

Relationship between Dissemination and Awareness of the University VMGO

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Abstract. The effective communication of an organization's Vision, Mission, Goals, and Objectives (VMGO) is crucial for the institution's success and stakeholders' alignment. This study investigates the relationship between disseminating the University's Vision, Mission, Goals, and Objectives (VMGO) and its students' awareness level. The research design used a descriptive survey method to collect student data using a structured questionnaire converted into Google Forms. The questionnaire assessed the effectiveness of dissemination and the level of awareness of VMGO. The study investigated factors that may influence dissemination and the students' awareness, such as frequency, channels, and clarity of communication. The results showed a significant relationship between dissemination and awareness of VMGO. The study highlights the importance of robust communication strategies in fostering engagement and alignment with the organizational objectives. The findings can inform UCU's administration in refining its dissemination practices to enhance awareness and understanding of the institution's VMGO.

Keywords: Awareness; Dissemination; Relationship; VMGO.

1.0 Introduction

Education plays a pivotal role in shaping individuals and societies. It is a fundamental right that enables people to acquire the knowledge and skills necessary for personal success and societal advancement (OECD, 2018). High-quality education is essential for improving living standards and fostering economic growth (Hanushek, 2014). Education is the backbone of national development, ensuring stability and progress (World Bank, 2022). While different nations implement diverse educational policies and practices, pursuing academic excellence remains a global priority (Ozdem, 2011).

An essential component of quality education within academic institutions is clearly articulating and disseminating their Vision, Mission, Goals, and Objectives (VMGO). A well-crafted vision provides direction and purpose, outlining what an institution aspires to achieve long-term (JISC, 2014). The mission, conversely, defines the institution's core purpose and unique contribution to society, particularly in preparing students to compete globally and develop positive character traits (Asia Society, 2011). Goals and objectives provide operational focus, ensuring efficient resource allocation and institutional effectiveness (AAC&U, n.d.).

The dissemination and awareness of a university's VMGO are crucial to achieving institutional success. Effective communication of the VMGO fosters alignment among stakeholders, ensuring that students, faculty, and staff work toward shared educational objectives. Studies suggest a strong correlation between VMGO dissemination

and stakeholder awareness. Wanjala (2017) emphasizes that VMGO should be accessible to all stakeholders to enhance understanding and commitment. Similarly, Daudelin and Martin (2019) argue that executing a strategic plan relies heavily on the widespread dissemination of the VMGO, which enhances institutional transparency and communication.

According to Schultz (2000), the identity and brand of an organization, including universities, are strongly influenced by how effectively they communicate their core mission and vision. This communication shapes internal perceptions and builds a reputable external image. In this regard, the dissemination of VMGO plays a pivotal role in shaping the institutional culture and student perception. Rocco and Hatcher (2011) emphasize that communication strategies tailored to student engagement are foundational to enhancing their awareness of institutional goals. By leveraging innovative and interactive methods of communication, universities can ensure that their VMGO is understood and internalized by the student body, leading to improved engagement (Brown, 2015; Kuh et al., 2015). Concurrently, Zepke et al. (2012) argue that understanding and improving student engagement at these levels can lead to better institutional effectiveness and increased student satisfaction. The research emphasizes the importance of tailored strategies to foster engagement, positively impacting students' perceptions of their educational experience. Bandura's (1977) Social Learning Theory suggests that learning occurs within a social context and is facilitated by disseminating knowledge and behaviors. In the educational setting, the dissemination of VMGO can be seen as a social learning process, where students learn and model themselves according to the institutional ethos and objectives.

Research indicates that universities that effectively communicate their VMGO experience improve student learning outcomes and engagement levels (Lusk & Hulse, 2019). Furthermore, disseminating VMGO promotes accountability and institutional transparency, leading to informed decision-making processes (AAC&U, n.d.). Laurente (2019) discusses stakeholders' awareness and acceptability of a university's Vision, Mission, Goals, and Objectives (VMGO) and how these factors contribute to institutional alignment and commitment. The study highlights that effective dissemination of VMGO enhances stakeholder participation and engagement, leading to a more substantial institutional commitment to educational quality.

In the Philippines, the Commission on Higher Education (CHED) mandates institutions to develop and publish their VMGO as part of their quality assurance obligations (CHED, 2020). Braganza et al. (2019) highlight the necessity of VMGO dissemination in ensuring institutional alignment and commitment among university communities. Arriessgado (2017) emphasizes monitoring VMGO implementation helps identify challenges and fosters continuous improvement. Moreover, Aguirre (2016) suggests linking VMGO dissemination with university performance to enhance institutional accountability.

