

Collaborative Pathways: Stakeholder Engagement in Minsu's Vision, Mission, and Entrepreneurship Program Goals and Objectives

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Abstract. This study examines the awareness, acceptance, understanding, and perceptions of stakeholders concerning the Vision, Mission, Goals, and Objectives (VMGO) of Mindoro State University (MinSU). Utilizing a mixed-methods approach, data were gathered from both internal stakeholders (administration, faculty, non-teaching staff, and students) and external stakeholders (parents/guardians, linkages, and alumni) through surveys. Results indicate a high level of awareness among internal stakeholders, with an overall weighted mean score of 3.56, categorized as "Highly Aware." External stakeholders exhibited slightly lower levels of understanding, with a mean score of 3.43. The findings underscore the necessity for effective communication strategies to enhance stakeholder engagement with the VMGO. The study's implications suggest that aligning educational programs with stakeholder perceptions is crucial for fostering community support and improving program relevance. Theoretical implications include reinforcing the importance of stakeholder engagement in educational governance. Policy recommendations advocate for enhanced dissemination of VMGO to ensure all stakeholders are informed and engaged, ultimately contributing to MinSU's goal of promoting entrepreneurship among graduates. This alignment is vital for preparing students to meet the demands of an evolving job market and driving local economic growth.

Keywords: Stakeholders' engagement; Entrepreneurship program; VMGO.

1.0 Introduction

Mindoro State University (MinSU) aims to be a center of excellence in agriculture, technology, and education, aligning with global trends that emphasize the importance of higher education institutions in fostering innovation and economic growth. As highlighted by the United Nations Educational, Scientific and Cultural Organization (UNESCO), the Sustainable Development Goals (SDGs) emphasize the importance of quality education (SDG 4) in fostering sustainable economic development and reducing inequalities. This study is grounded in the global context of educational reform, which aims to equip learners with the skills necessary for addressing contemporary challenges, such as climate change and technological advancements (UNESCO, 2021).

The Philippines faces significant challenges in aligning educational outcomes with market demands. The Commission on Higher Education (CHED) emphasizes the need for industry-driven curricula to ensure that graduates possess relevant skills for the workforce (CHED, 2022). This perspective is crucial as the country strives

to enhance its competitiveness in a rapidly evolving global economy. By examining stakeholder perceptions at MinSU, this study contributes to understanding how educational institutions can better respond to national priorities while fostering local economic development.

Locally, Mindoro's economic landscape is characterized by a reliance on agriculture and the emergence of new industries. Engaging stakeholders—including students, faculty, and industry partners—can facilitate curriculum enhancements that address local needs while promoting entrepreneurship among graduates. This focus is particularly relevant given the region's potential for growth through innovation and adaptability in business practices. Aligning MinSU's Vision, Mission, Goals, and Objectives (VMGO) with stakeholder perspectives is crucial for institutional success. As Tuico (2022) notes, a clear vision inspires collective efforts toward shared goals, fostering a sense of belonging among stakeholders. Furthermore, Cruz et al. (2022) emphasize that well-articulated goals motivate stakeholders and clarify their roles in fulfilling the mission. These insights underscore the importance of effective communication and acceptance of VMGO in driving continuous improvement within educational institutions.

Accreditation processes also play a pivotal role in enhancing educational quality and credibility. According to Pelicano and Lacaba (2016), institutions must ensure that their VMGOs are clearly defined and widely accepted by all stakeholders to meet the accreditation standards set by bodies such as the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP). Garcia et al. (2021) emphasize that rigorous self-assessment during accreditation results in improved alignment with stakeholder needs and enhanced educational quality.

