2.

Ethical Considerations

Ethical considerations in research establish principles for carrying out professional investigations. It also educates and governs researchers to ensure adherence to a strict ethical code during their research activities (Hasan et al., 2021). Furthermore, this study engaged Senior High School students to examine the level of awareness and acceptance of the Vision, Mission, and Goals of St. Peter's College of Toril, Inc. Students gave their consent to participate in this study, and they have the right to decline without any adverse effects.

The researchers chose participants using a method called stratified random sampling and ensured openness during the study, including following rules to manage any potential conflicts of interest. Researchers at St. Peter's College of Toril, Inc., were supported by their faculty mentors and advisors. They accessed relevant resources and facilities while honoring local traditions and engaging with the community. The process of data collection adhered to recognized academic standards, which included securing necessary approvals, distributing and gathering questionnaires, organizing the data, and composing the final report.

Results and Discussion

This section presents the results and discusses the data gathered after the study was conducted. This includes the interpretation of the data and the implication of the findings of the study. The deliberations presented in this section are aligned with the statement of the problem cited in the previous chapters of this study.

The Level of Students in Awareness of the VMG

The results below show the level of awareness of the vision, mission, and goals as measured across various indicators.

Familiarity with the Core Principles of VMG

Table 1 shows the level of awareness of the vision, mission, and goals of senior high school students in terms of Familiarity with the Core Principles of VMG. This indicator received an overall mean score rating equivalent to 4.03. This numerical analysis is equivalent to a High descriptive level rating.

Table 1. *Familiarity with the Core Principles of VMG*

| <i>Statements</i> | <i>Mean</i> | <i>SD</i> | <i>Descriptive Level</i> |
|---|-------------|-----------|--------------------------|
| I am familiar with the core principles of my school's vision, mission, and goals. | 4.18 | 0.90 | High |
| I can summarize the key message of my school's VMG in my own words. | 3.72 | 0.97 | High |
| I had encountered discussions about activities that reinforce the principles of the school's VMG. | 3.98 | 0.89 | High |
| I had read or heard discussions about my school's VMG during orientation, classes, morning assemblies, or programs. | 4.21 | 0.83 | High |
| I am familiar with the specific values emphasized in my school's VMG. | 4.08 | 0.90 | High |
| Overall Mean | 4.03 | 0.90 | High |

The findings indicate that Saint Peter's College of Toril, Inc. has effectively communicated its Vision, Mission, and Goals (VMG) through various institutional activities, with the highest mean score ($M = 4.21$, $SD = 0.83$) reflecting significant student exposure to VMG discussions. Key communication channels such as orientations, classroom instruction, and school-wide programs have contributed to this exposure, and the low standard deviation suggests a consistent student experience. These results align with Garcia et al. (2021) and Dela Cruz et al. (2022), who emphasize the importance of diverse communication strategies, including classroom discussions and digital platforms, in reinforcing familiarity with institutional values. Additionally, Clemente and Clemente (2022) argue that institutions that integrate VMG into the learning environment, rather than merely displaying them, cultivate greater student awareness and institutional commitment. From the perspective of Stakeholder Theory (Freeman, 1984), these efforts reflect the institution's proactive engagement with key stakeholders to align institutional goals with their needs and expectations.

However, despite high levels of exposure, students showed a weaker ability to summarize the VMG in their own words, as indicated by the lowest mean score ($M = 3.72$, $SD = 0.97$). This suggests that recognition does not always equate to deep comprehension. Smith and Brown (2020) argue that exposure alone is insufficient for meaningful internalization, while Estrada (2018) found that participation in reflection exercises and real-world applications enhances alignment with institutional goals. Similarly, Santos and Villanueva (2021) emphasize that effective VMG dissemination must go beyond simple information-sharing, with engagement fostering deeper academic motivation and institutional commitment. The higher standard deviation indicates variability in students' understanding, suggesting that some require more immersive learning experiences to connect with the institution's core values. In line with Stakeholder Theory, institutions must prioritize meaningful participation over passive communication strategies.

These findings suggest that while current awareness-building initiatives are effective, enhancing student engagement is crucial for fostering deeper understanding and long-term retention of the VMG. Schools may consider implementing student-led discussions, leadership training, and reflective exercises to reinforce the relevance of the VMG in students' academic and personal development (Dobrinic & Fabac, 2021). Escolano (2021) highlights the value of collaborative efforts, such as institutional campaigns and participatory governance, to make VMG principles more tangible and actionable. By shifting from passive exposure to active involvement, the institution can empower students to internalize and articulate its core principles, ultimately strengthening their commitment to its mission.

Knowledge of the Content of the VMG

Table 2. *Knowledge of the Content of the VMG*

| <i>Statements</i> | <i>Mean</i> | <i>SD</i> | <i>Descriptive Level</i> |
|--|-------------|-----------|--------------------------|
| I know the exact wording or key phrases of my school's Vision, Mission, and Goals. | 3.85 | 1.04 | High |
| I can explain the different contents of my school's VMG. | 3.55 | 0.99 | High |
| I had studied the meaning and significance of my school's VMG. | 3.49 | 1.04 | High |
| I am confident that I could explain my school's VMG to a new student or visitor. | 3.51 | 1.06 | High |
| I understand how my school's VMG serves as a guide for daily operations and academic programs. | 3.93 | 0.94 | High |
| Overall Mean | 3.67 | 1.01 | High |

Table 2 shows the level of awareness of the vision, mission, and goals of senior high school students in terms of Knowledge of the Content of the VMG. This indicator received an overall mean score rating equivalent to 3.67. This numerical analysis is equivalent to a High descriptive level rating.

