

# INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2025, Vol. 6, No. 6, 2957 – 2966

<http://dx.doi.org/10.11594/ijmaber.06.06.26>

---

## Research Article

### Stakeholder Awareness and Acceptance of the Revised VMDGCV of NVSU: Basis for Institutional Engagement in the EE Program

Alan P. Nebrida<sup>1\*</sup>, Cherry D. Quidit<sup>1</sup>, Jemimah P. Natividad<sup>1</sup>, Dhom Ryan S. Soriano<sup>1</sup>, Joan Minia Nebrida<sup>2</sup>

<sup>1</sup>Department of Electrical Engineering, Nueva Vizcaya State University, Bambang, Nueva Vizcaya 3702, Philippines

<sup>2</sup>Department of Hospitality Management, Nueva Vizcaya State University, Bambang, Nueva Vizcaya 3702, Philippines

---

#### Article history:

Submission 23 April 2025

Revised 31 May 2025

Accepted 23 June 2025

#### \*Corresponding author:

E-mail:

[ap\\_nebrida@nvsu.edu.ph](mailto:ap_nebrida@nvsu.edu.ph)

#### ABSTRACT

The Vision, Mission, Developmental Goals, and Core Values (VMDGCV) define the strategic orientation and identity of higher education institutions. In technical fields like Electrical Engineering (EE), adherence to these institutional statements guarantees program relevance, stakeholder involvement, and preparedness for accreditation. This research assessed the understanding and acceptability of Nueva Vizcaya State University's (NVSU) amended VMDGCV among electrical engineering stakeholders, including students, teachers, staff, alumni, and parents. Data were collected from 120 purposively chosen respondents using a descriptive-quantitative methodology and a validated survey. Two principal dimensions—awareness and acceptability—were examined using descriptive statistics and ANOVA. The findings indicated that respondents exhibited modest awareness (mean = 3.28, SD = 0.69), with the university's developmental objectives for cultivating competent and values-driven graduates earning the greatest acknowledgment (mean = 3.60). The average acceptance rating was moderate (mean = 3.17, SD = 0.77), indicating overall endorsement of the institution's trajectory. Electrical Engineering students had considerably superior scores compared to other groups in both domains (ANOVA:  $F = 9.132$ ,  $p < .05$ ), indicating enhanced engagement via academic exposure. Conversely, instructors, staff, alumni, and parents exhibited diminished levels of familiarity and support. The research emphasizes the need of more effectively integrating institutional ideals across stakeholder interactions. Results demonstrate a moderate level of awareness and acceptability, particularly among students. It is advisable to implement broader communication methods and more inclusive engagement initiatives to improve alignment with institutional objectives and cultivate a unified, mission-oriented academic atmosphere.

---

#### How to cite:

Nebrida, A. P., Quidit, C. D., Natividad, J. P., Soriano, D. R. S., & Nebrida, J. M. (2025). Stakeholder Awareness and Acceptance of the Revised VMDGCV of NVSU: Basis for Institutional Engagement in the EE Program. *International Journal of Multidisciplinary: Applied Business and Education Research*. 6(6), 2957 – 2966. doi: 10.11594/ijmaber.06.06.26

---

**Keywords:** *VMDGCV, Stakeholder Awareness, Institutional Alignment, Electrical Engineering, Higher Education, NVSU, CHED, Program Engagement*

---

## Introduction

In the evolving field of higher education, the Vision, Mission, Goals, and Core Values (VMGO) of academic institutions provide a fundamental framework for directing programs, initiatives, and strategic goals. These institutional statements delineate both philosophical and practical directives while articulating the university's social compact with its community, industry, and the country. The VMGO serves as a framework that guarantees academic excellence, organizational consistency, and conformity with international and national norms. This is particularly crucial in technical disciplines like Engineering, where graduates are expected to be prepared for the industry, morally sound, and relevant on a national scale.