Research gaps remain despite numerous studies on VMGO awareness and dissemination in Philippine universities. Many studies focus on specific universities, limiting their generalizability (Sadiwa, 2019). Likewise, while studies demonstrate the positive relationship between VMGO dissemination and stakeholder engagement (Smith & Johnson, 2019), there is a lack of research on the long-term impact of such dissemination efforts. Furthermore, the effectiveness of various dissemination strategies, such as digital platforms and interactive learning modules, remains underexplored (Escolano, 2021). Given these gaps, this study aims to assess VMGO awareness and dissemination at Urdaneta City University. By identifying the strengths and weaknesses of current dissemination strategies, the findings would provide a foundation for administrators to design policies that enhance VMGO communication, particularly among students. Ensuring widespread awareness of the university's VMGO is integral to fostering an academic environment that aligns institutional objectives with student success and societal contribution.

2.0 Methodology

2.1 Research Design

The descriptive survey method is a research design commonly used to describe and measure the characteristics of a population or phenomenon (Creswell, 2014). The researchers used this method, which deliberately portrays the reality and qualities of a given area of interest, genuinely and precisely. In this study, this was used to determine the extent of dissemination and the level of awareness of the Vision, Mission, Goals, and Objectives (VMGO) in Urdaneta City University. The survey questionnaire was the primary data collection tool in this study.

The questionnaire was designed to gather information on the extent of dissemination and the level of awareness of the VMGO among the students of Urdaneta City University. It involved gathering primary data by asking the first, second, third, fourth, and fifth-year students of Urdaneta City University. Recording, analyzing, and interpreting data were used to determine their preference and attitudes towards the research proposal.

2.2 Research Locale

The research took place at Urdaneta City University (UCU), involving students currently enrolled in the Ethics course during the first semester of the 2021-2022 academic year. The study specifically targeted students who had already completed the Nobility course, which covers UCU's Vision, Mission, Goals, and Objectives (VMGO) and its core values. Due to health protocols, data collection was conducted online.

2.3 Research Participants

Random sampling was used in this study. The respondents who answered the Google Form were students from different courses and were currently enrolled during the first semester of the academic year 2021-2022. Those who got a link from their instructors got the chance to answer the survey. This sampling used increased credibility because only the students who were willing to respond to the survey questionnaire answered the questionnaire. The first and second year students who responded to the survey had the same number of students, which made up 55.70% of the total 316 respondents. Another 26.90% of respondents were third-year students, while the remaining 17.41% were fourth and fifth-year students. The respondents of the different year levels who answered the questionnaire are shown below:

Table 1. Respondents per Year Level

Year Level	Total
First	88
Second	88
Third	85
Fourth	54
Fifth	1

2.4 Research Instrument

The instrument used to gather data was a survey questionnaire transformed into a Google Form. It has two parts: I) Extent of Dissemination, and II) Level of Awareness. The first part determined the extent of the dissemination of the VMGO to the students using the four-point Likert scale in Table 2. The second part determined students' level of awareness of the VMGO using the four-point Likert scale in Table 3. The last part correlated the extent of dissemination and level of awareness, considering the scale of equivalence in Table 4.

Table 2. Four-point Likert Scale for Extent of Dissemination

Scale	Descriptive Evaluation	Interpretation
3.26-4.00	Very Highly Disseminated (VHD)	The VGMO is disseminated to a very great extent.
2.51-3.25	Highly Disseminated (HD)	The VGMO is disseminated to a great extent.
1.76-2.50	Slightly Disseminated (SD)	The VGMO is disseminated to a slight extent.
1.00-1.75	Not Disseminated (ND)	The VGMO is not disseminated.

Table 3. Four-point Likert Scale for the Level of Awareness

Scale	Descriptive Evaluation	Interpretation
3.26-4.00	Very Highly Aware	The respondent is aware to a very great degree.
2.51-3.25	Highly Aware	The respondent is aware to a great degree.
1.76-2.50	Slightly Aware	The respondent is aware to a little degree.
1.00-1.75	Not Aware	The respondent is not aware at all.

Table 4. Correlation Scale for the Extent of Dissemination and Level of Awareness

r	Descriptive Equivalent
(+/-) 1.00	Perfect Positive (Negative Correlation)
(+/-) 0.75 — 0.99	High Positive (Negative Correlation)
(+/-) 0.51 — 0.74	Moderately High Positive (Negative) Correlation
(+/-) 0.31 — 0.50	Moderately Low Positive (Negative) Correlation
(+/-) 0.01 — 0.30	Low Positive (Negative) Correlation
0	No Correlation

2.5 Data Gathering Procedure

The data-gathering procedure involved gathering the data by first analyzing relevant documents and literature. Next is the preparation of a communication letter and the development of the descriptive survey questionnaire. The data-gathering procedure for the descriptive survey on the relationship between dissemination and awareness of the vision, mission, goals, and objectives of Urdaneta City University was transformed into a Google Form. After transforming the letter and questionnaire into a Google Form for validation by research experts and a test of reliability by SPSS, the corrections and suggestions were incorporated.

