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## Research Article

### Stakeholders' Perceptions of IFSU VMGO, COE VMG, and BEEd Program Objectives

Peter Paul Canuto\*, Yuvimin Lumidao, Elpidio Jr. Basilio, Marites Choycawen, Deborah Lumecio

College of Education, Ifugao State University - Tinoc Campus, Ifugao, 3609, Philippines

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#### \*Corresponding author:

E-mail:

[ifsupeterpaul@gmail.com](mailto:ifsupeterpaul@gmail.com)

#### ABSTRACT

Universities depend on a coherent framework that offers direction and guide their daily operations. This framework is usually anchored in a clearly articulated vision, mission, goals, and objectives (VMGO), including core values. Their effectiveness, however, are influenced by the stakeholders' views and experiences, as they are the ones who are most affected. The current undertaking therefore aimed to assess the stakeholders' perceived levels of awareness, understanding, acceptability, relevance, and attainability of the VMGO and the core values of Ifugao State University (IFSU). It included the VMGO of the College of Education (COE) and the Bachelor of Elementary Education (BEEd) Program of the IFSU - Tinoc Campus. The congruence among the university VMGO, college VMG, and program objectives was likewise examined. Using a descriptive research design, the study employed a survey questionnaire to collect quantitative data from the total population of 558 internal and external stakeholders. Results reveal that stakeholders were highly aware and generally perceived the university VMGO and core values, as well as the college VMG and program objectives, as understandable, acceptable, relevant, and attainable. Internal stakeholders consistently reported higher levels of awareness and understanding, while external stakeholders recognized the program's practical alignment with the university's overarching goals. The high level of perceived congruence between the university, college, and program VMGOs demonstrates strong integration and coherence across institutional levels. However, variations in perception underscore the need for continuous evaluation, communication, and integration of stakeholder feedback to enhance institutional effectiveness. This study underscores that VMGO and core values are not simply symbolic statements, but instead, function as operational guides that shape the identity, priorities, and practices of the university and its colleges and programs.

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**Keywords:** Bachelor of Elementary Education (BEEEd), College of Education (COE), Core values, Ifugao State University (IFSU), Philippines, Vision, Mission, Goals, and Objectives (VMGO)

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## Introduction

Higher education institutions (HEIs) play a significant role in the development of individuals, communities, and societies, as a whole. They serve as foundation of knowledge and breeding ground for innovation and critical thinking, providing academic, professional, and personal growth among individuals. They are complex, yet impactful institutions providing services to different stakeholders who are entitled to their personal interests, expectations, and perspectives. These individuals include the internal stakeholders such as students, faculty, staff, and administrators, and external stakeholders that encompass alumni, prospective employers, government agencies, non-governmental or private sectors, and the wider community.

In order to satisfy the roles and meet the expectations of stakeholders, HEIs depend on their well-articulated vision, mission, goals, and objectives (VMGO), and core values, serving as a framework that guides and directs their daily operations. Vision defines the university's long-term objectives and the impacts it desires to achieve, encouraging stakeholders toward a shared direction. In support, mission outlines the institution's main purpose, values, and roles in the society through its commitment to education, research, and community service (Ahmad & Masroor, 2020; Campbell, 2008; Croneberger, 2021; Gurley et al., 2014; Hofstrand, 2023; Horwath, 2005; Mitchell et al., 2024; Taiwo & Lawal, 2016). Further, goals are broad, long-term achievements which are in-tuned with the vision and mission, providing strategic direction and measurable outcomes (Campbell, 2008; Gurley et al., 2014; Hofstrand, 2023). Objectives then translate these goals into specific, time-bound, and measurable actions, which facilitates tracking of progress and continuous improvement (Campbell, 2008; Hofstrand, 2023). Meanwhile, core values shape the university's identity and culture, setting ethical principles that serve as reference in decision-making, policy-crafting, and interacting with all stakeholders (Gurley et al., 2014;

Hofstrand, 2023; Horwath, 2005; Mitchell et al., 2024).

The Commission on Higher Education (CHED), the governing power among HEIs in the Philippines, acknowledges the herculean part of universities and colleges in nation-building. HEIs offer specialized education that produces competent and skilled professionals in various disciplines, generate knowledge and technological innovations through research, and lead sustainable and long-term development in the increasingly globalized context (CHED, 2012). As such, Philippine HEIs must have a clear sense of direction through their clearly articulated VMGO and well-thought core values. Some institutions also include philosophy statement and quality policies. These are crucial as they offer a framework for the development of the institution, and provide guidance in the decision-making processes, ensuring that the university's efforts are aligned with its mandate and the needs of its stakeholders (CHED, 2012, 2022). To navigate the challenges and opportunities of the modern educational landscape, HEIs must consider how the stakeholders perceive and engage with the institution's VMGO (Adebanke Olusola et al., 2022). Against this broader institutional mandate, the VMGO of teacher education colleges and their academic programs serve as concrete expressions of how universities operationalize their roles in nation-building, particularly in preparing future educators who are significant agents in maintaining quality of basic education (CHED, 2017).