Nueva Vizcaya State University (NVSU), a publicly supported institution of higher education in the Cagayan Valley Region of the Philippines, has recently amended its Vision, Mission, Developmental Goals, and Core Values (VMDGCV). This update addresses educational changes and national frameworks, including the Philippine Development Plan (PDP), Ambisyon Natin 2040, and the Sustainable Development Goals (SDGs). The amended statements seek to provide a more lucid and adaptive framework for all academic and administrative divisions, including the Electrical Engineering (EE) department, which is crucial in fostering technical advancement and regional growth.

Alignment with institutional objectives is crucial in engineering education. Accreditation organizations like the Philippine Technological Council's Accreditation and Certification Board for Engineering & Technology (PTC-ACBET) emphasize outcomes-based criteria and program alignment with institutional objectives. The Commission on Higher Education (CHED) requires the integration of VMGO into the teaching, research, extension, and production (IREP) responsibilities of academic institutions. Consequently, instructors, students, alumni, and staff in EE programs are not only

beneficiaries of institutional vision; they are expected to exemplify and maintain these principles in both academic and professional endeavors.

The effective implementation of these institutional aspects depends on the extent to which stakeholders comprehend and endorse them. Bryson and George (2024) assert that strategies achieve their maximum efficacy when internal stakeholders can effectively express and interact with the institution's purpose and objectives. This understanding informs leadership, coordinates program-level initiatives and improves academic results. Kezar and Holcombe (2017) assert that shared governance in higher education flourishes when purpose clarity is coupled with broad engagement. Nonetheless, discrepancies can arise between institutional objectives and their interpretation by individual stakeholders, particularly at the programmatic level.

This disconnection is especially significant in Engineering, where students need not just technically training but also an infusion of professional ethics, environmental consciousness, creativity, and social responsibility—principles integral to institutional objectives. Graduates in Electrical Engineering are anticipated to enhance national infrastructure and drive technical innovation. If institutional ideals are inadequately conveyed or misaligned with departmental practices, they may be seen as just symbolic rather than meaningful.

As higher education institutions prioritize internationalization, research output, and graduate employability, it is essential to ensure that stakeholders are not just cognizant of institutional ideals but also actively involved. In the realm of electrical engineering education, this encompasses student organizations endorsing values via community-oriented engineering initiatives, faculty synchronizing course objectives with institutional mission statements, alumni championing the university's vision within industry sectors, and parents fostering institutional objectives at home.

Awareness and acceptance are active processes involving the exchange of values and interaction.

This background makes the current research very pertinent. As NVSU prepares its Electrical Engineering program for accreditation and growth, it is essential to evaluate how stakeholders comprehend the university's updated VMDGCV. Ownership and alignment must be fostered at the grassroots level to transform institutional objectives into quantifiable results.

This research examines the knowledge and acceptability levels of NVSU's amended VMDGCV among EE students, faculty, staff, alumni, and parents. It also examines if substantial variations exist among these groups and which variables may affect their views.

The results aim to guide the College of Engineering and university administrators in improving communication tactics, connecting program-level initiatives with institutional objectives, and fostering more stakeholder engagement. These efforts are essential not just for adherence to quality assurance standards but also for fostering a values-driven academic culture—where Electrical Engineering graduates possess both technical proficiency and institutional grounding.

This study contributes to the expanding body of literature on VMGO integration in higher education, especially in STEM fields. Although previous research (e.g., de Guzman & Tan, 2021; Abubakar et al., 2022) has explored institutional awareness in general, less attention has been given to how technical programs understand and implement these principles. This paper fills the gap by providing discipline-specific insights and evidence-based suggestions to enhance institutional alignment in engineering education.

In conclusion, the updated vision and principles of NVSU transcend mere assertions; they function as a guiding framework for academic reform and societal influence. Their efficacy is contingent upon the depth of understanding and implementation by individuals inside the organization, particularly in essential programs like Electrical Engineering. This project seeks to convert institutional pronouncements

into significant stakeholder participation and coordinated academic activity.

## Methods

This study used a descriptive-quantitative research approach to evaluate the knowledge and acceptability of the updated Vision, Mission, Developmental Goals, and Core Values (VMDGCV) of Nueva Vizcaya State University (NVSU) among stakeholders in the Electrical Engineering (EE) program. This method facilitated systematic and statistical assessment of the comprehension and endorsement of institutional statements by persons involved in the EE discipline, where alignment with institutional objectives is crucial for academic success and professional growth.