The first step was to design the Google Form used to collect data. The form included statements from the vision, mission, goals, objectives and the methods used to disseminate this information. Once the Google Form had been designed and the sample had been identified, the next step was distributing the form to the respondents. This was done through email, social media, or other communication channels. As respondents completed the Google Form, the data was automatically collected and stored in a spreadsheet. It was important to ensure that the data was accurate and complete, and to follow up with respondents who had not yet completed the form. Once the data had been collected, the next step was to analyze the data using statistical methods. This included calculating frequencies, percentages, and correlations to identify patterns and relationships in the data. The final step was to interpret the results of the data analysis and draw conclusions about the relationship between dissemination and awareness of the vision, mission, goals, and objectives of Urdaneta City University. The results were used to inform future strategies for disseminating information about the university's goals and objectives and to improve stakeholder awareness.

2.6 Data Analysis

The data were analyzed using statistical tools to identify patterns and relationships. Frequency analysis determined the distribution of respondents by year level, while the weighted mean measured how well the vision, mission, goals, and objectives (VMGO) were shared and understood. A statistician assisted in processing the data to ensure accuracy. Percentages and correlations were calculated to assess the effectiveness of dissemination methods. The findings helped students understand how well they knew about the VMGO and guided recommendations for improving future dissemination efforts. The Pearson Product-Moment Correlation Coefficient measured the strength and direction of the relationship between VMGO dissemination and students' awareness. A positive correlation indicated that higher dissemination led to greater awareness, while a negative correlation suggested the opposite. Correlation analysis was used to assess the significance of this relationship.

2.7 Ethical Considerations

The study prioritized the confidentiality and privacy of respondents, ensuring that their personal information remained protected by the Data Privacy Act of 2012 (R.A. 10173). Researchers were fully aware of the consequences of any misuse or unauthorized disclosure of respondent data. Informed consent was obtained, ensuring participants were well-informed about the study's purpose, methods, potential risks, and benefits, while also allowing them to ask questions and withdraw at any time. The research maintained integrity by preventing plagiarism, properly citing all sources, and respecting copyrights. Transparency was upheld by accurately presenting data without manipulation. All collected information was securely stored, and personal details were kept confidential. The study was designed to minimize potential harm by avoiding offensive or intrusive questions and ensuring participant comfort. Additionally, the results were made accessible to stakeholders, including participants and university administrators, through reports or public presentations.

3.0 Results and Discussion

Table 5 on the Extent of VMGO Dissemination shows that the grand total mean is 3.24, or Highly Disseminated, which means that the VGMO is disseminated to a great extent. Responses from various year levels indicate an extensive dissemination of the UCU vision, mission, goals, and objectives. The strategic location of VGMO posters within the school premises, VGMO orientation at the beginning of the school year, and VGMO as part of the syllabus or OBTL made had the highest means among the group of indicators.

Table 5. Extent of VMGO Dissemination

VMGO Dissemination Indicators	Year Level					Mean	Description
	1 st	2 nd	3 rd	4 th	5 th		
1. The VMGO is discussed during the orientation at the beginning of the school year.	3.16	3.24	3.39	3.52	4.00	3.31	Very Highly disseminated
2. The VMGO is strategically posted on school premises.	3.23	3.29	3.43	3.57	3.00	3.36	Very Highly disseminated
3. The VMGO is clearly stated in the syllabus or Outcome-Based Teaching and Learning (OBTL).	3.15	3.24	3.40	3.56	3.00	3.31	Very Highly disseminated
4. The VMGO is in the student manual.	3.15	3.16	3.25	3.33	4.00	3.21	Highly Disseminated
5. The VMGO is in the Facebook and UCU FB page.	3.26	3.24	3.23	3.37	4.00	3.27	Very Highly disseminated
6. The VMGO is in the i-Konek Learning Management System.	3.22	3.21	3.15	3.09	4.00	3.18	Highly Disseminated
7. The VMGO is in UCU's promotional videos.	3.08	3.20	3.19	3.26	3.00	3.17	Highly Disseminated
8. The VMGO is in the school programs and invitations.	3.05	3.13	3.21	3.31	4.00	3.16	Highly Disseminated
9. The VMGO is in the Nobility Program or Orata subjects.	3.10	3.23	3.42	3.33	3.00	3.26	Very Highly disseminated
10. The VMGO is accessible through internet links in the Google.	3.12	3.16	3.22	3.20	4.00	3.18	Highly disseminated
Overall Result	3.21	3.22	3.30	3.30	3.14	3.24	Highly Disseminated

Since the result shows that the VMGO was not highly disseminated, there may be communication gaps between the university and its stakeholders. This could result in confusion, misalignment of goals, and lack of focus, which could hinder the university's progress towards achieving its goals (Lent, 2019). The implications of these results are significant for the university as it may indicate the need for improvement in their communication and dissemination strategies. The university may need to explore new ways of communicating and promoting the VMGO to its stakeholders to ensure the goals are well understood and embraced.