The results show that students at Saint Peter's College of Toril, Inc. demonstrate strong awareness of how the school's Vision, Mission, and Goals (VMG) guide academic and operational practices, as reflected in the high mean score ($M = 3.93$, $SD = 0.94$). This suggests that the institution has effectively integrated the VMG into its educational framework, making it both visible and relevant in students' experiences. The low standard deviation further indicates consistency in student understanding across the population, supporting the work of Pelicano and Lacaba (2016), who emphasize that a well-communicated VMG fosters institutional alignment and engagement. Similarly, Garcia et al. (2021) assert that embedding VMG principles into various school activities cultivates stronger student commitment. From a Stakeholder Theory perspective (Freeman, 1984), these efforts reflect the institution's responsiveness to its key stakeholders—students, faculty, and staff—by ensuring that institutional goals resonate with the academic experiences and aspirations of the student body.

However, the study also revealed areas for improvement. The lowest-rated statement, "I had studied the meaning and significance of my school's VMG" ($M = 3.49$, $SD = 1.04$), suggests that while students recognize the VMG, their deeper understanding of its significance is limited. Additionally, students' confidence in articulating the VMG ($M = 3.51$, $SD = 1.06$) remains low, indicating challenges in expressing its deeper meaning despite awareness. These findings align with Dobrinic and Fabac (2021), who argue that mere familiarity does not guarantee profound understanding, and Santos and Villanueva (2021), who suggest that critical discussions and reflective activities enhance internalization.

Source Awareness

Table 3. *Source Awareness*

| <i>Statements</i> | <i>Mean</i> | <i>SD</i> | <i>Descriptive Level</i> |
|--|-------------|-----------|--------------------------|
| I am aware of where to find official information about my school's Vision, Mission, and Goals | 4.14 | 0.90 | High |
| I have seen my school's VMG displayed in campus locations (e.g., posters, bulletin boards, hallways, or classrooms). | 4.35 | 0.85 | High |
| I have read the VMG in official school documents such as handbooks, manuals, and brochures. | 4.30 | 0.82 | High |
| I had accessed the school's VMG through online platforms such as social media pages or student portals. | 3.82 | 1.10 | High |
| I am confident that I can guide a fellow student to reliable sources where they can find the school's VMG. | 3.90 | 1.08 | High |
| Overall Mean | 4.10 | 0.95 | High |

Table 3 shows the level of awareness of the vision, mission, and goals of senior high school students in terms of Source Awareness. This indicator received an overall mean score rating equivalent to 4.10. This numerical analysis is equivalent to a High descriptive level rating.

The findings reveal strong awareness among senior high school students of their school's Vision, Mission, and Goals (VMG), reflecting the institution's alignment with Stakeholder Theory (Freeman, 1984), which stresses the importance of addressing the interests of all relevant stakeholders for sustainable success. The highest-rated statement, "I have seen my school's VMG displayed in campus locations" ($M = 4.35$, $SD = 0.85$), indicates the effective use of visible materials such as posters and bulletin boards to communicate core values. This finding aligns with Laguador (2019), who highlights that strategic placement of VMG statements enhances student awareness and institutional alignment. High ratings for reading the VMG in official documents ($M = 4.30$, $SD = 0.82$) and knowing where to access official information ($M = 4.14$, $SD = 0.90$) further suggest the availability of multiple reliable sources. Martinez and Reyes (2020) also emphasize that well-disseminated VMG statements improve stakeholder engagement and institutional productivity. The low standard deviations support the idea that transparency and accessibility foster institutional commitment, in line with Garcia et al. (2021).

However, the lowest-rated statement, "I had accessed the school's VMG through online platforms" ($M = 3.82$, $SD = 1.10$), highlights inconsistent engagement with digital sources, suggesting that while students are generally aware of the VMG, digital access remains underutilized. Stakeholder Theory advocates for adapting communication strategies to meet stakeholder preferences, as noted by Cahapin et al. (2022), who argue for expanding VMG dissemination through digital platforms in response to students' increasing reliance on online information. The higher standard deviation points to variability in engagement, with some students more proactive than others. Additionally, students reported lower confidence in guiding peers to VMG sources ($M = 3.90$, $SD = 1.08$), indicating a need for stronger knowledge-sharing practices. Simbulan and Taja-On (2021) stress that fostering a culture of knowledge-sharing enhances institutional commitment, further supporting the inclusive decision-making model promoted by Stakeholder Theory. These findings suggest that while physical and printed VMG visibility is effective, digital engagement must be bolstered. By enhancing accessibility through online platforms and encouraging peer-to-peer discussions, Saint Peter's College of Toril, Inc. can ensure broader engagement with its guiding principles, aligning with Escolano (2021) and Santos and Villanueva (2021), who advocate for improving collaborative learning environments to enhance institutional values.

The Over-all Level of Students in Awareness of the VMG

Table 4. *The overall level of Awareness of the Vision, Mission, and Goals*

| <i>Indicators</i> | <i>Mean</i> | <i>SD</i> | <i>Descriptive Level</i> |
|-------------------------------------|-------------|-----------|--------------------------|
| Core Principles of VMG | 4.03 | 0.90 | High |
| Knowledge of the Content of the VMG | 3.67 | 1.01 | High |
| Source Awareness | 4.10 | 0.95 | High |
| Overall Mean | 3.93 | 0.95 | High |

Shown in Table 4 is the level of awareness of the vision, mission, and goals of senior high school students in terms of Familiarity with the Core Principles of VMG, Knowledge of the Content of the VMG, and Source Awareness. The Level of Awareness of the Vision, Mission, and Goals of Senior High School Students received an overall mean score of 3.93. This numerical rating is equivalent to a high descriptive level rating.

The results indicate a high level of awareness among senior high school students regarding their school's Vision, Mission, and Goals (VMG), with an overall mean of 3.93 (SD = 0.95). Source Awareness, with a mean score of 4.10 (SD = 0.95), received the highest rating, suggesting that students are well-informed about where to access VMG information, whether through printed materials, campus displays, or online platforms. This aligns with Stakeholder Theory (Freeman, 1984), which emphasizes the need for institutions to effectively communicate their mission to all stakeholders to foster alignment and engagement. Simbulan and Taja-On (2021) reinforce this idea, highlighting the importance of source awareness in ensuring that students understand institutional values. Furthermore, Dagdag et al. (2023) argue that using multiple communication platforms strengthens the connection between students and the institution's mission. The high mean score for Core Principles of VMG (M = 4.03, SD = 0.90) further suggests that students recognize the fundamental values embedded in the VMG, consistent with Dobrinic and Fabac (2021), who found that familiarity with institutional principles enhances academic satisfaction and commitment.