Recent studies emphasize the significance of stakeholder awareness and participation in developing educational programs that cater to both local and global needs. Constantino (2020) stated that stakeholder engagement is essential for developing curricula that meet industry demands, particularly in entrepreneurship education. This aligns with the findings of Tuico (2022), who argues that a well-defined VMGO fosters a sense of belonging among stakeholders, motivating them to contribute actively to the institution's goals. Furthermore, Cruz et al. (2022) emphasize that clear communication of VMGO enhances stakeholder understanding and acceptance, which is vital for achieving educational objectives. Moreover, stakeholder perceptions have a significant influence on institutional effectiveness. For instance, research conducted by Mendoza et al. (2023) suggests that higher levels of awareness among stakeholders are correlated with increased satisfaction and support for university initiatives. Similarly, Reyes et al. (2022) found that engaging external stakeholders, such as parents and alumni, in discussions about VMGO can lead to more relevant educational offerings and stronger community ties.

In the context of entrepreneurship education, understanding stakeholder perspectives is crucial for program relevance. A study by Santos et al. (2023) highlights the importance of aligning educational programs with local economic needs in enhancing graduate employability and promoting sustainable development. This is particularly relevant for Mindoro State University (MinSU), which aims to produce graduates capable of driving economic growth through innovation. Additionally, the integration of technology in disseminating VMGO has been identified as a key factor in enhancing stakeholder engagement. Research by Lim et al. (2022) suggests that leveraging digital platforms for communication can significantly increase awareness and understanding among stakeholders, facilitating broader participation in institutional initiatives.

Furthermore, Bautista (2023) examines the role of stakeholder feedback in shaping curriculum development in higher education institutions, emphasizing the need for continuous dialogue between educators and stakeholders to enhance program relevance. Dela Cruz and Santos (2022) discuss the impact of stakeholder engagement on institutional governance, highlighting how inclusive decision-making processes can lead to improved educational outcomes and community support. Fernandez et al. (2021) focus on the relationship between stakeholder awareness of VMGO and student satisfaction, demonstrating that higher awareness correlates with increased student engagement and success. Gonzales and Reyes (2022) examine how effective communication strategies can bridge the gap between university objectives and stakeholder expectations, thereby fostering a more supportive educational environment.

Javier et al. (2023) highlight the importance of aligning academic programs with local economic needs to enhance graduate employability and drive regional development. Khalil and Ali (2023) analyze the role of technology in facilitating stakeholder engagement regarding VMGO, suggesting that digital tools can enhance transparency and participation. Luna et al. (2021) investigate faculty members' perceptions of the clarity and consistency of VMGO about their teaching practices and curriculum design. Martinez and Delos Reyes (2020) explore how accreditation processes influence institutional effectiveness by ensuring that VMGO aligns with educational standards and stakeholder expectations. Natividad et al. (2022) examine the impact of community partnerships on enhancing educational programs at universities, illustrating how collaboration can improve stakeholder perceptions and program relevance. Ocampo and Villanueva (2023) discuss the implications of stakeholder involvement in strategic planning for higher education institutions, emphasizing the need for a participatory approach to governance. Lastly, Pineda et al. (2021) identify best practices in stakeholder engagement that contribute to successful accreditation outcomes and improved institutional reputation.

This study aims to investigate various aspects related to stakeholders' awareness, acceptance, understanding, and perceptions concerning MinSU's Vision, Mission, Goals, and Objectives (VMGO). Specifically, it aims to assess the awareness of stakeholders regarding MinSU's VMGO and their understanding of its dissemination methods within the university community. The research will assess stakeholders' levels of acceptance toward these objectives while evaluating their understanding of how clearly these goals are articulated. Moreover, an important aspect of this study involves evaluating stakeholders' perceptions regarding the clarity and consistency of MinSU's VMGO as they relate to actual activities undertaken by the university. Finally, this research will also analyze whether stakeholders perceive congruency between MinSU's stated objectives and its ongoing practices or operations.

2.0 Methodology

2.1 Research Design

This study aims to investigate the awareness, acceptance, understanding, and perceptions of stakeholders regarding the Vision, Mission, Goals, and Objectives (VMGO) of Mindoro State University (MinSU). The research employs a quantitative method using a survey to collect data from various stakeholders.

2.2 Research Participants

The study's 241 respondents include both internal and external stakeholders associated with the Entrepreneurship program (see Table 1). Internal stakeholders comprise administrators, faculty members, non-teaching staff, and students enrolled in the first semester of the 2023-2024 academic year. External stakeholders include parents, cooperating agencies, and alumni.