Recent studies have demonstrated that effectively disseminating an institution's Vision, Mission, Goals, and Objectives (VMGO) is crucial for aligning stakeholders with the organization's strategic direction. For instance, a study by Lusk and Hulse (2019) found that clear communication of VMGO enhances faculty and staff motivation, leading to improved educational outcomes. Similarly, Daudelin and Martin (2019) emphasized that strategic dissemination of VMGO fosters accountability and transparency within higher education institutions. Conversely, inadequate dissemination of VMGO can result in misalignment and confusion among stakeholders, hindering institutional progress. Arriessgado (2017) highlighted that monitoring VMGO implementation is essential for continuous improvement, suggesting that gaps in dissemination may impede goal achievement. These findings underscore institutions' need to adopt effective communication strategies to ensure all stakeholders comprehend and embrace the VMGO, promoting a cohesive and focused organizational environment.

Table 6. Students' Level of Awareness on Vision

Vision Indicators	Year Level					Mean	Description
	1 st	2 nd	3 rd	4 th	5 th		
1. To become a leading university	3.20	3.23	3.41	3.42	4.00	3.31	Very Highly Aware
2. To transform individuals into morally upright professionals	3.26	3.34	3.44	3.49	4.00	3.37	Very Highly Aware
3. To transform individuals into globally competitive professionals	3.24	3.29	3.38	3.57	4.00	3.35	Very highly Aware
4. To provide quality and practical education for all	3.33	3.38	3.47	3.57	4.00	3.42	Very Highly Aware
Total	3.26	3.31	3.42	3.51	4.00	3.36	Very Highly Aware

Table 6 shows the students' Vision Awareness Level according to Year Level at 3.36 or Very Highly Aware. Though all indicators received a very highly aware description, the indicator "To provide quality and practical education for all" was the highest, with a mean of 3.42, and the indicator "To become a leading university" was the lowest, with a mean of 3.31. There is also an increasing mean from the first year (3.26) to the fifth year (4.00).

The high awareness of Urdaneta City University's vision among students highlights its successful efforts in communicating its commitment to providing quality and practical education. This awareness is influenced by several factors, including students' exposure to the university's vision, the effectiveness of communication channels, and engagement in university activities. Research suggests that students actively participating in university events are more likely to understand and align with the institution's goals (Hassan et al., 2016). Additionally, multiple communication channels, such as social media, websites, and posters, enhance awareness by increasing exposure and accessibility (Adnan & Mahmood, 2017; Ahmed et al., 2018). The perceived relevance

of education to students' personal goals also plays a crucial role in fostering engagement and awareness (King & Winnick, 2015; Carini et al., 2006).

A strong awareness of the university's vision fosters a shared understanding and sense of community, enhancing student retention, motivation, and academic success (Tinto, 1975; Pascarella & Terenzini, 2005; Rovai & Baker, 2005). Effective communication strategies contribute to institutional identity and student satisfaction (Chen, 2019; Alemu & Kassa, 2017). Moreover, a well-established awareness of the university's vision can positively impact its reputation and public image, as stakeholders often evaluate institutions based on their goals, values, and achievements (Liu & Liu, 2020). This underscores the importance of continuous efforts in promoting and reinforcing the university's mission and vision through strategic communication and student engagement initiatives.

Table 7. *Students' Level of Awareness on the Mission*

Mission Indicators	Year Level					Mean	Description
	1 st	2 nd	3 rd	4 th	5 th		
1. To provide exemplary outcome-based	3.24	3.22	3.40	3.42	4.00	3.31	Very Highly Aware
2. To provide advanced instructions	3.29	3.26	3.33	3.34	4.00	3.30	Very Highly Aware
3. To provide socially relevant and innovative research	3.21	3.16	3.34	3.38	4.00	3.27	Very Highly Aware
4. To provide inclusive extension services, partnerships, and/or linkages	3.16	3.15	3.30	3.40	4.00	3.24	Highly Aware
Total	3.26	3.21	3.38	3.39	3.67	3.30	Very Highly Aware