However, the lowest mean score was observed in Knowledge of the Content of the VMG (M = 3.67, SD = 1.01), indicating that while students are aware of the VMG's presence and sources, their deeper understanding of its content may be lacking. Stakeholder Theory posits that organizations must not only disseminate information but also engage stakeholders in meaningful discussions to enhance comprehension. This finding aligns with Clemente and Clemente (2022), who argue that displaying VMG statements alone is insufficient, and students need opportunities for critical engagement and reflection. The higher standard deviation suggests variability in student responses, implying that some students have a better grasp of the VMG's content than others. According to Santos and Villanueva (2021), institutions that incorporate VMG discussions into classroom activities, leadership programs, and extracurricular events experience higher levels of engagement and understanding. These results emphasize the need for active involvement in order to foster deeper internalization of the VMG, as highlighted by Lewis (2023), who suggests that student-led discussions, case studies, and reflective exercises can bridge the gap between passive awareness and active comprehension. Additionally, Dela Cruz et al. (2022) argue that integrating VMG discussions into the curriculum can enhance students' sense of institutional alignment, reinforcing the importance of involving students in real-life applications and decision-making processes to elevate their engagement with the school's mission.

The Level of Students in Engagement of the VMG

Table 5. *Alignment with Personal Values*

| <i>Statements</i> | <i>Mean</i> | <i>SD</i> | <i>Descriptive Level</i> |
|--|-------------|-----------|--------------------------|
| I believe that the values in my school's Vision, Mission, and Goals align with my values. | 4.04 | 0.97 | High |
| I integrate the principles of my school's VMG into my approach to learning and personal development. | 3.96 | 0.91 | High |
| I apply the core values of my school's VMG in my daily life. | 3.91 | 0.97 | High |
| I feel a sense of belonging in my school because its VMG aligns with my personal values. | 4.03 | 0.92 | High |
| The school's VMG inspires me to pursue my personal and academic goals. | 3.99 | 1.00 | High |
| Overall Mean | 3.98 | 0.95 | High |

Table 5 shows the level of engagement of the vision, mission, and goals of senior high school students in terms of Alignment with Personal Values. This indicator received an overall mean score rating equivalent to 3.98. This numerical analysis is equivalent to a High descriptive level rating.

The results indicate a high level of student engagement with the Vision, Mission, and Goals (VMG) of their private Catholic school, with an overall mean score of 3.98 (SD = 0.95). The statement, "I believe that the values in my school's Vision, Mission, and Goals align with my values" (M = 4.04, SD = 0.97), suggests that students strongly identify with the institution's core principles. This aligns with Stakeholder Theory, which emphasizes balancing the needs of diverse stakeholder groups, including students. By aligning the VMG with students' personal values, the school fosters a sense of belonging and engagement, reflecting Freeman's (1984) argument that institutions should consider the interests of all stakeholders in their decision-making processes.

However, the statement, "I apply the core values of my school's VMG in my daily life" ($M = 3.91$, $SD = 0.97$), received the lowest rating, indicating that while students recognize the alignment between their personal values and the school's mission, their ability to consistently translate these values into action remains limited. This finding highlights challenges in stakeholder engagement, as pointed out by Geek Mode Editorial (2025), which notes that resistance to change and lack of involvement can hinder effective implementation. Furthermore, the statement, "The school's VMG inspires me to pursue my personal and academic goals" ($M = 3.99$, $SD = 1.00$), showed a high standard deviation, suggesting that the impact of the VMG on motivation varies based on individual experiences, as supported by Sagiv et al. (2017). To bridge the gap between awareness and active engagement, further initiatives such as mentorship, service-learning, and reflection activities are recommended, aligning with Branson et al. (2015) and Mashlah (2015), who stress the importance of institutional culture in shaping student behavior. By involving students in decision-making, as advocated by Stakeholder Theory, schools can cultivate a purpose-driven community where students not only internalize but also actively embody the institution's core values.

Willingness to Promote

Table 6. *Willingness to Promote*

| <i>Statements</i> | <i>Mean</i> | <i>SD</i> | <i>Descriptive Level</i> |
|--|-------------|-----------|--------------------------|
| I am willing to actively promote my school's Vision, Mission, and Goals among my peers. | 3.88 | 0.99 | High |
| I believe that promoting the school's VMG can help create a better learning environment. | 4.03 | 0.91 | High |
| I am willing to participate in activities or campaigns that highlight the VMG. | 3.86 | 0.93 | High |
| I am comfortable sharing how the school's VMG has positively influenced me. | 3.84 | 0.94 | High |
| I am willing to present my school's VMG in academic or extracurricular events. | 3.85 | 1.03 | High |
| Overall Mean | 3.89 | 0.96 | High |

Table 6 shows the level of engagement of the vision, mission, and goals of senior high school students in terms of Willingness to promote. This indicator received an overall mean score rating equivalent to 3.89. This numerical analysis is equivalent to a High descriptive level rating.

The results demonstrate strong student engagement with their private Catholic school's Vision, Mission, and Goals (VMG), with an overall mean of 3.98 ($SD = 0.95$). The statement, "I believe that the values in my school's Vision, Mission, and Goals align with my values" ($M = 4.04$, $SD = 0.97$), reflects a high level of resonance between students' personal values and the institution's core principles. This finding aligns with Stakeholder Theory, which underscores the importance of balancing the interests of diverse stakeholders, including students. By aligning the VMG with students' values, the school fosters a sense of belonging and engagement, supporting Freeman's (1984) assertion that institutions should consider all stakeholders in their decision-making processes.