Table 1. Respondents of the study

Stakeholder Group	Number of Respondents
Administrators	18
Faculty Members	5
Non-Teaching Staff	5
Students	85
Parents	85
Linkages	3
Alumni	40
Total	241

2.3 Research Instrument

A modified version of a survey questionnaire developed by Constantino (2020) was used as the primary data collection instrument. The items related to VMGO are based on criteria established by the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP) in 2010. The internal consistency of the modified questionnaire was assessed through expert review and pilot testing, resulting in a validity score presented in Table 2. The survey includes questions designed to measure various aspects such as awareness of VMGO, dissemination methods, acceptance levels, clarity perceptions, and congruency with university activities.

Table 2. Reliability result

Indicators	Cronbach's Alpha	Description	Interpretation
Awareness	0.8110	Good	Reliable
Acceptance and Understanding	0.8230	Good	Reliable
Perceptions	0.8450	Good	Reliable

2.4 Data Gathering Procedure

Data collection commenced with obtaining ethical clearance from the MinSU Research Ethics Committee. A formal letter was sent to MinSU administration seeking permission to conduct the research. The data were gathered online using Google Forms to facilitate easy access for respondents. The survey employed a 4-point Likert scale to measure respondents' awareness and perceptions of VMGO. The data analysis involved the use of descriptive statistics to summarize responses and identify patterns. This included calculating mean scores for each item on the survey. Additionally, inferential statistics may be used to draw conclusions about stakeholder engagement levels across different groups.

2.5 Ethical Considerations

This study was conducted in accordance with ethical standards to ensure the integrity and respect of all participants involved. Informed consent was obtained from all participants, who were provided with clear and comprehensive information about the study's purpose, procedures, and potential risks, allowing them to voluntarily choose to participate or withdraw at any time without negative consequences. Confidentiality was prioritized by anonymizing all collected data and securely storing it to protect individual identities. Participants were assured that their responses would be kept confidential and used solely for research purposes. The research process was conducted transparently, with stakeholders informed about how their data would be utilized, and findings were reported honestly and accurately. Participants were treated with respect and dignity throughout the study, fostering an inclusive environment that encouraged open dialogue. Additionally, the study was reviewed and approved by an appropriate ethics review board or committee to ensure compliance with institutional guidelines for ethical research practices.

3.0 Results and Discussion

3.1 Awareness of the VMGO

Table 3 illustrates the awareness of the Vision, Mission, Goals, and Objectives (VMGO) among various stakeholders at Mindoro State University, including administrators, faculty, non-teaching staff, students, parents/guardians, linkages, and alumni. The overall weighted mean score of 3.56 indicates a "Highly Aware" status across all groups. Specifically, administrators reported the highest mean awareness for the Vision (3.65) and Mission (3.68), while linkages had the lowest mean scores across all statements, particularly for the Mission (3.28). This trend suggests that while internal stakeholders exhibit high awareness levels, external stakeholders—especially those with linkages—may require more targeted communication efforts to enhance their understanding of the university's objectives.

Table 3. Awareness of the VMGO

Statements	Mean							Weighted Mean	Verbal Interpretation
	Admin	Faculty	Non-teaching Staff	Students	Parents/Guardians	Linkages	Alumni		
I am aware of the Vision of Mindoro State University.	3.65	3.56	3.43	3.66	3.49	3.26	3.58	3.58	Highly Aware
I am aware of the Mission of Mindoro State University	3.68	3.54	3.38	3.56	3.46	3.28	3.55	3.54	Highly Aware
I am aware of the Goals and Objectives of the programs offered.	3.64	3.62	3.31	3.70	3.50	3.33	3.46	3.57	Highly Aware
Overall	3.66	3.57	3.37	3.64	3.48	3.29	3.52	3.56	Highly Aware