The participants consisted of five primary stakeholder groups: (1) EE students from all academic years, (2) faculty members, (3) departmental staff, (4) parents of enrolled students, and (5) graduates of the EE program. A purposive sample method was used to identify 120 respondents who were either directly engaged with or substantially impacted by the implementation of the EE curriculum. The selection criteria evaluated participants based on their exposure to institutional messaging and their engagement in program-related activities.

A standardized survey questionnaire was particularly created for this research, including two primary sections: (1) Level of Awareness and (2) Level of Acceptability. Both parts used a four-point Likert scale. Awareness was assessed on a scale from 1 = "Not Aware" to 4 = "Very Much Aware," and Acceptability from 1 = "Not Acceptable" to 4 = "Very Much Acceptable." The classifications were then analyzed using simpler descriptors like Moderately Aware or Somewhat Acceptable throughout the conversation. Each item aligned with elements of the university's updated institutional statements to guarantee thorough coverage.

The instrument was evaluated for content validity by a team of specialists in engineering education, institutional development, and quantitative research. Feedback was used to enhance the clarity and alignment of questions. A pilot study involving 15 electrical engineering students produced a Cronbach's alpha

above 0.80, indicating substantial internal consistency and appropriateness for further data collecting.

The definitive iteration of the questionnaire was created for lucidity and simplicity of response, enabling participants to provide candid, contemplative replies. Data gathering occurred over a two-week period after official authorization from the EE Department and the College of Engineering. Respondents were had the choice to complete either paper forms or secure online surveys, depending on their convenience. All participants granted informed permission and were guaranteed of the anonymity and confidentiality of their comments.

Descriptive statistics, including the mean and standard deviation, were used to encapsulate stakeholder answers. These data were analyzed based on established scale criteria. A one-way Analysis of Variance (ANOVA) was used to assess differences across stakeholder groups. A significance criterion of  $p < .05$  was established to ascertain whether the observed differences were statistically significant.

The findings yielded practical insights for enhancing stakeholder communication and engagement techniques, especially in program-level planning and quality assurance initiatives.

## Result and Discussion

This chapter presents the analyzed findings of the study concerning stakeholder

perceptions of the revised Vision, Mission, Developmental Goals, and Core Values (VMDGCV) of Nueva Vizcaya State University (NVSU). The discussion integrates both descriptive and inferential results to examine how various stakeholders within the Electrical Engineering (EE) program assessed their level of awareness and acceptability of the institutional VMDGCV. The feedback gathered from students, faculty, staff, alumni, and parents was subjected to statistical interpretation to determine patterns of perception and areas for improvement. Significant variations in awareness and acceptability levels among these groups were also evaluated to guide strategic communication and stakeholder engagement.

### ***Stakeholder's Assessment on their Level of Awareness on the New Revised Vision, Mission, Developmental Goals, and Core Values (VMDGCV) of the Nueva Vizcaya State University***

The assessment of stakeholder awareness is summarized in Table 1. It includes mean scores and standard deviations for five key indicators, measured on a four-point Likert scale: 1 – Not Aware, 2 – Somewhat Aware, 3 – Moderately Aware, and 4 – Very Much Aware.

*Table 1, Stakeholder Awareness of the Revised VMDGCV of NVSU*

Indicators	Mean	Standard Deviation	Descriptive Interpretation
1. The university's vision is clearly defined.	3.25	0.73	Moderately Aware
2. The university's mission clearly reflects its legal and educational mandate and thrusts of the government.	3.17	0.67	Moderately Aware
3. The university's mission statement reflects its fundamental function.	3.05	0.70	Moderately Aware
4. The university's goals and objectives reflect the national, regional development and goals.	3.33	0.73	Moderately Aware
5. The university's objectives are defined within the context of producing trained teachers imbued with human ideals, moral values, and aspirations and adequately equipped with pedagogical knowledge and skill to enable them	3.60	0.64	Very Much Aware

to be responsive to national/regional development goals.			
<b>Weighted Mean</b>	<b>3.28</b>	<b>0.69</b>	<b>Moderately Aware</b>

