

Empirical Analysis on the Awareness and Acceptability of the University of La Salette's Vision, Mission, and Objectives among Stakeholders: Basis for Dissemination Intervention

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ABSTRACT

In higher education institutions, the Vision, Mission, and Objectives (VMO) serve as the guide to institutional growth and development as well as governance and academics. This study aims to empirically analyse the level of awareness and acceptability of the University of La Salette's Vision, Mission, and Objectives among its stakeholders, as a basis for developing a dissemination intervention to strengthen institutional alignment and engagement. A quantitative research design was employed using a descriptive survey approach to 426 respondents from students of nine (9) colleges and other stakeholders (alumni, faculty admin staff, parents, cooperating agencies). The results revealed moderate awareness of the Vision, Mission, and Objectives (VMO) of the University of La Salette and its dissemination. Although some groups, particularly faculty and selected colleges, demonstrated higher awareness, the overall results indicate that awareness of the ULS-VMO is present but not consistently high across all groups. In terms of acceptability, the ULS-VMO is generally acceptable among students and stakeholders, with understanding interpreted as highly acceptable among stakeholders, while clarity and consistency, congruency with activities, practices, and operations, and attainability were moderately acceptable. To enhance the awareness and acceptance of the VMO among the stakeholders, the University may also develop a dissemination plan for the VMO and organize awareness programs from time to time.

Keywords: Vision, Mission, Objectives, University of La Salette, Catholic University, Awareness, Acceptability, Higher Education Institution

INTRODUCTION

In higher education institutions, the Vision, Mission, and Objectives (VMO) serve as the guide to institutional growth and development as well as governance and academics. The vision and mission statements reflect the aims of the institution, its reason for existence, and the educational programs and associated services. The VMO serves as a strategic compass that connects institutional policies, curriculum, research, and community engagement to the overall direction of the university. When clearly defined and efficiently implemented, these guiding statements create a common purpose among the stakeholders and reinforce the institutional identity and coherence (Escolano, 2021).

Accreditation and quality assurance in the Philippine higher education system reinforce the importance of the VMO. The Accrediting agency mentions that Vision, Mission, Goals, and Objectives composed Area I among the 10 areas of accreditation and an important part of evaluating the institution. The university's operations and strategies are founded on its VMGO. Likewise, the justification of any institutional or organizational initiative depends on its contribution to the realization of the same principles. As a result, the other accreditation areas, namely faculty, curriculum, student services, research, extension, library resources, physical facilities, laboratories, and administration, are required to be aligned with the VMO (AACUP, 2014). The VMO is largely realized if the stakeholders are aware and would accept it. Students, faculty members, and administrators, as

well as alumni and institutional external partners, play a vital role in translating objectives into actions. Research evidence reveals that stakeholders who are knowledgeable and supportive of the VMO participate more in institutional initiatives and goal attainment. Conversely, when stakeholders have limited awareness of the VMO, its implementation may become fragmented, weakening the alignment between institutional policies and actual practices (Laurent, 2019).

Numerous research studies conducted at higher education institutions in the Philippines explored stakeholders' awareness and acceptability of the VMO. Research indicates that stakeholders generally have good awareness and acceptance of the institutional VMO when the statements are clearly communicated and implemented by the institution. For example, research at selected universities showed that stakeholders perceived the VMO as clear, consistent, and congruent with practice. Thus, it increases stakeholder engagement, and it reflects institutional practices (Estrada, 2018; Galbo, et. al., 2024). Likewise, research conducted among students, faculty, and external stakeholders reported that internal stakeholders display greater awareness and acceptance than external stakeholders, indicating a need for wider dissemination (Macato, 2021). Furthermore, the VMO is a reference point of the institution's effectiveness that shapes the institution's programs of study, research, and outreach efforts to the community. It is expected that the universities will routinely assess the stakeholders' understanding and acceptance of these norms (Usman & Alim, 2024).

Stakeholder awareness and acceptability of VMO are essential mechanisms for institutional improvement because they influence efficient institutional governance, quality assurance, and accreditation. The University of La Salette, Inc. is a higher education institution committed to a collegial system of governance dedicated to excellence in academic and holistic formation, which guides its programs, services, and institutional action. It is important to make sure that those who use the institution's facilities are aware of the guiding principles and subscribe to them. Hence, this study seeks to empirically analyze the level of awareness and acceptability of the University of La Salette's Vision, Mission, and Objectives among its stakeholders, as a basis for developing a dissemination intervention to strengthen institutional alignment and engagement.