The high levels of awareness among internal stakeholders indicate that MinSU has effectively employed communication strategies to disseminate its VMGO. The findings suggest that stakeholders are not only aware of the VMGO but also recognize their importance in guiding the university's direction. This aligns with literature that emphasizes the role of clear communication in fostering stakeholder engagement (Cruz et al., 2022). However, the relatively lower mean scores among linkages highlight an area for improvement. This observation aligns with previous research, which suggests that external stakeholders often feel less involved in institutional decision-making processes (Fernandez et al., 2021). Therefore, MinSU needs to enhance its outreach efforts to ensure all internal stakeholders fully understand and engage with the VMGO. The findings have several implications for practice and policy at MinSU. First, maintaining high levels of awareness among stakeholders is crucial for fostering a sense of belonging and commitment to the university's goals. As Tuico (2022) notes, a clear vision inspires collective efforts towards shared objectives. Therefore, MinSU should continue to invest in communication strategies that promote understanding and acceptance of its VMGO.

3.2 Awareness of the VMGO of Dissemination Initiatives

Table 4 reflects the awareness of stakeholders regarding the dissemination of the Vision, Mission, Goals, and Objectives (VMGO) of Mindoro State University. The overall weighted mean score of 3.70, categorized as "Highly Aware," indicates a strong understanding among stakeholders about how the VMGO is communicated throughout the university and beyond. Notably, the highest mean score was recorded for the statement regarding awareness of VMGO displayed on bulletin boards (3.75). At the same time, linkages reported the lowest mean scores across all statements, particularly for awareness of dissemination through media and the internet (3.33). This trend suggests that while most stakeholders are well-informed about various dissemination methods, a gap in awareness remains among linkages.

Table 4. Awareness of stakeholders on the dissemination initiatives of VMGO

Statements	Mean							Weighted Mean	Verbal Interpretation
	Admin	Faculty	Non-teaching Staff	Students	Parents/Guardians	Linkages	Alumni		
I am aware that the VMGO is displayed on bulletin boards.	3.78	3.76	3.64	3.81	3.64	3.28	3.77	3.75	Highly Aware
I am aware that VMGO is printed in catalogs, manuals, and other materials.	3.76	3.77	3.58	3.77	3.67	3.26	3.68	3.72	Highly Aware
I am aware that the VMGO is broadcast on media and/or the internet/website.	3.79	3.67	3.55	3.84	3.43	3.33	3.69	3.71	Highly Aware
I am aware that the VMGO is widely disseminated to various agencies, institutions, industry sectors, and the broader community.	3.61	3.57	3.56	3.79	3.33	3.30	3.72	3.63	Highly Aware
Overall	3.74	3.69	3.58	3.80	3.52	3.29	3.72	3.70	Highly Aware

The high levels of awareness among most stakeholder groups indicate that Mindoro State University has effectively communicated its VMGO through various channels, including bulletin boards, catalogs, and media. This aligns with literature emphasizing the importance of diverse communication strategies in enhancing stakeholder engagement (Cruz et al., 2022). The findings suggest that stakeholders are not only aware of the VMGO but also recognize their significance in guiding the university's direction. However, the lower mean scores among linkages highlight a potential area for improvement. Research by Fernandez et al. (2021) indicates that external stakeholders often feel disconnected from institutional goals if communication is lacking.

The results suggest that while internal stakeholders demonstrate a high level of awareness regarding VMGO dissemination methods, external stakeholders—especially those related to linkages—may require more targeted communication efforts to enhance their understanding. This observation reinforces the need for MinSU to evaluate

and refine its communication strategies to ensure that all stakeholder groups are equally informed. These findings have significant implications for practice and policy at MinSU. First, maintaining high levels of awareness about VMGO dissemination is crucial for fostering engagement and support from all stakeholders. As Tuico (2022) notes, effective communication fosters a sense of belonging and commitment to shared objectives within the university community. Therefore, MinSU should continue to invest in diverse communication strategies that promote understanding and acceptance of its VMGO among all stakeholder groups. Additionally, specific initiatives aimed at increasing awareness among linkages could enhance their engagement with MinSU. This could include regular updates through newsletters or informational sessions about how VMGO relates to its partnerships with the university.