Table 7 shows that the Mission Awareness Level of the Students according to Year Level is 3.30 or Very Highly Aware. Its mission indicator "to provide exemplary outcome-based education" got the highest mean of 3.31, or Very Highly Aware, and the indicator "to provide inclusive extension services, partnerships and/or linkages got the lowest mean of 3.24, of highly aware. The high awareness of the University's Mission to provide exemplary outcome-based education (OBE) among students can be attributed to the strong emphasis on the OBE approach in higher education. OBE is a student-centered framework that focuses on developing specific learning outcomes and competencies aligned with industry and societal needs (Tagoe, 2012). Research has shown that implementing OBE significantly enhances students' understanding of institutional goals, as it clearly defines expectations and required competencies (Taylan, 2018; Akcaoglu & Yazici, 2015). The university's effective communication of its mission fosters student motivation, engagement, and academic performance (Sultana & Kabir, 2017). Furthermore, the emphasis on outcome-based learning influences curriculum design, ensuring that courses and programs align with achieving specific competencies rather than merely covering material (Mehmood & Ahmad, 2014). This suggests that the university's mission statement is well-articulated, contributing to a sense of purpose among students and reinforcing a performance-driven educational culture.

In contrast, while awareness of the university's mission regarding inclusive extension services, partnerships, and linkages remains high, it is less prominent than the OBE component. This could be due to ineffective communication strategies or a lesser emphasis on this aspect of the mission. Research indicates that clear and well-disseminated communication is crucial in ensuring students fully understand an institution's mission (Kothari & Davis, 2017; Jansen & De Vries, 2010). Additionally, students may lack awareness of the significance of extension services and partnerships in achieving institutional goals (Trowler & Bamber, 2005). To address this, the university should enhance its communication and outreach efforts, ensuring that students recognize the value of these initiatives. Regular evaluation of dissemination strategies and increased emphasis on inclusive extension services could improve student engagement and understanding (Kothari & Davis, 2017).

Table 8 shows that the Goals Awareness Level of the Students according to Year Level is 3.30 or Very Highly Aware. Its mission indicator "to enhance the development of instruction to produce high-level professionals" got the highest mean of 3.35 or Very Highly Aware, while the indicator "to enrich historical and cultural heritage" got the lowest with the mean of 3.24 or Highly Aware.

Table 8. *Students' Level of Awareness on Goals*

Goals Indicators	Year Level					Mean	Description
	1 st	2 nd	3 rd	4 th	5 th		
1. To enhance the development of instruction to produce high-level professionals	3.33	3.24	3.42	3.43	4.00	3.35	Very Highly Aware
2. To harness the productive capacity of the country's human resource-based toward international competitiveness	3.23	3.20	3.36	3.39	4.00	3.29	Very Highly Aware
3. To mold individuals who will conduct scientific, innovative and advanced researches in the quest for new knowledge, provide leadership in various fields toward dynamic and self-sustaining economy	3.23	3.25	3.39	3.41	4.00	3.31	Very Highly Aware
4. To enrich historical and cultural heritage.	3.19	3.17	3.32	3.32	3.00	3.24	Highly Aware
5. To Undertake participatory and inclusive extension services which are relevant and responsive, accessible and equitable, through efficient and effective community development programs	3.28	3.19	3.40	3.37	4.00	3.31	Very Highly Aware
6. To broaden symbiotic partnerships and linkages to establish intergenerational responsibility for the common good	3.26	3.18	3.39	3.41	3.00	3.30	Very Highly Aware
Total	3.26	3.21	3.38	3.39	3.67	3.30	Very Highly Aware

Urdaneta City University (UCU) students' high awareness of the university's goals can be attributed to its strong emphasis on goal-setting and attainment as part of its educational approach. Research supports that setting specific and measurable goals increases motivation and academic success (Locke & Latham, 2002; Shukla & Tiwari, 2015). UCU's goal to enhance instruction development to produce high-level professionals aligns with job market demands, which may further contribute to students' strong awareness of this objective (Bhatti et al., 2018). Additionally, students aware of their institution's goals tend to have a clearer understanding of expectations, leading to higher motivation and academic achievement (Kuh et al., 2010). A positive perception of the university's objectives also fosters higher student satisfaction and retention rates (Tan & Joo, 2017). The strong emphasis on producing highly skilled professionals suggests that UCU successfully prepares students for the workforce, which benefits both individuals and the broader economy (Mamadou & Guèye, 2019). Moreover, a focus on instructional development positively impacts the quality of education, as instructors are encouraged to continuously improve their teaching methods to provide relevant and up-to-date knowledge (Mamadou & Guèye, 2019).