Objectives of the Study

This study aims to:

1. know the level of awareness of the ULS-VMO as perceived by the following groups of stakeholders:
 - a. Admin Staff
 - b. Faculty
 - c. Students
 - d. Alumni
 - e. Other stakeholders
 - f. Parents
2. know the extent of dissemination of the ULS-VMO of the respondents
3. know the level of acceptability of the ULS-VMO of the respondents

Statement of the Problem

Specifically, the study sought to answer the following specific research problems.

1. What is the level of awareness of ULS-VMO of the respondents in terms of

1.1 VMO Statement

1.2 VMO Dissemination

2. What is the extent of acceptability on ULS –VMO of the respondents in terms of

2.1 Understanding

2.2 Clarity and Consistency

2.3 Congruency with Activities, Practices, and Operations

2.4 Attainability

LITERATURE REVIEW

In an institution of higher education, VMGO is important in obtaining institutional effectiveness and quality assurance. Accrediting bodies assess institutions according to the extent how the policies, programs and services of an institution reflect its VMGO. In the Philippine context, the Accrediting Agency of Chartered Colleges and Universities in the Philippines identifies Vision, Mission, Goals, and Objectives or VMGO as one of the most vital areas of accreditation since it is the area in which all other areas are anchored. Institutional activities such as curriculum development, research initiatives, community extension programs, and the like must be aligned with the VMGO to signify the institution's commitment to achieving its mission and vision (Cahapin, et. al., 2022; Daminar and Vargas, 2022; Talosa, et. al., 2021).

The VMGO framework guides the direction, governance, and academic activities of higher educational institutions. Use interpretation to order by higher educational institutions. The institution's objectives, values, and long-term targets are summarized in these statements. They also guide the development of programs, policies, and institutionally-wide planning. The vision states the desired future of the institution while the mission describes the institution's purpose and the means through which it seeks to achieve its vision. Aspirations and objectives, on the other hand, are measurable targets that give direction to the programs and activities of the institutions. Through these guiding statements, the functions of the institutions in instruction, research, and community engagement are aligned on their intended institutional direction of such institutions (Arado, et. al., 2019; Aquino, et. al, 2022; Daminar & Vargas, 2022).

The achievement of institutional VMGO heavily relies on the awareness and acceptance of the stakeholders. Stakeholders, including the administration, faculty members, staff, students, alumni, parents, and community partners, are instrumental in achieving institutional objectives. If the stakeholders will understand the VMGO, they can align their responsibilities and actions to the direction of the institution. When stakeholders are aware of the VMGO, they can internalize its values and aspirations. Their acceptance means that they support the goals and commit to realizing them. Awareness and acceptance of the VMGO by the stakeholders is an important factor contributing to institutional development and organizational effectiveness (Arado, et. al., 2019; Macato, 2021; Talosa, et. al., 2021).

There are empirical studies conducted to find out the awareness and acceptance of VMGO among stakeholders of HEI. According to a study of Dagdag, et. al., (2024), stakeholders' awareness and acceptance of the vision, mission, goals, and outcomes statements of a teacher education college in the Philippines were assessed. According to their research, VMGO was at least acceptable to them, and they are generally aware. Moreover, faculty members, as internal stakeholders, were more aware than external stakeholders, which include parents, the community, and similar entities. The findings also showed a significant correlation between awareness and acceptance, indicating that higher awareness leads to greater acceptance of institutional objectives.

Likewise, Sabanal, et. al., (2021) looked on the level of awareness and acceptability of the vision, mission, goals, and objectives of Visayas State University among stakeholders. As per the results, the stakeholders manifested high degree of awareness and acceptance to the VMGO. The awareness of the faculty members and staff is greater than that of the students and other external stakeholders. Additionally, the study found that effective dissemination strategies such as institutional websites and communication platforms improved stakeholders'

awareness of the VMGO. Furthermore, Cahapin, et. al., (2022) assessed the knowledge and acceptance of the institutional vision, mission, and program objectives at a Philippine state university. The stakeholders were found to be well aware of and largely accepted the VMGO of the institution. Researchers maintain that dissemination efforts must be maintained for stakeholders to stay aware and knowledgeable about the institution’s goals. Also, Macato (2021) found that stakeholders showed a high level of awareness and acceptance of the institution’s philosophy, vision, mission, goals, and program objectives. Members of the internal sections, such as learners and faculty, were better informed than those in the external sections, such as community members and partner agencies.