Building on the aforesaid narrative, it is clear that the VMGOs and core values of HEIs, as well as those of their teacher education colleges and programs, are not merely declarative statements of intent. More importantly, these are practical guides that define institutional identity, strategic direction, and operational priorities. Their effectiveness, however, largely depends on the perceptions and experiences of its stakeholders. It is therefore important to determine the stakeholders' perspectives as these

offer valuable insights into how well a university's vision and mission resonate with its community, how its goals are aligned with external expectations, and how its objectives translate into tangible outcomes.

## Literature Review

### Conceptual Framework

This study revolves around the idea that the VMGO and core values serve as the foundational guide of HEIs in fulfilling their mandates in instruction, research, and community engagement. In the context of the study, these institutional statements collectively define the university's strategic direction, academic

priorities, and institutional identity. However, the effectiveness of these guiding principles extends beyond their formal articulation and is largely contingent on stakeholders' perceptions of them. Internal and external stakeholders evaluate these institutional directions in terms of their perceptive levels of awareness, understanding, acceptability, relevance, attainability, and congruence. These dimensions provide a comprehensive lens through which to examine the clarity, significance, and practical applicability of the institutional VMGO and related statements. These are summarized in Figure 1.

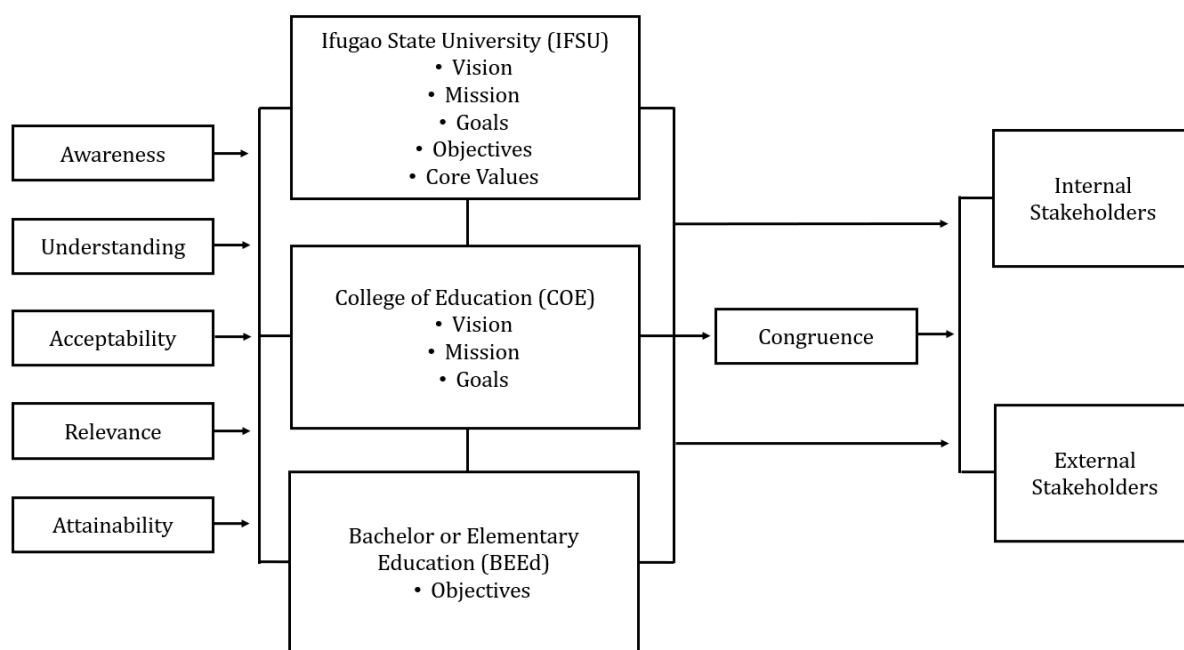


Figure 1. Framework of the Study

It is posited that increased awareness and deeper understanding among stakeholders foster greater acceptability and perceived relevance which enhances the perceived attainability of these institutional directions. As stakeholders develop more informed and favorable perceptions, a stronger sense of alignment emerges among the university's VMGO, the college's VMG, and the program objectives. This alignment, referred to as congruence, reflects the extent to which institutional, college-level, and program-specific directions are coherent,

consistent, and mutually reinforcing. This framework underscores the critical role of stakeholder perceptions in determining the extent to which institutional goals are effectively communicated, internalized, and operationalized. The perceived congruence among the university, college, and program frameworks serves as an indicator of how effectively these guiding principles work together to advance the broader goals of higher education and nation-building.