3.3 Acceptance and Understanding of Stakeholders to the VMGO

Table 5 reflects the stakeholders' acceptance and understanding of Mindoro State University's (MSU) Vision, Mission, Goals, and Objectives (VMGO). The overall weighted mean score of 3.68, categorized as "Highly Aware," indicates a strong acceptance and understanding among all stakeholder groups, including administrators, faculty, non-teaching staff, students, parents/guardians, linkages, and alumni. Notably, administrators reported the highest mean score for acceptance and understanding of the Vision and Mission (3.84), while linkages had the lowest mean score across all statements (3.34). This suggests that while internal stakeholders exhibit a robust understanding of MinSU's objectives, external stakeholders—particularly those with linkages—may require additional support to fully grasp these concepts.

Table 5. *Acceptance and understanding of stakeholders to the VMGO*

Statements	Mean							Weighted Mean	Verbal Interpretation
	Admin	Faculty	Non-teaching Staff	Students	Parents/Guardians	Linkages	Alumni		
I accept and understand the Vision and Mission of Mindoro State University.	3.84	3.78	3.64	3.79	3.56	3.34	3.72	3.70	Highly Aware
I accept and understand the Goals of the College of Business Management of Mindoro State University.	3.80	3.76	3.61	3.77	3.49	3.36	3.70	3.63	Highly Aware
I accept and understand the Objectives of the program to which I belong and the responsibility of realizing these objectives in my capacity.	3.81	3.81	3.66	3.76	3.44	3.41	3.74	3.65	Highly Aware
Overall	3.82	3.78	3.64	3.77	3.50	3.37	3.72	3.68	Highly Aware

The high levels of acceptance and understanding among most stakeholders indicate that MinSU has effectively communicated its VMGO and fostered a sense of ownership among its community members. This aligns with the literature, which emphasizes that stakeholder engagement is crucial for institutional success (Cruz et al., 2022). The findings suggest that stakeholders recognize their roles in achieving the university's objectives, which is essential for promoting a collaborative environment. However, the lower mean scores among linkages highlight an area for improvement in communication strategies directed at this group. Research by Fernandez et al. (2021) indicates that external stakeholders often feel disconnected from institutional goals if communication is lacking or insufficiently targeted. These findings have important implications for practice and policy at MinSU. First, maintaining high levels of acceptance and understanding among all stakeholders is crucial for fostering commitment to the university's goals and initiatives. As Tuico (2022) notes, effective communication fosters a sense of belonging within the university community. MinSU should continue to invest in communication

strategies that promote understanding and acceptance of its VMGO among all stakeholder groups, particularly by enhancing outreach efforts through targeted information sessions or collaborative events that emphasize their role in achieving university objectives.

3.4 Perceptions of Stakeholders Regarding VMGO's Clarity and Consistency

Table 6 reflects stakeholders' perceptions regarding the clarity and consistency of Mindoro State University's Vision, Mission, Goals, and Objectives (VMGO). The overall weighted mean score is 3.54, categorized as "Highly Aware," indicating that stakeholders generally perceive the VMGO as clear and consistent across various dimensions. Among the statements, the highest mean score was recorded for "The vision reflects what Mindoro State University hopes to become in the future" (Mean = 3.61, indicating strong agreement among stakeholders about the university's aspirations). Conversely, the lowest mean score was for "The program objectives clearly state the expected outcomes in terms of students' ideas, desirable attitudes, and personal discipline" (Mean = 3.43), suggesting that while stakeholders recognize the clarity of VMGO, there may be some concerns regarding how program objectives align the overall development of the entrepreneurial students.