However, the statement, "I apply the core values of my school's VMG in my daily life" ($M = 3.91$, $SD = 0.97$), received the lowest rating, indicating that while students acknowledge the alignment of their values with the school's mission, they may not consistently integrate these values into their daily actions. This highlights challenges in stakeholder engagement, as resistance to change and lack of involvement can hinder effective implementation (Geek Mode Editorial, 2025). Additionally, the statement, "The school's VMG inspires me to pursue my personal and academic goals" ($M = 3.99$, $SD = 1.00$), exhibited a high standard deviation, suggesting that the impact of the VMG on motivation varies across individual experiences, as noted by Sagiv et al. (2017). To bridge the gap between awareness and active engagement, efforts such as mentorship, service-learning, and reflection activities could help students internalize and practice these values, aligning with Branson et al. (2015) and Mashlah (2015) on the role of institutional culture in shaping behavior.

Practice of VMG

Table 7. *Practice of VMG*

| <i>Statements</i> | <i>Mean</i> | <i>SD</i> | <i>Descriptive Level</i> |
|--|-------------|-----------|--------------------------|
| I use the school's VMG as motivation to excel in my academics. | 3.71 | 1.05 | High |
| I participate in school activities that reflect both my personal beliefs and the school's VMG. | 3.85 | 0.91 | High |
| I support my school's efforts in implementing the VMG by respecting institutional policies and guidelines. | 4.01 | 0.90 | High |
| I take pride in presenting my school's VMG inside and outside the campus. | 3.85 | 0.89 | High |
| I apply the school's VMG while interacting with other students or staff. | 3.90 | 0.91 | High |
| Overall Mean | 3.86 | 0.93 | High |

Table 7 shows the level of engagement of the vision, mission, and goals of senior high school students in terms of the Practice of VMG. This indicator received an overall mean score rating equivalent to 3.86. This numerical analysis is equivalent to a High descriptive level rating.

The results reveal strong engagement among senior high school students in incorporating their school's Vision, Mission, and Goals (VMG) into both academic and social contexts, with an overall mean of 3.86 ($SD = 0.93$). The highest-rated statement, "I support my

school's efforts in implementing the VMG by respecting institutional policies and guidelines" ($M = 4.01$, $SD = 0.90$), demonstrates students' commitment to the school's values through adherence to institutional rules. This aligns with Stakeholder Theory, which stresses the importance of engaging all stakeholders in organizational processes. Freeman (1984) argues that institutions should balance the interests of various stakeholders, and students' active participation in adhering to policies fosters a disciplined environment. Gravina et al. (2019) further support this, noting that institutional policies strengthen students' connection to the VMG, fostering a sense of accountability and shared responsibility.

However, the statement, "I use the school's VMG as motivation to excel in my academics" ($M = 3.71$, $SD = 1.05$), received the lowest rating, suggesting that while students recognize the VMG's importance, its direct impact on academic motivation is less pronounced. The higher standard deviation indicates varied responses, with some students drawing motivation from the VMG while others do not. This supports Tubang-Delgado's (2022) distinction between awareness and engagement, emphasizing that true engagement involves applying the VMG in academic and personal contexts. Furthermore, the statement "pride in presenting the VMG inside and outside the campus" ($M = 3.85$, $SD = 0.89$) points to more passive engagement, aligning with Stukalina's (2019) view that active promotion of institutional values depends on how deeply students internalize them. To enhance the connection between the VMG and academic aspirations, mentorship, leadership initiatives, and service-learning projects should be prioritized, as suggested by Santos and Ramirez (2022). Recognizing students who embody the VMG can further strengthen this link, fostering a purpose-driven learning environment where students not only acknowledge but actively live by the school's core principles.

The Over-all Level of Students in Engagement of the VMG

Table 8. The overall level of Awareness of Engagements with the VMG

| Indicators | Mean | SD | Descriptive Level |
|--------------------------------|------|------|-------------------|
| Alignment with Personal Values | 4.03 | 0.90 | High |
| Willingness to Promote | 3.67 | 1.01 | High |
| Practice of VMG | 4.10 | 0.95 | High |
| Overall Mean | 3.93 | 0.95 | High |

Shown in Table 8 is the level of engagement of the vision, mission, and goals of senior high school students in terms of Alignment with Personal Values, Willingness to Promote, and Practice of VMG. The Level of Awareness of the Vision, Mission, and Goals of Senior High School Students received an overall mean score of 3.93. This numerical rating is equivalent to a high descriptive level rating.

The results indicate a high overall level of engagement among senior high school students with their school's Vision, Mission, and Goals (VMG), with an overall mean of 3.93 ($SD = 0.95$). The highest mean score was for the Practice of VMG ($M = 4.10$, $SD = 0.95$), reflecting students' active integration of the school's core values into their daily actions and interactions. This finding supports Stakeholder Theory, which emphasizes the engagement of all stakeholders, including students, in implementing institutional values. As Freeman (1984) suggests, institutions should balance the needs of all stakeholders, with students playing a critical role in reinforcing the VMG through their adherence to institutional policies. Dela Cruz (2021) further supports this, asserting that a well-articulated VMG framework positively influences student behaviors, promoting both personal and academic development. The strong alignment between students' personal values and the school's principles, as reflected in the high score for Alignment with Personal Values ($M = 4.03$, $SD = 0.90$), further echoes Sagiv et al. (2017), who emphasize the impact of personal values on academic motivation and self-identity.

However, the lowest mean score was for Willingness to Promote the VMG ($M = 3.67$, $SD = 1.01$), indicating that while students internalize and practice the values, they are less inclined to actively advocate for them. The higher standard deviation suggests variability in responses, with some students more motivated to promote the VMG than others. This finding aligns with Ismail et al. (2022), who argue that students' willingness to promote institutional values depends on their confidence and perceived relevance. Stukalina (2019) further emphasizes the importance of effective communication of values to foster a sense of ownership, encouraging students to advocate for the school. To bridge the gap between internalization and active promotion, structured VMG workshops, interactive learning experiences, and student-led campaigns, as suggested by USTP (2023), could empower students to confidently advocate for the school's core principles. By promoting active participation and leadership, the school can ensure that the VMG remains a dynamic and influential force within the school community. However, the results may be limited by a small sample size, inaccuracies in data collection, or external factors that could skew the findings, affecting the reliability and generalizability of the conclusions.