Moreover, according to Dela Cruz, et. al., (2022), stakeholders have a strong level of acceptance on a university’s VMGO despite only having moderate awareness of its contents. It means that while stakeholders may buy into the institutional direction, they do not always understand the details of the VMGO statements. The study recommended the need to strengthen dissemination mechanisms and institutional communication strategies for improved understanding of institutional goals by the stakeholders. The study of Talosa, et. al., (2021) stresses that the stakeholder’s level of awareness and perception is attainable of the vision and mission of Cagayan State University. The findings revealed that respondents are generally aware of the institutional VMGO and that these goals are achievable. The researchers stressed the need for intensified dissemination measures to maintain stakeholders’ awareness, as well as to ensure that institutional objectives remain known among stakeholders.

As the Vision, Mission, and Objectives (VMO) guide the direction of an institution, the stakeholders and in particular, the academic community must be aware and buy into the VMO. The evaluation of the awareness level and acceptability of the VMO of the University of La Salette, Inc. among stakeholders will assess the effectiveness of the current dissemination and improvement measures that will be further aligned with the intention for the university.

METHODOLOGY

Research Design. This study used a quantitative research design that utilized a descriptive survey approach. The respondents include students, administrative, faculty, alumni, parents, and other stakeholders including government and non-government, and community leaders and other representatives among other groups involved in the study. According to Aggarwal and Ranganathan (2019), descriptive research denotes the distribution of more than one variable with respect to a condition or situation that already exists. Consequently, through a quantitative descriptive approach, the researchers aimed to determine the level of awareness and acceptability of the University of La Salette’s Vision, Mission, and Objectives (ULS-VMO).

Participants and Research Setting. The University of La Salette, Inc. is based in Santiago City, Isabela, Philippines where the study pursued. The population of the study was drawn from the nine colleges of the institution, namely, College of Arts and Sciences (CAS), College of Business Education (CBE), College of Criminal Justice Education (CCJE), College of Engineering and Architecture (CEA), College of Medicine and Allied Medical Programs (CMAMP), College of Accountancy (COA), College of Teacher Education (CTE), College of Nursing, Public Health and Midwifery (CONPHM) and College of Information Technology (CIT). Furthermore, ULS alumni, parents, administrative staff, teaching faculty, and other concerned parties also responded. A monumental study of 361 students was selected from the nine colleges using stratified random sampling to ensure systematic representation from each college. For this study, 65 respondents including the alumni, faculty, administrative staff, parents, and other stakeholders were selected through convenience sampling technique.

Table 1. Distribution of respondents

| Students | Samples |
|----------|---------|
| CAS | 18 |
| CBE | 49 |

| | |
|--------------------------|------------|
| CCJE | 14 |
| CEA | 77 |
| CTE | 15 |
| CIT | 13 |
| CMAMP | 61 |
| COA | 23 |
| CONPHM | 91 |
| Alumni | 12 |
| Faculty | 25 |
| Admin Staff | 10 |
| Parents | 10 |
| Other Stakeholder | 8 |
| TOTAL | 426 |

Instrumentation. The researcher was a questionnaire to gather necessary data. The tool was made up of 40 items in two parts. The first part was composed of 21 items that measures the level of awareness on Vision, Mission, and Objectives (VMO), namely being aware of the VMO and their dissemination. The second part comprised of a 19-item scale which gauged the extent to which the VMO is acceptable. The scale is further divided into Understanding (6 items), Clarity and Consistency (5 items), Congruency (4 items), and Attainability (4 items). A four-point Likert scale was used to measure responses, with 4-Very Aware/Very Acceptable, 3-Aware/Acceptable, 2-Slightly Aware/Slightly Acceptable, and 1-Not Aware/Not Acceptable. The instrument indicated high validity and reliability with a Cronbach’s alpha coefficient of 0.97.