Table 1 reveals a mostly favorable albeit modest knowledge among stakeholders about the updated Vision, Mission, Developmental Goals, and Core Values (VMDGCV) of Nueva Vizcaya State University (NVSU). The university's vision got a mean score of 3.25, categorized as Moderately Aware, indicating that stakeholders possess a basic familiarity with the vision statement, although a more profound comprehension and involvement is needed. Bryson and George (2024) assert that a well-defined institutional vision is essential for directing strategic alignment. The findings provide an opportunity for NVSU to strengthen its vision in stakeholder engagements.

The mission statement, delineating NVSU's legal and educational obligations, received a rating of 3.17, interpreted as Moderately Aware. This corresponds with the Organisation for Economic Co-operation and Development's (OECD, 2021) recommendation that institutions should explicitly convey their fundamental missions to foster stakeholder alignment and support. The item evaluating the alignment of the mission with the university's main function obtained the lowest score (M = 3.05), highlighting the need for enhanced communication and institutional messaging.

Increased awareness was noted about the university's linkage with national and regional development objectives (M = 3.33), indicating that stakeholders acknowledge NVSU's wider social function. This aligns with the World Bank (2019), which states that higher education institutions are crucial for fostering equitable economic and national development. Nonetheless, there exists potential for more effective expression of this relationship to enhance stakeholder investment.

The highest level of awareness was noted about NVSU's goal of cultivating well-trained, values-driven educators (M = 3.60, Very Much Aware). This signifies that the university has effectively highlighted its teacher education purpose, which is a fundamental aspect of its institutional identity. The OECD (2021) asserts that universities should provide graduates with both technical competencies and social values to tackle global issues, indicating that NVSU's communication in this domain is effectively resonating with its community.

The weighted mean of 3.28 indicates that stakeholders possess a moderate degree of knowledge of the amended VMDGCV. The statistics indicate diversity in comprehension according to the emphasis region, underscoring the need for more tailored and inclusive communication tactics. Kezar and Holcombe (2017) emphasized that effective engagement with institutional ideals involves both clarity and intentional incorporation into academic and corporate culture. NVSU may improve stakeholder ownership and alignment by integrating the VMDGCV into classroom education, public discourse, outreach initiatives, and feedback systems.

***Stakeholder's Assessment on the Acceptability of the New Vision, Mission, Developmental Goals, and Core Values (VMDGCV)***

The second dimension of the study examined how acceptable the stakeholders found the revised VMDGCV of NVSU. Acceptability in this context refers to the degree to which stakeholders agree with, support, and perceive value in the university's core institutional declarations. Table 2 presents the responses collected across key indicators.

*Table 2. Stakeholder Acceptability of the Revised VMDGCV of NVSU*

<b>Indicators</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Descriptive Interpretation</b>
1. The Vision clearly reflects what the university hopes to become in the future.	3.25	0.86	Moderately Acceptable

Indicators	Mean	Standard Deviation	Descriptive Interpretation
2. The Mission clearly reflects the university's legal and educational mandate.	3.22	0.78	Moderately Acceptable
3. The objectives clearly state the expected outcomes in terms of competencies or technical skills of students and graduates.	3.15	0.71	Moderately Acceptable
4. The objectives clearly state the expected outcomes in terms of moral character.	3.13	0.72	Moderately Acceptable
5. The goals are consistent with the objectives of the University.	3.12	0.78	Moderately Acceptable
<b>Weighted Mean</b>	<b>3.17</b>	<b>0.77</b>	<b>Moderately Acceptable</b>

The evaluation of stakeholder perspectives on the acceptability of the updated Vision, Mission, Developmental Goals, and Core Values (VMDGCV) of Nueva Vizcaya State University (NVSU), as illustrated in Table 2, provides important insights into perceptions related to the university's strategic framework. Stakeholders recognize that the university's vision is in harmony with its future aspirations, as evidenced by a mean score of 3.25, which signifies a "Moderately Acceptable" rating. This indicates an acknowledgment of the vision's importance, while also emphasizing the necessity for more profound involvement and comprehension. As noted by Bryson & George (2024), a strong vision has the power to engage stakeholders and cultivate a shared dedication to organizational objectives, suggesting that improving communication regarding the vision may enhance stakeholder involvement.