Test of Difference between Variables of Interest When Analyzed by Demographic Indicators

Table 9. Test of Difference on the Level of Awareness of the VMG of the institution when analyzed by Grade Level

| Variables of Interest | Grade 11 | | Grade 12 | | Df | T | P Value | Alpha value | Interpretation |
|--|----------|-------|----------|-------|-----|-------|---------|-------------|-----------------|
| | Mean | SD | Mean | SD | | | | | |
| Level of Awareness of Respondent of the VMG of the Institution | 3.85 | 0.648 | 4.01 | 0.639 | 134 | -1.49 | 0.138 | 0.05 | Not Significant |

The results indicate no statistically significant difference in VMG awareness between Grade 11 ($M = 3.85$, $SD = 0.648$) and Grade 12 ($M = 4.01$, $SD = 0.639$) students, with a t-value of -1.49 and a p-value of 0.138, suggesting similar levels of awareness across grade

levels. Previous studies highlight that VMG awareness is shaped more by consistent exposure than the duration of stay in an institution (Laguador, 2019; Martinez & Reyes, 2020). However, awareness alone does not guarantee engagement, as students must meaningfully participate to internalize these values (Santos & Villanueva, 2021). Schools can enhance this by integrating VMG discussions into academic and extracurricular activities (Dobrinic & Fabac, 2021; Lewis, 2023).

Applying Stakeholder Theory (Freeman, 1984), these findings emphasize the importance of involving all key stakeholders, such as students, faculty, and parents, in the reinforcement of VMG. Schools should move beyond merely disseminating their values and focus on engaging stakeholders in decision-making and reflective processes. Meaningful participation, such as student leadership programs and interactive discussions, fosters stronger institutional alignment and deeper connections to the values (Garcia et al., 2021; Estrada, 2018). Simbulan & Taja-On (2021) note that source awareness—critically engaging with the origins of institutional values—helps deepen students' commitment.

Since awareness serves as the foundation for engagement, strategic interventions should encourage students to embody the VMG in their daily experiences. Research by Dagdag et al. (2023) suggests that participatory activities, driven by a stakeholder-focused approach, enhance institutional alignment, fostering long-term commitment to the school's values. By actively engaging students and other stakeholders in the process, schools can ensure that VMG awareness translates into meaningful action, preparing students to uphold these values well beyond their academic journey.

Table 10. *Test of Difference on the Level of Engagement to the VMG of the institution when analyzed by Grade Level*

| Variables of Interest | Grade 11 | | Grade 12 | | Df | T | P Value | Alpha value | Interpretation |
|---|----------|-------|----------|-------|-----|--------|---------|-------------|-----------------|
| | Mean | SD | Mean | SD | | | | | |
| Level of Engagement of Respondent of the VMG of the Institution | 3.86 | 0.712 | 3.95 | 0.686 | 132 | -0.775 | 0.439 | 0.05 | Not Significant |

The test of difference in VMG engagement between Grade 11 ($M = 3.86$, $SD = 0.712$) and Grade 12 ($M = 3.95$, $SD = 0.686$) students shows no statistically significant difference ($t = -0.775$, $p = 0.439$), indicating similar levels of participation across grade levels. This aligns with Cunanan and Heretape (2023), who emphasized that engagement depends on active reinforcement, not just increased exposure over time. While awareness lays the foundation, true engagement requires students to internalize and apply institutional values meaningfully (Tubang-Delgado, 2022). The slight increase in engagement among Grade 12 students suggests that current institutional efforts may sustain engagement but may lack depth in fostering a stronger connection to the VMG (Geek Mode Editorial, 2025).

From the perspective of Stakeholder Theory (Freeman, 1984), the consistent engagement levels suggest that while school programs are accessible, there is a need for more active involvement from all stakeholders—students, faculty, and administrators—to enhance participation. As Bolman and Deal (2017) argue, alignment with institutional values requires not only passive exposure but also active participation from all parties. The theory emphasizes the importance of balancing the needs and contributions of various stakeholders in reinforcing VMG. Research indicates that when students see their personal values reflected in the VMG, they are more likely to internalize these principles and demonstrate greater commitment (Sagiv et al., 2017; Branson et al., 2015). Therefore, institutions should focus on strategies that actively engage stakeholders, such as reflective discussions and participatory programs, to strengthen the connection between students and the institution's values.

To enhance engagement, institutions should prioritize experiential learning opportunities that encourage students to actively practice VMG principles. Studies by Gravina et al. (2019) and Santos & Ramirez (2022) suggest that leadership roles, service-learning projects, and collaborative initiatives strengthen institutional alignment. Stakeholder Theory underscores the importance of engaging all stakeholders in these initiatives to ensure that VMG values are not just recognized but embodied. Additionally, recognizing students who embody the institution's mission through academic achievements or community service can inspire broader participation (Mashlah, 2015). By making VMG engagement a continuous, evolving process, institutions can foster a stronger institutional identity and reinforce students' commitment to their academic and professional growth, further aligning with the principles of Stakeholder Theory that highlight the importance of sustained, collective engagement in institutional success.

Table 11. *Test of Difference on the Level of Awareness to the VMG of the institution when analyzed by Gender*

| Variables of Interest | Grade 11 | | Grade 12 | | Df | T | P Value | Alpha value | Interpretation |
|--|----------|-------|----------|-------|-----|-------|---------|-------------|----------------|
| | Mean | SD | Mean | SD | | | | | |
| Level of Awareness of Respondent of the VMG of the Institution | 3.71 | 0.609 | 4.10 | 0.615 | 132 | -3.57 | 0.000 | 0.05 | Significant |

The analysis of the differences in VMG (Vision, Mission, and Goals) awareness by gender reveals a statistically significant disparity. Female students ($M = 4.10$, $SD = 0.615$) demonstrate higher awareness compared to male students ($M = 3.71$, $SD = 0.609$), with a t -value of -3.57 and a p -value of 0.000 . This indicates that female students are more attuned to the institution's core values, which is consistent with findings from previous research. Studies show that engagement in institutional communication and participation in learning activities contribute to heightened awareness levels (Dobrinic & Fabac, 2021). Lewis (2023) also supports this view, emphasizing that continuous reinforcement through orientation programs and extracurricular activities improves students' familiarity with institutional values. The observed gender-based difference suggests a need to reconsider current VMG dissemination strategies to promote equal engagement across genders.