Data Analysis. This study analyzed the gathered data using mean. Statistical analysis was conducted using the Statistical Package for the Social Sciences (SPSS) in order to know the mean level of awareness and the mean level of acceptability of the Vision, Mission, and Objectives (VMO) of La Salette University among the respondents. The mean was computed and interpreted using a corresponding four-point Likert scale to describe the respondents’ level of awareness and acceptability.

| Scale | Range | Descriptive Interpretation | |
|-------|-----------|----------------------------|-----------------------|
| 4 | 3.25-4.00 | Very Aware | Very Acceptable |
| 3 | 2.50-3.24 | Moderately Aware | Moderately Acceptable |
| 2 | 1.75-2.49 | Slightly Aware | Slightly Acceptable |
| 1 | 1.00-1.74 | Not Aware | Unacceptable |

Ethical Consideration. This study was carried out in accordance with research ethics. Before data collection started, the research protocol was reviewed and approved by the University of La Salette’s Institutional Review Board (IRB) to ensure that the rights, safety, and welfare of the participants were protected. Before participating, all respondents provided informed consent. Participants were made aware of the study purpose, that participation is voluntary, and that they can withdraw from participating at any time without penalty. In the study, research objectives were explained, and consent was obtained from respondents. Respondent confidentiality was ensured.

The information collected was only for academic and research purposes. The confidentiality of all data was respected and no personal identifiers were shared in the present study results.

RESULTS AND DISCUSSION

This section deals with the analysis and interpretation of the data gathered concerning the level of awareness and extent of acceptability on the Vision, Mission, and Objectives (VMO) of the University of La Salette. The findings are organized in accordance with the study's objectives.

1. Level of Awareness of ULS-VMO Statement

Table 1. Level of Awareness on the ULS-VMO Statement as perceived by students per college

| VMO Statement | CAS | CBE | CCJE | CEA | CMAMP | COA | CTE | CIT | CONPHM | Average | Interpretation |
|--------------------------|------|------|------|------|-------|------|------|------|--------|---------|------------------|
| | Mean | Mean | Mean | Mean | Mean | Mean | Mean | Mean | Mean | Mean | |
| Vision | 3.20 | 3.17 | 3.16 | 3.79 | 3.55 | 2.00 | 3.10 | 3.52 | 3.46 | 3.22 | Moderately Aware |
| Mission | 2.83 | 2.91 | 2.63 | 3.08 | 2.87 | 2.00 | 3.09 | 3.26 | 2.91 | 2.84 | Moderately Aware |
| Institutional Objectives | 3.19 | 3.15 | 3.48 | 3.63 | 3.46 | 1.80 | 3.16 | 3.12 | 3.31 | 3.14 | Moderately Aware |

As indicated in Table 1, the students from various colleges are moderately aware with the Vision (M=3.22), Mission (M=2.84), and Institutional Objectives (M=3.14) of the University of La Salette. Students from CEA (M=03.79), CMAMP (M=3.55), CIT (M=3.52), and CONPHM (M=3.46) were reported to be highly aware of the Vision. In like manner, CIT (M=3.26) expressed moderately aware of the Mission, whereas CCJE (M=3.48), CEA (M=3.63), CMAMP (M=3.46), and CONPHM (M=3.31) manifested highly aware of the Institutional Objectives. On the contrary, students from the College of Accountancy (COA) showed lower awareness on the VMO statements. The results of this study show that student awareness of the VMO of the university is moderate. However, this varies from college to college. According to Cahapin, et. al., (2022), similar results were reported whereby the awareness of stakeholders with regard to institutional VMO may differ across academic units depending on their level of exposure to institutional activities and communication channels. The integration of the vision and mission statements of the institution in orientations, academic activities as well as the institutional communication increases the stakeholders' awareness (Talosa, et. al., 2021).

Table 2. Level of Awareness on the ULS-VMO Statement as perceived by stakeholders

| VMO Statement | Alumni | Parent | Admin Staff | Faculty | Other Stakeholders | | |
|-------------------------|--------|--------|-------------|---------|--------------------|------|------------------|
| | Mean | Mean | Mean | Mean | Mean | Mean | Interpretation |
| Vision | 3.15 | 2.56 | 3.45 | 3.24 | 3.35 | 3.15 | Moderately Aware |
| Mission | 3.00 | 2.95 | 3.26 | 3.01 | 3.12 | 3.07 | Moderately Aware |
| Institutional Objective | 2.95 | 3.15 | 2.95 | 3.14 | 3.56 | 3.15 | Moderately Aware |

In Table 2, based on the obtained data, it reveals that stakeholders of the University of La Salette were moderately aware of the University’s Vision (M=3.15), Mission (M=3.07), and Institutional Objectives (M=3.15). The administrative staff (M=3.45) and the other stakeholders (M=3.35) were more aware of the Vision than other stakeholders (M=3.56), who were highly aware of the Institutional Objectives. Alumni, parents, and faculty generally possessed moderate awareness of the various statements relating to VMO. The findings show that while stakeholders are aware of the guiding statements, the extent of this awareness is not consistently high. According to Dela Cruz, et. al., (2022), the subjects of a university had a moderate awareness of its institutional VMGO. Thus, the university stakeholders are presumably not equally reached by the dissemination strategy. In a similar vein, Macato (2021) found that internal stakeholders tend to be more aware of the vision and mission statements of the institution than the external.