While UCU students have a high level of awareness regarding professional development, their awareness of the goal to enrich historical and cultural heritage is comparatively lower. This may indicate a need for the university to enhance its efforts in promoting cultural heritage education. Limited exposure or interest in historical and cultural heritage could be a factor, as well as the university's current level of engagement in this area. Research shows that integrating cultural heritage education can foster cultural appreciation, community, and social inclusion (Costello & Stone, 2016; Na & Hwang, 2021). To address this, UCU could integrate cultural heritage education into its curriculum and extracurricular activities by promoting local cultural events, offering heritage-related courses, and developing community partnerships for cultural preservation. These efforts would contribute to cultural enrichment and enhance students' awareness and appreciation of their cultural identity and heritage.

Table 9 shows that the Objectives Awareness Level of the Students according to Year Level is 3.25 or Highly Aware. Its Objectives indicator "to provide new ideas or develop new theories, satisfy curiosity, and mastery of nature" got the highest mean of 3.31 or Very Highly Aware, while the indicator "to provide inclusive extension services, partnerships and/or linkages" got 3.19 or Highly Aware. The high level of awareness among UCU students regarding the university's objectives may be attributed to their specificity and detailed nature compared to the vision, mission, and goals. However, there is still room for improvement in increasing students' awareness, possibly due to the complexity of the language used or limited exposure. Studies highlight that student engagement in academic and extracurricular activities correlates with their awareness of university objectives, emphasizing the need for clear communication (Marmolejo et al., 2014). Effective dissemination strategies, including using simpler language and multiple communication channels, could enhance students' understanding and connection to these objectives (Choi & Pak, 2006). Additionally, students are more likely to support institutional objectives when they perceive them as relevant to their goals and aspirations (Akanni, 2019).

Table 9. Students' Level of Awareness of the Objective

Objectives Indicators	Year Level					Mean	Description
	1 st	2 nd	3 rd	4 th	5 th		
1. To provide professional, technical, and expert instruction in the arts, sciences, humanities, and technology	3.24	3.18	3.40	3.31	4.00	3.28	Very Highly Aware
2. To conduct systematic investigations geared toward the establishment and discovery of novel facts	3.20	3.15	3.24	3.35	3.00	3.22	Highly Aware
3. To solve present or existing problems	3.23	3.22	3.24	3.23	4.00	3.23	Highly Aware
4. To provide inclusive extension services, partnerships, and/or linkages	3.14	3.23	3.18	3.24	2.00	3.19	Highly Aware
5. To provide new ideas or develop new theories, satisfy curiosity, and master nature	3.27	3.30	3.33	3.37	3.00	3.31	Very Highly Aware
6. To establish sustainable livelihood projects that will uplift the quality of life of the members of the community	3.16	3.22	3.33	3.33	3.00	3.25	Highly Aware
7. To expand transnational collaborations that will have socio-economic benefits for the present and future generations	3.24	3.25	3.38	3.28	3.00	3.29	Very Highly Aware
Total	3.21	3.22	3.30	3.30	3.14	3.25	Highly Aware

To bridge the gap in awareness, universities must implement effective communication strategies, such as leveraging social media, newsletters, and direct student interactions (Shah & Nair, 2019). Studies suggest student motivation and engagement increase when institutional objectives align with their interests (Brown, 2015). Using diverse communication methods, including face-to-face discussions, emails, and social media, can ensure better comprehension and accessibility of university objectives (Rocco & Hatcher, 2011). Additionally, universities should periodically reassess their objectives to maintain alignment with student needs and aspirations, as this is crucial for fostering student engagement and academic success (Kuh et al., 2015).

Students' awareness of UCU's objective to provide inclusive extension services, partnerships, and linkages may indicate either effective communication or a need for further promotion. Research suggests that communication plays a crucial role in students' understanding of university goals, and regular dissemination through multiple channels enhances awareness (Siti-Nabiha & Nasir, 2018). Furthermore, partnerships between universities and external stakeholders contribute to the effectiveness of higher education institutions in addressing societal needs (De Silva & Ratnadiwakara, 2017). A lack of awareness of these objectives among students may hinder the university's ability to engage the community effectively and fulfill its broader mission.

The intense awareness among UCU students regarding the objective of generating new ideas, developing theories, and mastering nature highlights the university's emphasis on scientific inquiry and research. The significance of curiosity-driven exploration is supported by Einstein's assertion that curiosity fuels scientific and artistic advancements (Einstein, 1931). Kuhn (1962) further emphasizes that scientific progress relies on developing new theories that challenge existing paradigms. To enhance student participation in extension programs, UCU should strengthen its outreach efforts and partnerships with external stakeholders, as engagement is a key factor in the success of extension programs (Carigma & Bautista, 2019). Likewise, CHED (2017) underscores the role of higher education institutions in fostering community development through extension services and linkages. Increasing promotion of these objectives can ensure greater student involvement and help UCU better align its programs with societal needs.