### **Vision, Mission, Goals, Objectives, and Core Values of Ifugao State University**

Ifugao State University (IFSU) is a public HEI and the only state university in the Province of Ifugao, Cordillera Administrative Region (CAR), Philippines. Like other HEIs, it is mandated to provide quality, relevant, and culturally responsive education. Its main campus is in Lamut, with several satellite campuses situated across the province, including Potia, Lagawe, Hapao, Aguinaldo, and Tinoc. The VMGO of IFSU defines the strategic direction, major purpose, and guiding principles of the university in pursuing academic excellence, outstanding community service, and culturally-grounded advancements.

IFSU's vision captures its aspiration to be "*A globally recognized university upholding excellence amidst rich cultural heritage*" (IFSU, 2025a, 2025b, 2020, 2019a, 2019b, 2019c). This vision strategically set the direction for the institution to achieve excellence in instruction, research, and community engagements, while preserving the unique cultures of the Ifugaos. Being globally recognized indicates the deep commitment of the university to international standards of quality and competitiveness, alongside the preservation of its local heritage and traditions.

IFSU's mission reflects its core purpose, "*Produce employable graduates who are morally upright, socially and culturally responsible professionals through quality, relevant, and innovative instruction, research, extension, and resource generation*" (IFSU, 2025a, 2025b, 2020, 2019a, 2019b, 2019c). It accentuates the critical role of the university in honing competent professionals, who are ethical and productive members of society. Further, it underlines a balanced emphasis on instruction, knowledge exploration, community outreach, and financial sustainability.

IFSU's goals are broad outcomes which are intended to aid in the advancement of the university's mission, and thereby, realizing its vision. These are strategically organized into various areas, each with specific objectives that make the goals actionable and measurable. First, "*Academic Excellence*" highlights adherence to quality education, program accredita-

tion, career readiness, student support, internationalization, and integration of Indigenous Knowledge Systems and Practices (IKSP) into curricula for cultural preservation. Objectives under this goal comprise enhancing board examination results, upscaling graduate employability, improving student services, and increasing international partnerships. Second, "*Strong Research Leadership and Culture*" centers on improving the standing of the university as a research-oriented institution. Objectives are then geared at increasing research outputs, disseminating research findings, developing technologies for commercialization or community use, and conserving cultural heritage through research endeavours. Third, "*Sustainable Extension and Community Engagement*" focuses in ensuring knowledge and technology transfer among stakeholders, with the main aim of addressing real-world problems and needs. Objectives then include excellent client satisfaction which warrants active collaboration between and among students, faculty, and beneficiaries, and forge partnerships with local government units, industries, and varied organizations. Lastly, "*Excellent Public Service and Good Governance*" is zeroed in the enhancement of transparency and accountability in administration and public work. Objectives are focused in improving administrative service delivery, expanding networks to increase visibility, enhancing resource generation and human resource potentials, integrating technology, and creating a safe, inclusive, and culturally responsive atmosphere for all, internal and external stakeholders, alike (IFSU, 2025a, 2025b, 2020, 2019a, 2019b, 2019c).

Furthermore, the six core values of the university serve as the ethical foundation and cultural compass, guiding how the IFSU community acts in support to the realization of the university's mission. These include: "*Excellence*" which emphasizes the university's commitment to quality instruction, research, extension, resource generation, and administration; "*Faith*" upholds belief in a higher power that fosters trust and harmonious cooperation; "*Integrity*" stresses adherence to moral and ethical principles; "*Service*" highlights the university's dedication in serving stakeholders for the com-

mon good; "Creativity" fosters innovation, dynamism, and resourcefulness in teaching, learning, and problem-solving; and, "Cultural-sensitivity" which accentuates IFSU's efforts in the preservation of the rich and unique cultural heritage of the Ifugao people, and respect to cultural differences in the broader region (IFSU, 2025a, 2025b, 2020, 2019a, 2019b, 2019c). These values are embedded in institutional policies, quality standards, performance systems, and community engagements, reinforcing a philosophy that mirrors the university's strategic intent and role as a higher academic institution.