Table 3. Level of Awareness on the ULS-VMO Dissemination

| College/Department | Mean | Interpretation |
|---|------|-------------------------|
| College of Arts and Science | 3.15 | Moderately Aware |
| College of Business Education | 3.14 | Moderately Aware |
| College of Criminal Justice Education | 3.23 | Moderately Aware |
| College of Engineering and Architecture | 3.53 | Highly Aware |
| College of Medicine and Allied Medical Programs | 3.43 | Highly Aware |
| College of Accountancy | 3.33 | Highly Aware |
| College of Teaching Education | 3.18 | Moderately Aware |
| College of Information Technology | 3.01 | Moderately Aware |
| College of Nursing, Public Health and Midwifery | 3.28 | Highly Aware |

Table 3 shows the ULS- VMO dissemination. The study reveals that many colleges are highly aware of the University of La Salette’s Vision, Mission, Objectives (VMO), such as the CEA (M=3.53), CMAMP (M=3.43), COA (M=3.33) and CONPHM (M=3.28). According to the results, the college stakeholders of these colleges are highly aware about the university’s VMO, showing that these academic units are relatively well-informed. Increased attention may be due to greater exposure to institutional orientations, integration of VMO in academic and administrative activities, and communication within these departments. As reported by Dagdag, et. al., (2024) and Sabanal, et. al., (2021), stakeholders manifested higher awareness when institutional VMGO statements are integrated into academic programs and communicated during institutional activities and through platforms as well. As an important consequence, effective dissemination contributes to stakeholders’ greater understanding and awareness of institutional objectives.

Table 4. Level of Awareness on the ULS-VMO Dissemination

| Participants | Mean | Interpretation |
|--------------|------|-------------------------|
| Alumni | 2.56 | Moderately Aware |
| Parents | 3.02 | Moderately Aware |
| NTP | 2.98 | Moderately Aware |

| | | |
|--------------------|------|-------------------------|
| Faculty | 3.58 | Highly Aware |
| Other Stakeholders | 3.12 | Moderately Aware |

Table 4 shows the level of awareness of stakeholders regarding the dissemination of the University of La Salette’s Vision, Mission, and Objectives (ULS-VMO). The results indicate that faculty (M=3.58) demonstrated high awareness, while alumni (M=2.56), parents (M=3.02), non-teaching personnel (M=2.98), and other stakeholders (M=3.12) were moderately aware. Arado, et. al., (2019) also discovered that being involved in the institution means that faculty are more generally aware of and understand the institution’s vision and mission than the other stakeholders. Similarly, Daminar and Vargas (2022) mentioned that awareness of the university vision and mission is often higher among internal stakeholders, underscoring the need for strengthened dissemination efforts to ensure that all stakeholders are informed.

Table 5. Extent of Acceptability on the ULS-VMO as perceived by students per College

| | CAS | CBE | CCJE | CEA | CMAMP | COA | CTE | CIT | CONPHM | Mean | Interpretation |
|--|------|------|------|------|-------|------|------|------|--------|------|------------------------------|
| Dimensions | Mean | Mean | Mean | Mean | Mean | Mean | Mean | Mean | Mean | | |
| Understanding | 3.24 | 3.18 | 3.18 | 3.48 | 3.49 | 2.33 | 3.28 | 3.20 | 3.3 | 3.19 | Moderately acceptable |
| Clarity and Consistency | 3.23 | 3.19 | 3.30 | 3.60 | 3.49 | 3.00 | 3.18 | 3.02 | 3.37 | 3.27 | Highly Acceptable |
| Congruency with Activities, Practices, Operation | 3.36 | 3.15 | 3.26 | 3.64 | 3.48 | 2.00 | 3.16 | 3.13 | 3.31 | 3.17 | Moderately acceptable |
| Attainability | 3.2 | 3.18 | 3.32 | 3.57 | 3.47 | 2.5 | 3.17 | 3.04 | 3.37 | 3.20 | Moderately acceptable |