Table 10. Correlation of the Extent of Dissemination of VMGO to and the Level of Awareness on VMGO of UCU Students

Pearson Correlation	Vision	Awareness of		Objectives
		Mission	Goals	
Dissemination of VMGO	-.58	.80	.38	-.13
Descriptive equivalent	Moderately High Negative Correlation	High Positive Correlation	Moderately Low Positive Correlation	Low Negative Correlation

Table 10 shows that the relationship between the dissemination of VMGO and Awareness of Mission and Goals is positive, with a Pearson Correlation of .80 or a High Positive Correlation and .38 or a Moderately Low Positive Correlation, respectively. The relationship between the dissemination of VMGO and awareness of vision and objectives is negative, with a Pearson correlation of -.58 or moderately high negative correlation and -.13 low negative correlation, respectively. The High Positive Correlation between the extent of dissemination of VMGO and the level of awareness of the mission suggests a strong positive relationship. This means that as the level of dissemination of VMGO increases, the awareness of the mission also increases, and vice versa.

The studies of Salom and Florendo (2013), Castillo (2014), and Nemi (2017) have found that the level of dissemination of VMGO is positively correlated with the level of awareness of the mission. They found a significant relationship between the dissemination level and VMGO awareness. This finding implies that the university's dissemination strategies effectively increase awareness of its mission among its stakeholders. According to Rosnow and Rosenthal (1996), West and West (2009), and Kim and Kim (2021), a correlation coefficient of 0.5 to 0.7 indicates a moderate to strong positive relationship between two variables. This is consistent with the correlation analysis of the level of dissemination of VMGO and the awareness of the mission.

Another Moderately Low Positive Correlation between the extent of dissemination of VMGO and the awareness of goals suggests a weak positive relationship. This means that as the level of dissemination of VMGO increases, the awareness of goals also increases, and vice versa, but to a lesser extent than the relationship between the level of dissemination and awareness of the mission. The implications of this finding are that the university may need to improve its dissemination strategies to increase awareness of its goals among its stakeholders. According to Gravetter and Wallnau (2016), a correlation coefficient of 0.3 to 0.5 indicates a weak positive relationship between two variables. This is consistent with the correlation analysis of the level of dissemination of VMGO and the awareness of goals.

Social Learning Theory (Bandura, 1977) emphasizes the role of observational learning, where individuals learn by observing others and the consequences of their actions. When the extent of VMGO dissemination increases, it provides more opportunities for individuals to observe and learn about the mission. They observe how the mission is communicated, the behaviors and actions associated with it, and the outcomes resulting from aligning with the mission. Diffusion of Innovation Theory (Rogers, 1962) explains that the extent of dissemination of VMGO can be seen as introducing and spreading the innovation (the VMGO) within an organization or educational institution. As the VMGO is disseminated, it goes through different stages of adoption, starting from the innovators, early adopters, early majority, late majority, and finally, the laggards.

The dissemination process involves communication channels, opinion leaders, and social networks. As the extent of dissemination increases, more individuals become exposed to the VMGO, leading to increased awareness of the mission and goals. This is because the dissemination process creates opportunities for individuals to learn about the mission, engage in discussions, and perceive its value and benefits. The diffusion of innovation theory highlights how the spread of an innovation, such as the VMGO, can influence awareness and adoption within an organization or educational institution.

Theory of Planned Behavior (Ajzen, 1991) explains that in the context of VMGO dissemination, individuals who are exposed to the VMGO and its associated messages form attitudes and perceptions regarding the mission. As the extent of dissemination increases, individuals are more likely to encounter and internalize the VMGO messages. This exposure influences their attitudes towards the mission and goals, leading to a stronger belief in its importance and alignment with their values. This increased awareness of the mission affects individuals' intention to support and engage in behaviors that align with the mission. The theory of planned behavior highlights the role of attitudes, subjective norms, and perceived behavioral control in shaping individuals' awareness and subsequent behavioral intentions related to the mission.

The Commission on Higher Education (CHED) Vision and Philosophy serve as guiding principles for developing and improving higher education in a particular context. These principles are typically disseminated and communicated to stakeholders within the education system, including students, faculty, administrators, and the broader community. As the CHED Vision and Philosophy are disseminated, they aim to create a shared understanding and commitment to a common mission and set of goals. The dissemination process helps stakeholders become aware of the mission and its significance in guiding decision-making, policy implementation, and educational practices. The CHED Vision and Philosophy, similar to the VMGO, provide a framework that influences individuals' behaviors, decision-making, and overall mission awareness. Effective dissemination of information is crucial for creating awareness and understanding among stakeholders (Ashforth & Mael, 1989; Dutton et al., 1994; Schultz, 2000; Bart et al., 2001; Sarros et al., 2002; Smith & Johnson, 2019; Lee & Chen, 2021).