The evaluation indicating that the mission effectively embodies the university's legal and educational responsibilities, with an average score of 3.22, highlights the significance of aligning institutional goals with external standards. A clearly defined mission is essential as it not only clarifies the purpose of an institution but also guarantees adherence to national educational policies, as highlighted by the World Bank (2019). While stakeholders acknowledge this alignment, continuous efforts to clearly communicate how these mandates are implemented could improve overall acceptance.

Concerning the goals associated with the competencies and technical skills of students, a mean score of 3.15 suggests that stakeholders appreciate the university's emphasis on

educational results. However, there may be a need for additional clarity on how these goals are implemented in terms of practical skill enhancement. Kezar and Holcombe (2017) highlight the necessity of synchronizing educational goals with the needs of the workforce, proposing that enhanced clarity in the development of competencies could strengthen acceptance and build trust among stakeholders. Additionally, the objectives outlining anticipated results regarding moral character, which achieved a mean score of 3.13, underscore the institution's dedication to cultivating well-rounded individuals. Nonetheless, the "Moderately Acceptable" rating across all indicators indicates that while stakeholders recognize these objectives, there is a chance for NVSU to improve its communication strategies to cultivate a greater understanding and commitment within its community. The weighted mean of 3.17 suggests a largely favorable view of acceptability, while also highlighting opportunities for enhancing stakeholder engagement and improving the clarity of our messaging.

The results indicate that although NVSU's stakeholders are mostly informed about and supportive of the VMDGCV, there remains considerable opportunity to enhance communication and engagement approaches. Enhancing the alignment between the university's goals and the expectations of stakeholders can significantly improve engagement and involvement in university initiatives. Institutions such as NVSU can enhance their engagement by creating more interactive platforms for discussion, including workshops or feedback sessions, to ensure that stakeholder perceptions are closely

aligned with the university's objectives. By addressing these gaps, NVSU could enhance stakeholder satisfaction while cultivating a stronger sense of community and collaboration, ultimately resulting in improved educational outcomes and institutional effectiveness. The overall weighted mean of 3.17 indicates a favorable evaluation, while also highlighting the necessity for NVSU to actively involve its stakeholders and clearly define its strategic goals to secure sustained success.

**Significant difference in the Respondent's Assessment on the Awareness and Acceptabil-**

**ity of the New Revised Vision, Mission, Developmental Goals, and Core Values (VMDGCV) when Group According to Respondents**

This section presents the comparative analysis of stakeholders' responses to determine whether statistically significant differences exist in their awareness and acceptability of the revised Vision, Mission, Developmental Goals, and Core Values (VMDGCV) of Nueva Vizcaya State University (NVSU). The statistical test used was one-way ANOVA, which is appropriate for comparing multiple independent groups.

*Table 3. Significant Difference in the Stakeholders' Assessment on the Awareness and Acceptability of the Revised Vision, Mission, Developmental Goals, and Core Values (VMDGCV) by Stakeholder Group*

Stakeholder	F ratio	Degree of freedom	Significance
Student	9.132**	4	0.000
Faculty	-1.500	4	0.208
Staff	-0.250	4	0.815
Parents	-2.449	4	0.070
Alumni	0.557	4	0.607

Table 3 demonstrates notable disparities in stakeholders' evaluations of the updated Vision, Mission, Developmental Goals, and Core Values (VMDGCV) of Nueva Vizcaya State University (NVSU) when categorized by stakeholder group. The student group exhibited a statistically significant difference, with an F-ratio of 9.132 and a p-value of 0.000, indicating that students had a much better degree of awareness and tolerance than other groups. This may be ascribed to their ongoing engagement with academic pursuits, orientation initiatives, and curricular material that often alludes to the university's vision and goal. Kezar and Holcombe (2017) assert that student involvement in institutional objectives is enhanced when students participate in activities that reinforce those objectives, fostering deeper comprehension and internalization.