Table 5 presents the extent of acceptability of the University of La Salette’s Vision, Mission, and Objectives (ULS-VMO) as perceived by students per college. The results show that the VMO is moderately acceptable in terms of Understanding (M=3.19), Congruency with Activities, Practices, and Operations (M =3.17), and Attainability (M=3.20). Meanwhile, Clarity and Consistency (M=3.27) is interpreted as highly acceptable. In the study of Llobrera-Diamse, et. al., (2022) had similar findings as stakeholders are considered to be acceptable of institutional philosophy, vision, mission, and goals with the condition that the statements are explicitly stated and consistently instilled in the institution. Similarly, Sabanal, et. al., (2021) pointed out that the acceptance of stakeholders on VMO will be greater if they see institutional programs, policies, and activities that are consistent with it.

Table 6. Extent of Acceptability on the ULS-VMO as perceived by stakeholders

| | Alumni | Parent | NTP | Faculty | Other Stakeholders | Mean | Interpretation |
|---------------|--------|--------|------|---------|--------------------|------|--------------------------|
| Dimensions | Mean | Mean | Mean | Mean | Mean | | |
| Understanding | 3.23 | 3.56 | 3.54 | 3.25 | 2.85 | 3.29 | Highly Acceptable |

| | | | | | | | |
|--|------|------|------|------|------|------|------------------------------|
| Clarity and Consistency | 3.2 | 3.21 | 3.25 | 3.29 | 3.15 | 3.22 | Moderately acceptable |
| Congruency with Activities, Practices, Operation | 2.96 | 3.26 | 3.13 | 3.15 | 3.25 | 3.15 | Moderately acceptable |
| Attainability | 3.45 | 3.58 | 2.45 | 3.23 | 3.15 | 3.17 | Moderately acceptable |

Table 6 presents the extent of acceptability of the University of La Salette’s Vision, Mission, and Objectives (ULS-VMO) as perceived by stakeholders. The findings indicate that the VMO is highly acceptable in terms of Understanding (M=3.29), while Clarity and Consistency (M=3.22), Congruency with Activities, Practices, and Operations (M=3.15), and Attainability (M=3.17) are interpreted as moderately acceptable. The results show that stakeholder apprehension to the impacts of VMOs exist, but they do acknowledge that a VMO is important for the university. When stakeholders can clearly see that institutional goals are reflected within academic practices and organizational operations, then acceptance levels increase. According to Cruz, et. al., (2022), stakeholders have moderate awareness but relatively high acceptance of the university’s VMGO. Also, Joaquin (2023) likewise showed that the stakeholders’ acceptance of the VMGO is enhanced if there is a clear connection with institutional programs and operational activities.

CONCLUSION AND RECOMMENDATION

The conclusion drawn from the findings indicates stakeholders of the University of La Salette has a moderate awareness of the Vision, Mission, and Objectives (VMO) of the University of La Salette and its dissemination. The findings revealed that both students and stakeholders are generally moderately aware of the university’s Vision, Mission, and Institutional Objectives, including their dissemination. Although some groups, particularly faculty and selected colleges, demonstrated higher awareness, the overall results indicate that awareness of the ULS-VMO is present but not consistently high across all groups. In terms of acceptability, the ULS-VMO is generally acceptable among students and stakeholders, with understanding interpreted as highly acceptable among stakeholders, while clarity and consistency, congruency with activities, practices, and operations, and attainability were moderately acceptable. On the whole, the results imply that the VMO of the University of La Salette has already been acknowledged as well as accepted by the stakeholders. However, strengthening of dissemination and institutional integration is required to enhance awareness and reinforce alignment of university programs and activities to Vision, Mission, and Objectives.

Based on the findings of the study, although there are moderate awareness and acceptability, the dissemination of the VMO of the institution must continue. It is recommended that the university could step up information dissemination by way of periodic orientations, campus displays, publications, and electronic media to keep all stakeholders in the loop about the institution’s Vision, Mission, and Objectives. Moreover, the college departments and stakeholders must actively insert VMO in academic activities, course outline, institutional programs, and university events for stakeholders’ understanding and alignment with institutional goals. To enhance the awareness and acceptance of the VMO among the stakeholders, the University may also develop a dissemination plan for the VMO and organize awareness programs from time to time. By adopting these initiatives, the institution can strengthen stakeholder engagement and ensure that its programs, policies, and practices remain aligned with its Vision, Mission, and Objectives.

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