This gender gap may arise from differences in participation levels, learning preferences, or responsiveness to VMG dissemination efforts. Female students are often more engaged in values-driven academic discussions and experiences that emphasize institutional philosophy (Brereton, 2020; Garcia et al., 2021). In contrast, the lower awareness observed among male students may indicate a need for more interactive and participatory learning strategies that foster a stronger connection with the VMG. Stakeholder Theory (Freeman, 1984) underscores the importance of recognizing these differences, as it emphasizes the need to engage all stakeholders in ways that account for their diverse needs and contributions. Estrada (2018) further highlights that acceptance and adherence to VMG principles are closely linked to exposure and engagement, reinforcing the necessity for diverse engagement methods that cater to varying learning styles and participation patterns.

To address this gap, institutions should adopt inclusive strategies that accommodate different student engagement patterns, in alignment with Stakeholder Theory's emphasis on managing stakeholder relationships. Cahapin et al. (2022) advocate for the use of diverse dissemination methods, including digital platforms, mentorship programs, and experiential learning opportunities, to encourage active participation. Additionally, embedding VMG discussions within leadership programs, student organizations, and co-curricular activities can provide authentic learning experiences for both male and female students (Pelicano & Lacaba, 2016; Santos & Villanueva, 2021). By implementing a more targeted and dynamic approach, institutions can ensure that all students develop a deeper and more meaningful understanding of the Vision, Mission, and Goals, while effectively engaging diverse stakeholders in alignment with the institution's values.

Table 12. *Test of Difference on the Level of Engagement to the VMG of the institution when analyzed by Gender*

| Variables of Interest | Grade 11 | | Grade 12 | | Df | T | P Value | Alpha value | Interpretation |
|--|----------|-------|----------|-------|-----|-------|---------|-------------|----------------|
| | Mean | SD | Mean | SD | | | | | |
| Level of Awareness of Respondent of the VMG of the Institution | 3.71 | 0.609 | 4.10 | 0.615 | 132 | -3.57 | 0.000 | 0.05 | Significant |

The analysis of the differences in VMG (Vision, Mission, and Goals) engagement by gender reveals a statistically significant disparity. Female students ($M = 4.13$, $SD = 0.685$) demonstrate higher engagement compared to male students ($M = 3.63$, $SD = 0.627$), as indicated by a t -value of -0.433 and a p -value of 0.000 . This finding aligns with previous studies suggesting that female students tend to show greater involvement in institutional initiatives and values-driven activities (Brereton, 2020; Garcia et al., 2021). Research by Dobrinic and Fabac (2021) further supports this, emphasizing that structured reinforcement through orientation programs, student organizations, and extracurricular activities enhances engagement with institutional goals. The significant gender gap suggests that current VMG-related programs may be more effective for female students, indicating the need to reevaluate engagement strategies to ensure inclusivity across genders. This finding also resonates with Stakeholder Theory (Freeman, 1984), which underscores the importance of addressing the diverse needs of all stakeholders, including gender considerations, to achieve balanced engagement.

The observed disparity may stem from differences in behavioral engagement patterns. Female students are generally more inclined toward participatory learning and discussions centered on institutional philosophy (Lewis, 2023). In contrast, the lower engagement observed among male students suggests that alternative approaches, better aligned with their interests and learning styles, are needed. Estrada (2018) emphasizes that students' adherence to institutional values is closely linked to exposure and active participation, reinforcing the necessity of interactive learning methods. Additionally, research by Pelicano and Lacaba (2016) highlights the importance of creating VMG-related experiences that cater to diverse motivations, ensuring that both male and female students internalize and embody institutional values. In line with Stakeholder Theory, these diverse learning needs should be seen as an opportunity to implement more targeted engagement efforts that address the distinct needs of each student group.

From an institutional perspective, addressing this gender gap requires adopting more inclusive and dynamic engagement strategies. Cahapin et al. (2022) advocate for integrating VMG into experiential learning, leadership initiatives, and service-learning projects to foster deeper involvement among all students. Santos and Villanueva (2021) further emphasize that embedding values into hands-on, collaborative activities can enhance institutional commitment, particularly for students who may not engage through traditional means. By implementing targeted interventions, such as project-based learning, digital engagement platforms, and mentorship programs, the institution can create a more inclusive environment where all students, regardless of gender, actively engage with its Vision, Mission, and Goals. This approach aligns with Stakeholder Theory's recommendation to foster inclusivity by engaging diverse stakeholders in ways that reflect their unique perspectives and needs.

Table 13. *Test of Difference on the Level of Awareness to the VMG of the institution when analyzed by Strand*

| Variables of Interest | | Sum of Squares | DF | Means of Squares | F | P Value | Alpha Value | Interpretations |
|-----------------------|----------------|----------------|-----|------------------|------|---------|-------------|-----------------|
| Awareness of VMG | Between Groups | .316 | 2 | .158 | .373 | .689 | 0.05 | Not Significant |
| | Within Groups | 56.218 | 133 | .423 | | | | |

The results of the test examining the difference in VMG (Vision, Mission, and Goals) awareness across academic strands reveal no statistically significant variation, with an F -value of 0.373 and a p -value of 0.689 . This suggests that students from different academic strands exhibit similar levels of awareness, aligning with studies that emphasize the importance of consistent institutional messaging in promoting familiarity with core values (Cunanan & Heretape, 2023). Tubang-Delgado (2022) distinguishes between awareness and

engagement, noting that while awareness facilitates the recognition of institutional principles, meaningful engagement requires a deeper integration of these principles into students' academic and personal experiences. The absence of a significant difference may indicate that existing dissemination strategies effectively reach students across various strands, although further refinement is necessary to encourage active engagement. This finding also aligns with Stakeholder Theory (Freeman, 1984), which stresses the importance of addressing the diverse needs of stakeholders, including students' unique academic contexts, to strengthen institutional commitment and engagement.