When the university communicates and disseminates its mission effectively, it increases the likelihood that individuals will be aware of and comprehend the mission statement.

The Moderately High Negative Correlation between the extent of dissemination of VMGO and the awareness of Vision suggests a moderate negative relationship between the two variables. This means that as the extent of dissemination of VMGO increases, the awareness of Vision decreases, and vice versa. One possible explanation is that as the extent of dissemination of VMGO increases, the information overload may cause confusion and make it difficult for stakeholders to focus on the Vision and objectives. Another possible explanation is that stakeholders may become complacent and assume they already know the Vision and objectives, leading to decreased awareness. According to Gravetter and Wallnau (2016), and Kim and Kim (2021), a correlation coefficient of -0.5 to -0.7 indicates a moderate negative relationship between two variables. This is consistent with the correlation analysis of the level of dissemination of VMGO and the awareness of Vision. This finding implies that the university may need to improve its dissemination strategies to increase awareness of its Vision among its stakeholders.

Finally, the Low Negative Correlation between the extent of dissemination of VMGO and the awareness of Objectives suggests a weak negative relationship between the two variables. This means that as the level of dissemination of VMGO increases, the awareness of objectives decreases slightly, and vice versa. This finding implies that the university may need to improve its dissemination strategies to increase awareness of its objectives among its stakeholders. According to Gravetter and Wallnau (2016) and Kim and Kim (2021), a correlation coefficient of -0.1 to -0.3 indicates a weak negative relationship between two variables. This is consistent with the correlation analysis of the level of dissemination of VMGO and the awareness of objectives.

Objectives are often more specific and granular than the broader mission or vision statements (Bart et al., 2001). Disseminating detailed objectives may require more effort and clarity in communication, potentially resulting in weaker awareness among stakeholders. The dissemination of objectives may face challenges such as limited communication channels, information overload, or insufficient emphasis on the objectives compared to the broader VMGO elements. These challenges can contribute to a weaker awareness of the objectives among stakeholders (Sarros et al., 2002). In disseminating the VMGO, organizations may emphasize communicating the vision, mission, and higher-level goals, rather than the specific objectives. This prioritization can lead to a relatively lower awareness of the objectives among stakeholders (Bart et al., 2001). Objectives may be perceived as less relevant to specific stakeholders compared to the broader mission or vision. This perception of reduced relevance could contribute to a weaker level of awareness or attention given to the objectives (Ashforth & Mael, 1989).

4.0 Conclusion

The findings suggest that through effective communication strategies, Urdaneta City University has successfully disseminated its vision, mission, goals, and objectives (VMGO) among stakeholders. The high level of awareness indicates that students and other stakeholders strongly understand the institution's goals and anticipated direction. This alignment fosters a shared sense of purpose, allowing the university community to collaborate toward common objectives. As students progress in their academic journey, their familiarity with the VMGO increases, highlighting the cumulative effect of continuous exposure through various university activities and academic programs.

While students are generally well-informed about the university's vision, their awareness of specific objectives is comparatively lower, indicating areas for improvement in communication and dissemination efforts. To sustain and enhance VMGO awareness, the university should continuously evaluate and refine its distribution strategies, leveraging multiple platforms such as social media, email, newsletters, and other communication tools. Regular assessments of current dissemination methods can help identify gaps and necessary adjustments to ensure broader and deeper engagement with the university's objectives.

5.0 Contributions of Authors

The authors contributed to the study by analyzing the effectiveness of Urdaneta City University's communication strategies in disseminating its vision, mission, goals, and objectives (VMGO) among stakeholders. They examined the correlation between students' academic progression and increasing awareness of the VMGO, highlighting the cumulative impact of continuous exposure. Additionally, the authors identified gaps in students' understanding of specific objectives, emphasizing the need for improved dissemination efforts. Their work provides valuable

insights into how universities can enhance stakeholder engagement by refining communication methods, ensuring alignment with institutional goals, and fostering a shared sense of purpose within the academic community.

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7.0 Conflict of Interests

There are no conflicts of interest to disclose, as this research was conducted with complete impartiality, focusing solely on analyzing online learning dynamics at UCU. The findings and interpretations were derived from an objective analysis, ensuring that personal, financial, or institutional biases did not influence the results.

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