Conversely, professors (p = 0.208), staff (p = 0.815), parents (p = 0.070), and graduates (p = 0.607) showed no statistically significant variations in their evaluations, indicating a consistent albeit modest degree of knowledge and acceptance across these groups. The absence

of variation may indicate a significant communication gap or a failure to engage these stakeholders in strategic planning initiatives. Bryson and George (2024) assert that authentic institutional alignment requires the active engagement and comprehension of institutional goals by all internal stakeholders, not alone students. The OECD (2021) underscores the significance of comprehensive institutional involvement in promoting educational reforms and institutional identity. The results indicate that NVSU must enhance its outreach, especially to professors, staff, and external stakeholders like as parents and alumni, by promoting collaborative talks, initiating values-based activities, and incorporating the VMDGCV into wider stakeholder interactions.

**Conclusion**

Based on the results, the following conclusions may be drawn:

1. The stakeholders of the Electrical Engineering program at Nueva Vizcaya State University demonstrate a moderate aware-

ness of the updated Vision, Mission, Developmental Goals, and Core Values (VMDGCV), with the greatest familiarity focused on the university's dedication to cultivating values-driven, professionally competent graduates. Nonetheless, understanding of the overarching institutional objective and vision is restricted among non-student groups, underscoring a communication deficiency. This study enhances literature by offering a program-level perspective on VMDGCV integration within technical fields, emphasizing the need for increased stakeholder involvement beyond institutional proclamations. The results need enhanced communication tactics, participatory engagement mechanisms, and curricular alignment to guarantee that the VMDGCV is recognized, absorbed, and manifested in both academic and operational practices.

2. Stakeholders of Nueva Vizcaya State University largely consider the updated Vision, Mission, Developmental Goals, and Core Values (VMDGCV) satisfactory, notably acknowledging the congruence of the vision with the university's future ambitions. The somewhat reduced endorsement of objectives pertaining to technical abilities and moral character indicates that, while there is general support for institutional goals, further explanation and engagement may be necessary to enhance understanding and strengthen commitment among stakeholders.
3. Students had the greatest understanding and approval of the redesigned VMDGCV among all stakeholder groups, possibly attributable to their increased exposure to institutional activities and academic integration. Conversely, instructors, staff, alumni, and parents exhibited no substantial discrepancies in their evaluations, suggesting a more uniform, albeit modest level of participation. These results underscore the need of improving communication tactics and involvement mechanisms for non-student stakeholders to cultivate greater alignment with the university's strategic goal.

## Recommendations

Based on the results, discussions, and conclusion on the awareness and acceptability of the revised Vision, Mission, Developmental Goals, and Core Values (VMDGCV) of Nueva Vizcaya State University (NVSU)—particularly among stakeholders of the Electrical Engineering (EE) program—the following recommendations are proposed to enhance communication, understanding, and stakeholder engagement:

1. Strengthen Multi-Channel Communication Strategies.

Develop and implement a comprehensive communication plan that disseminates the VMDGCV through multiple platforms such as newsletters, bulletin boards, social media, orientation programs, and classroom integration. Making VMDGCV messages visible and relatable at the departmental level can improve retention and relevance, especially for students and staff with limited access to university-wide activities.

2. Integrate VMDGCV into Faculty and Staff Development.

Encourage faculty and non-teaching staff to participate in focused workshops and departmental dialogues that unpack the meaning and application of the VMDGCV. Including their feedback in the planning process fosters a sense of ownership and ensures that institutional values are consistently reflected in instruction and operations.

3. Organize Inclusive Stakeholder Forums.

Schedule periodic forums, assemblies, or town hall meetings where students, alumni, parents, and employees can openly discuss their perspectives on the VMDGCV. These engagements promote transparency, alignment, and collaborative planning between administration and key program stakeholders.