This result highlights the need for educational institutions to move beyond passive dissemination of VMG principles and tailor engagement strategies to better align students' academic interests and career aspirations. Gravina et al. (2019) argue that VMG alignment is most effective when integrated into disciplinary contexts, underscoring the importance of embedding institutional values into strand-specific curricula and extracurricular activities. Moreover, Mashlah (2015) emphasizes that values-based education must be adaptive, ensuring that students from diverse academic pathways find relevance in institutional principles. As suggested by Stakeholder Theory, addressing the diverse needs of students in different strands can enhance their connection to the institution's values, making VMG principles more relevant to their aspirations and career goals.

From an institutional perspective, these results present an opportunity to enhance strand-based VMG engagement through experiential learning, collaborative projects, and discipline-specific service initiatives. Santos and Ramirez (2022) highlight the effectiveness of professional learning communities (PLCs) in fostering deeper engagement when institutional values are embedded within structured learning experiences. Additionally, case studies from institutions such as the University of Science and Technology of Southern Philippines (USTP, 2023) show that VMG-focused workshops tailored to academic disciplines can increase student commitment to institutional goals. By integrating these values into subject-specific discussions, leadership opportunities, and real-world applications, the institution can foster a more meaningful connection between students' academic pursuits and their overarching Vision, Mission, and Goals. This approach supports Stakeholder Theory by ensuring that students' academic pathways are aligned with institutional values, which could lead to greater engagement and commitment to the institution's goals.

Table 14. *Test of Difference on the Level of Awareness to the VMG of the institution when analyzed by Strand*

| Variables of Interest | | Sum of Squares | DF | Means of Squares | F | P Value | Alpha Value | Interpretations |
|-----------------------|----------------|----------------|-----|------------------|-------|---------|-------------|-----------------|
| Awareness of VMG | Between Groups | 1.817 | 2 | .908 | 1.883 | .156 | 0.05 | Not Significant |
| | Within Groups | 64.165 | 133 | .482 | | | | |
| | Total | 65.981 | 135 | | | | | |

The results of the test examining the difference in VMG (Vision, Mission, and Goals) engagement across academic strands reveal no statistically significant variation, with an F-value of 1.883 and a p-value of 0.156. This finding aligns with research suggesting that while students may recognize institutional values, true engagement requires more than just passive exposure (Tubang-Delgado, 2022). Cunanan and Heretape (2023) further highlight that students who actively engage with their school's VMG develop stronger connections to institutional goals, which enhances their participation in both academic and extracurricular activities. The absence of significant difference across strands indicates that current institutional efforts effectively foster a baseline level of engagement but may fall short in promoting discipline-specific connections that could further deepen students' commitment to the institution. This observation aligns with Stakeholder Theory (Freeman, 1984), which emphasizes that institutions must address the distinct needs and expectations of various stakeholders—including students from different academic strands—to foster deeper engagement and alignment with institutional values.

To enhance engagement, institutions must integrate VMG more effectively into strand-specific learning experiences. Gravina et al. (2019) argue that students are more likely to engage meaningfully with institutional values when these principles are embedded within their academic disciplines. Similarly, Mashlah (2015) emphasizes the importance of contextualized values-based education, which plays a crucial role in fostering commitment to institutional goals. Stakeholder Theory further supports this approach, advocating for institutions to tailor their engagement strategies to meet the diverse academic and career aspirations of students. While school-wide programs and extracurricular activities contribute to engagement, initiatives such as leadership training, research projects, and industry partnerships—specifically customized to each strand—ensure that students find both personal and professional relevance in their institution's mission and values. This approach ensures that engagement is not only uniform across strands but also deeply meaningful and impactful for students' long-term development.

From an institutional perspective, these findings present an opportunity to refine engagement strategies by incorporating experiential and discipline-specific approaches. Santos and Ramirez (2022) emphasize that professional learning communities (PLCs) are particularly effective in enhancing student involvement when institutional values are reinforced through collaborative and real-world applications. Additionally, case studies from the University of Science and Technology of Southern Philippines (USTP, 2023) demonstrate that VMG-focused workshops aligned with academic disciplines significantly strengthen institutional commitment. By developing customized projects, service-learning opportunities, and industry collaborations tailored to each strand, educational institutions can create a deeper connection between students' academic pursuits and the institution's core values. Grounded in Stakeholder Theory, this strategy ensures that engagement is not a one-size-fits-all approach, but rather a dynamic and responsive process that aligns educational initiatives with the specific needs, motivations, and professional aspirations of students, ultimately

fostering more meaningful and lasting engagement with the institution's Vision, Mission, and Goals.

Table 15. *Correlational and Regression Analysis between Awareness and Engagement of the Senior High School Students with the Vision, Mission, and Goals*

| Variable | Standardized Coefficients Beta | Standard Error | T-Value | P-Value | Alpha Value | Interpretation | Decision |
|-------------------------|--------------------------------|----------------|--------------------------------|---------|-------------|-----------------|------------------------|
| Engagement with the VMG | 3.793 | 0.738 | 9.699 | 0.797 | 0.05 | Not Significant | Accept Null Hypothesis |
| Constant | 0.734 | | | | | | |
| Multiple R | 0.679 | | Moderate Positive Correlations | | | | |
| $R^2 =$ | 0.461 | | | | | | |
| Adjusted R^2 | 0.457 | | | | | | |

This study provides important insights into the relationship between students' awareness of an institution's Vision, Mission, and Goals (VMG) and their actual engagement with those values. The findings suggest that while awareness plays a role in fostering a connection with the institution's core values, it is not sufficient to drive active participation. This conclusion is in line with previous research that argues engagement requires more than just knowledge or familiarity with institutional objectives (Santos & Villanueva, 2021). Despite a moderate positive correlation between awareness and engagement, as indicated by the multiple R value (0.679), regression analysis and a high p-value (0.797) suggest that awareness alone is not a significant predictor of student engagement.