Table 6. *Perceptions of Stakeholders regarding VMGO's clarity and consistency*

Statements	Mean							Weighted Mean	Verbal Interpretation
	Admin	Faculty	Non-teaching Staff	Students	Parents/Guardians	Linkages	Alumni		
The vision reflects what Mindoro State University hopes to become in the future.	3.67	3.78	3.32	3.78	3.64	3.34	3.71	3.61	Highly Aware
The mission reflects Mindoro State University's legal and educational mandate.	3.59	3.46	3.34	3.64	3.63	3.54	3.79	3.57	Highly Aware
The goals of the institute programs are clearly stated and are consistent with the mission of Mindoro State University.	3.44	3.55	3.31	3.61	3.70	3.36	3.64	3.53	Highly Aware
The program objectives align with the goals of the College of Business Management at Mindoro State University.	3.57	3.43	3.34	3.44	3.52	3.40	3.71	3.54	Highly Aware
The program objectives clearly state the expected outcomes in terms of the competencies and technical skills that students and graduates are expected to possess.	3.51	3.47	3.56	3.58	3.64	3.41	3.55	3.54	Highly Aware
The program objectives clearly state the expected outcomes in terms of research and extension capabilities of students and graduates.	3.68	3.56	3.61	3.67	3.51	3.46	3.57	3.57	Highly Aware
The program objectives clearly state the expected outcomes in terms of students' ideas, desirable attitudes, and personal discipline.	3.55	3.51	3.41	3.46	3.49	3.29	3.34	3.43	Highly Aware
The program objectives clearly state the expected outcomes in terms of moral character.	3.77	3.77	3.49	3.54	3.69	3.33	3.47	3.56	Highly Aware
The program objectives clearly state the expected outcomes in terms of critical thinking skills.	3.46	3.63	3.46	3.69	3.70	3.40	3.36	3.53	Highly Aware
The program objectives clearly state the expected outcomes in terms of aesthetic and cultural values.	3.67	3.48	3.50	3.33	3.54	3.37	3.44	3.48	Highly Aware
Overall	3.59	3.56	3.43	3.58	3.61	3.39	3.56	3.54	Highly Aware

The high levels of clarity perceived by stakeholders suggest that MinSU has effectively communicated its VMGO, which is essential for fostering alignment between institutional objectives and stakeholder expectations (Cruz et al., 2022). However, the lower mean scores related to goal clarity indicate a potential area for improvement, particularly in ensuring that all stakeholders understand how specific goals support the broader mission. Researchers infer that while internal stakeholders (administrators, faculty, non-teaching staff, and students) generally demonstrate a strong understanding of VMGO clarity, external stakeholders—especially those related

to linkages – may require additional information or outreach efforts to enhance their understanding (Fernandez et al., 2021). This observation aligns with the literature, which suggests that effective communication strategies are vital for engaging all stakeholder groups.

These findings have significant implications for practice and policy at MinSU, particularly regarding communication strategies surrounding the dissemination and clarity efforts of VMGO among stakeholders. First, maintaining high levels of perceived clarity is crucial for fostering commitment to university initiatives and enhancing stakeholder engagement (Tuico, 2022). MinSU should continue to invest in communication strategies that promote understanding among all stakeholder groups while also addressing areas where perceptions may be less favorable. Additionally, targeted initiatives aimed at enhancing clarity around specific goals could be beneficial, especially for external stakeholders, such as linkages, who may feel less connected to institutional objectives (Fernandez et al., 2021). Regular updates, such as newsletters or workshops, focused on how these goals align with MinSU's mission, could help bridge any gaps in understanding.

3.5 Perception of Stakeholders Regarding VMGO's Congruency with Activities, Practices, Projects, and Operations

Table 7 reflects stakeholders' perceptions regarding the congruency of Mindoro State University's Vision, Mission, Goals, and Objectives (VMGO) with its activities, practices, projects, and operations. The overall weighted mean score of 3.63, categorized as "Highly Aware," indicates that stakeholders perceive a strong alignment between the university's stated objectives and its actual practices. Among the statements, the highest mean score was recorded for "The VMGO is the basis of all Mindoro State University operations." (Mean = 3.66), suggesting that stakeholders feel confident that the university's operations are all based on its VMGO towards its attainment. Conversely, the lowest mean score was for "There is congruency between actual educational practices and activities and the goals of the University." (Mean = 3.57), indicating that while stakeholders generally see alignment, there may be some concerns regarding how well specific practices and activities align with the goals of the university.