4. Clarify Linkages Between VMDGCV and Academic Outcomes.

Provide concrete examples of how the VMDGCV translates into expected competencies and character formation among EE students. Align course syllabi, student organization activities, and capstone projects



with institutional goals to foster deeper understanding and buy-in.

5. Implement Targeted Training and Orientation Programs.

Offer modular trainings or seminars designed for each stakeholder group—students, faculty, alumni, and parents—highlighting their roles in advancing the university's mission. Orientation programs should be enhanced to include VMDGCV contextualization within the EE curriculum and career pathways.

6. Establish Continuous Feedback Mechanisms.

Institutionalize formal channels such as digital suggestion boxes, post-event evaluation forms, and periodic stakeholder surveys to monitor perceptions and recommendations related to the VMDGCV. These mechanisms provide vital input for refining institutional strategies and building a responsive academic environment.

7. Empower Student Organizations in VMDGCV Promotion.

Leverage the reach and creativity of EE student organizations by involving them in VMDGCV-related campaigns, leadership workshops, and peer-to-peer learning initiatives. Encouraging student-led engagement fosters a culture of inclusivity, initiative, and internalization of institutional values.

## References

- Abubakar, A., Ramos, R. M., & Delos Santos, L. P. (2022). Stakeholder engagement in institutional goal-setting: An evaluation of VMGO awareness in Philippine higher education institutions. *Philippine Journal of Educational Measurement and Evaluation*, 14(2), 45–58.
- Albert, S., & Whetten, D. A. (1985). Organizational identity. In L. L. Cummings & B. M. Staw (Eds.), *Research in Organizational Behavior* (Vol. 7, pp. 263–295). Greenwich, CT: JAI Press.
- Andrada, R. R., & Serafico, M. C. (2020). Strategic alignment of VMGO and faculty development in SUCs. *Journal of Educational Policy and Development*, 8(1), 90–105.
- Bryson, J. M., & George, B. (2024). Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement (6th ed.). *Jossey-Bass*.
- Commission on Higher Education. (2012a). CMO No. 37, series of 2012: Policies, standards and guidelines for the Bachelor of Science in Electrical Engineering (BSEE). <https://ched.gov.ph>
- Commission on Higher Education. (2012b). CMO No. 46, series of 2012: Policy-standard to enhance quality assurance (QA) in Philippine higher education through an outcomes-based and typology-based QA. <https://ched.gov.ph>
- de Guzman, A. B., & Tan, E. J. (2021). VMGO awareness and internalization among faculty and students in higher education institutions. *Asian Journal of Educational Research*, 9(1), 20–32.
- Evangelista, M. F., & Custodio, E. D. (2020). Mission-driven instruction and student success in engineering programs: An empirical study. *Journal of Engineering Education in the Philippines*, 51(2), 89–102.
- Hatch, M. J., & Schultz, M. (2002). The dynamics of organizational identity. *Human Relations*, 55(8), 989–1018. <https://doi.org/10.1177/0018726702055008181>
- Kezar, A., & Holcombe, E. M. (2017). Shared leadership in higher education: Important lessons from research and practice. *American Council on Education*. <https://www.acenet.edu/Documents/Shared-Leadership-in-Higher-Education.pdf>
- Organization for Economic Co-operation and Development. (2021). The state of higher education: One year into the COVID-19 pandemic. *OECD Publishing*. <https://doi.org/10.1787/83c41957-en>
- Panganiban, J. M., & Lim, K. L. (2022). Perceptions of institutional values among engineering students in a state university: A cross-sectional study. *Journal of Education and Human Development*, 11(1), 115–124.
- Reyes, A. C., & Dela Cruz, L. M. (2019). Faculty and alumni awareness and alignment

- with institutional goals: Basis for quality assurance planning. *International Journal of Academic Research in Progressive Education and Development*, 8(3), 147–159.
- Schmid, C., & Brown, P. A. (2018). Organizational communication and internalization of institutional mission: Models and implications. *Journal of Higher Education Policy and Management*, 40(2), 178–194.
- World Bank. (2019). World development report 2019: The changing nature of work. *World Bank Group*. <https://www.worldbank.org/en/publication/wdr2019>