Through the lens of Stakeholder Theory, which underscores the importance of balancing the interests of all institutional stakeholders (Freeman, 1984), this study reveals that engagement with VMG is shaped by a collective effort among students, faculty, parents, and administrators. Stakeholder Theory emphasizes that active involvement from all parties is crucial for reinforcing the institution's values and fostering a deeper connection with them. This is supported by the Stanford Research Institute's (1963) definition of stakeholders as groups essential to the institution's survival and success. This study's findings suggest that engagement requires more than passive exposure; it demands active participation, shared experiences, and the reinforcement of values by multiple stakeholders, including faculty, peers, and the broader community.

The study also aligns with previous research that emphasizes the importance of making VMG statements visible and accessible to institutional stakeholders (Laguador, 2019; Martinez & Reyes, 2020). However, the findings suggest that merely making VMG accessible is not enough to promote engagement. As Santos and Villanueva (2021) point out, engagement is not only about awareness but also about the extent to which students internalize and identify with the institution's values. This process requires active involvement and reinforcement through academic and extracurricular activities, faculty mentorship, and peer influence.

In the context of Catholic education, such as at Saint Peter's College of Toril, the integration of VMG values into daily life through service-learning, leadership programs, and faith-based initiatives is crucial for fostering a deeper connection to the institution's core values (Pelicano & Lacaba, 2016). This study's findings suggest that awareness alone is insufficient for developing a meaningful engagement with VMG. Therefore, institutions must adopt a more holistic and collaborative approach that involves multiple stakeholders in values-driven initiatives.

To strengthen the connection between awareness and engagement, this study suggests that institutions should consider implementing interactive activities, mentorship programs, and leadership training. These initiatives can encourage students to engage more deeply with VMG and create opportunities for them to internalize and embody the institution's values. Cahapin et al. (2022) and Dela Cruz et al. (2022) support this by advocating for diverse, dynamic strategies to integrate VMG, including digital platforms, student-led initiatives, and reflective discussions.

Hence, while there is a moderate correlation between awareness and engagement with VMG, the findings suggest that engagement requires more than passive exposure. Stakeholder Theory emphasizes the need for a collective, inclusive approach to strengthening student engagement, highlighting the importance of active participation, reinforcement, and shared experiences in fostering deeper connections to institutional values. By adopting such strategies, institutions can ensure that students not only become aware of but also meaningfully engage with their VMG, thereby strengthening institutional commitment and mission-driven education.

The results of the correlational and regression analysis in this study, while offering valuable insights, are subject to several limitations. First, the study's reliance on a single measure of awareness as a predictor of engagement may overlook other influential factors such as emotional connection, personal values, or external motivations, which could significantly contribute to student engagement. The high p-value (0.797) suggests that awareness alone is not a strong predictor, which may imply that other unmeasured variables play a more substantial role in fostering student engagement with the institution's Vision, Mission, and Goals (VMG). Additionally, the moderate correlation ($R = 0.679$) observed does not imply a cause-and-effect relationship, as the study is based on correlational analysis rather than experimental design. This means that while a relationship between awareness and engagement exists, it cannot be definitively stated that awareness causes greater engagement. The study also relies on the assumption that the survey responses accurately reflect student attitudes and behaviors, yet self-reported data is often subject to biases such as social desirability or recall bias. Furthermore, the study does not account for variations across different student demographics, which could lead to oversimplified

conclusions about engagement across the entire student body. Finally, the findings may be limited by the context of the specific institution studied, and the results may not be generalizable to other educational settings or cultural contexts where engagement with institutional values may be shaped by different factors.

Conclusions

This study explored the relationship between senior high school students' awareness and engagement with their school's Vision, Mission, and Goals (VMG). While the findings revealed a moderate correlation between awareness and engagement, the relationship was statistically insignificant, suggesting that awareness alone does not necessarily translate to active participation. This indicates that fostering meaningful student engagement requires more than just disseminating institutional values—it demands the consideration of other contributing factors such as teaching methods, academic involvement, personal motivation, and the overall institutional culture.

The limited explanatory power of the findings reflects the multifaceted nature of student engagement and supports prior research that highlights the importance of personal investment, meaningful interactions, and support from multiple stakeholders. As such, engagement appears to be a dynamic process shaped by both internal and external influences. Future research should consider using qualitative methods to delve deeper into how students internalize and relate to the VMG. Additionally, the roles of teaching practices, student-faculty relationships, and extracurricular involvement should be examined to gain a more holistic understanding of what drives engagement.

To enhance student engagement, institutions should embed the VMG more systematically into various aspects of school life. This can be achieved through curriculum integration, leadership and mentorship programs, and consistent communication of institutional values. Encouraging students to align their personal goals with the school's vision and mission can create a more meaningful and motivating learning environment. Moreover, visible representations of the VMG—such as posters, digital content, and official documents—can serve as constant reminders of the school's core principles.

Educators and policymakers are encouraged to prioritize both academic and personal development by actively integrating the VMG into daily activities and educational programs. Policies should ensure that these values are not only presented but also practiced across different disciplines and learning contexts. Future studies should go beyond VMG awareness and investigate other influential factors such as peer dynamics, emotional connection, and personal values. Expanding research to include various educational levels or institutions will help in generating more generalizable insights. Adopting mixed-methods, longitudinal, or experimental designs can provide deeper and more reliable understandings of the causal relationships between VMG-related interventions and student engagement.

Ultimately, to foster a deeper internalization of the VMG, schools must adopt holistic and collaborative approaches. This includes implementing interactive programs, mentorship opportunities, and engaging in digital platforms that encourage students to reflect on and embody institutional values. Such efforts can build a strong sense of institutional commitment and cultivate a learning environment where students feel personally and collectively invested in the school's goals.

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