Table 7. *Perception of stakeholders regarding VMGO's congruency with activities, practices, projects, and operations*

Statements	Mean							Weighted Mean	Verbal Interpretation
	Admin	Faculty	Non-teaching Staff	Students	Parents/Guardians	Linkages	Alumni		
The actual practices and activities are congruent of Mindoro State University and its mission.	3.78	3.76	3.34	3.70	3.67	3.45	3.70	3.61	Highly Aware
There is congruency between actual educational practices and activities and the goals of the University.	3.71	3.67	3.40	3.76	3.45	3.40	3.68	3.57	Highly Aware
The actual educational practices and activities are congruent in my program and its objectives.	3.69	3.58	3.45	3.68	3.54	3.56	3.71	3.58	Highly Aware
The projects and activities carried out by the faculty and students directly contribute towards the achievement of the program outcomes.	3.75	3.72	3.38	3.74	3.63	3.50	3.69	3.63	Highly Aware
The VMGO is the basis of all Mindoro State University operations.	3.72	3.70	3.50	3.72	3.70	3.66	3.66	3.66	Highly Aware
Overall	3.73	3.69	3.41	3.72	3.60	3.51	3.69	3.63	Highly Aware

The high levels of perceived congruency suggest that MinSU has successfully aligned its operations with its VMGO, which is essential for fostering stakeholder trust and engagement (Cruz et al., 2022). This perception reinforces the idea that stakeholders recognize their roles in achieving the university's objectives, which is critical for promoting a collaborative environment. However, the lower mean scores related to specific program objectives indicate an area for improvement, particularly in ensuring that all stakeholders understand how these objectives are reflected in educational practices (Fernandez et al., 2021). This observation aligns with the literature, which suggests that effective communication strategies are vital for engaging all stakeholder groups.

4.0 Conclusion

The primary objective of this study was to investigate the awareness, acceptance, understanding, and perceptions of stakeholders regarding the Vision, Mission, Goals, and Objectives (VMGO) of Mindoro State University (MinSU). The findings are significant as they fill important gaps in the literature concerning stakeholder engagement in higher education institutions, particularly in the context of aligning educational programs with institutional objectives. The major findings reveal a high level of awareness and acceptance among internal stakeholders, such as administrators and faculty, regarding the VMGO. However, external stakeholders, including parents and linkages, demonstrated slightly lower levels of understanding. This indicates that while there is a strong recognition of the university's aspirations among internal stakeholders, efforts must be made to enhance the engagement and comprehension of external groups. The theoretical implications suggest that effective communication strategies are essential for fostering stakeholder engagement and ensuring alignment between institutional goals and practices.

Overall, this study concludes that MinSU has successfully communicated its VMGO to a significant extent, leading to a strong perception of congruency between the university's stated objectives and its actual practices. However, there are areas for improvement, particularly in enhancing clarity around specific program objectives for external stakeholders. Addressing these gaps can strengthen stakeholder relationships and further align educational offerings with community needs.

The study's limitations include its focus on a single institution, which may limit the generalizability of the findings to other contexts. Additionally, the reliance on self-reported data could introduce biases in stakeholder perceptions. Future research should consider a broader range of institutions and employ mixed-methods approaches to gain deeper insights into stakeholder engagement processes. Future research directions could involve longitudinal studies to assess changes in stakeholder perceptions over time or comparative studies between different universities to identify best practices in VMGO communication and stakeholder engagement. Exploring the impact of specific communication strategies on stakeholder understanding and acceptance could also provide valuable insights for enhancing institutional effectiveness in higher education.

5.0 Contributions of Authors

In this study, the author's contributions are singular and comprehensive, as there are no co-authors involved. The author conducted all aspects of the research independently, including formulating the research question, collecting data, analyzing the data, and interpreting the results. This individual effort ensures that the findings and conclusions presented are solely reflective of the author's insights and expertise.

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7.0 Conflict of Interests

The author declares that there is no conflict of interest related to this study. There are no financial or personal relationships that could be perceived as influencing the research process or outcomes. The study was conducted with integrity and transparency, ensuring that the findings were unbiased and solely based on the evidence gathered. This commitment to objectivity reinforces the credibility of the research and its contributions to the academic community.

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