### ***Vision, Mission, Goals of the College of Education and Objectives of the Bachelor of Elementary Education***

The College of Education (COE) of IFSU observes strict alignment of its VMG with the university's mandate of excellence, cultural responsiveness, and service to society. In particular, this is manifested through its commitment of producing competent 21<sup>st</sup> century educators. This is further reflected in the college's vision of becoming "An Academic Center producing excellent educators and leaders who are prime movers of peace and progress" (IFSU, 2016, 2018). This vision clearly underscores the need for quality instruction, innovation, and IKSP integration for cultural preservation, while adhering to international standards. The COE's mission states, "Endeavors to provide responsive undergraduate in the College of Education through committed and collaborative effort towards relevant education and social transformation" (IFSU, 2016, 2018). This emphasizes preparation of future teachers through quality, relevant teacher education programs grounded in strong pedagogical foundations, research-based practices, active community collaborations, and character development. It underlines the college's dedication to shaping educators who are competent, well-informed, socially responsible, and responsive to the needs of the learners and the society.

The goals of the college translate this vision and mission into strategic directions by aiming to "1) pursue meaningful teaching-learning experiences in the profession; 2) engage in lifelong activities for sustainable development; 3)

*produce systems/ programs/ technology and information towards improved quality of life through research and development; and, 4) produce committed, empowered and unaccountable members of the society"* (IFSU, 2016, 2018). This indicates progress in graduate employability and professional competence, contributing significantly to educational development at the local, regional, and national levels.

The objectives of the Bachelor of Elementary Education (BEEEd) program of IFSU include producing competent, ethical, and culturally responsive educators who can efficiently address the educational requirements of diverse learners in the elementary level. Specifically, the program aims to hone elementary educators who "1) practice dynamic professional and ethical requirements of the teaching professions; 2) lead socio-economic, cultural, historical and political enhancement through research and extension services; 3) manifest respect for human dignity and sensitivity to diverse culture; and 4) adopt holistic approaches and life-long skills for a solid foundation in the elementary education" (IFSU, 2016). The cited objectives can be achieved through equipping pre-service teachers with in-depth foundational knowledge in elementary education disciplines. It includes instilling among them diverse teaching approaches and strategies, effective classroom management, and varied assessment strategies anchored on the principles of learner-centered and inclusive education. Fostering critical thinking, creativity, and research skills for continuous professional growth, integrating IKSP and local culture into teaching and learning processes, and instilling professional values, ethical standards, and a strong sense of social responsibility are likewise essential to ensure that future elementary educators contribute meaningfully to the further development of basic education in the country.

### **The Current Study**

#### ***Research Gap***

Although the importance of VMGO and core values in guiding HEIs is widely acknowledged, most studies focus on general frameworks and policy alignment. In the case of IFSU, however, there is little research that examines how its VMGO and core values, along with the COEs'

VMG and the BEEed program objectives, are actually experienced and understood by its stakeholders. It remains unclear whether students, faculty, staff, partner agencies, and other stakeholders fully grasp these guiding statements, find these relevant, accept these, or feel that these are achievable in practice. There is also a limited understanding of how well the university-level, college-level, and program-level directions align with one another, especially in a context where culture is central to the university's VMGO and core values. To address this, the present study adopted a descriptive approach, aiming to provide an initial look at stakeholders' perceptions within IFSU, and how they view the connection among the university's VMGO, the college's VMG, and the program objectives.

### **Research Aims and Questions**

This study aimed to determine stakeholders' perceived levels of awareness, understanding, acceptability, relevance, and attainability of the VMGO and the core values of IFSU. It also sought to determine the level of awareness, understanding, acceptability, relevance, and attainability of the COE VMG and BEEed program objectives. The perceived level of congruence between IFSU VMGO, COE VMG, and the BEEed program objectives was included. The following questions guided the study:

1. What are the stakeholders' perceived level of awareness, understanding, acceptability, relevance, and attainability of the university VMGO and core values?
2. What are the stakeholders' perceived level of awareness, understanding, acceptability, relevance, and attainability of the college VMG and program objectives?
3. What are the stakeholders' perceived levels of congruence between the university VMGO, the college VMG, and the program objectives?

### **Research Significance**

This study provides empirical evidence on how key stakeholders perceive the VMGO and core values of IFSU, as well as those of the COE and the BEEed program. Examining the stakeholders' perceptions divulges whether these

foundational statements are clearly communicated, well understood, and meaningfully embraced by the university community. This is important in the assessment of the effectiveness of VMGO dissemination and implementation. The findings of this endeavour are particularly valuable to university administrators and planners, as they provide insights into how well institutional and academic unit VMGOs align with stakeholders' expectations and institutional practices. Also, identifying gaps in awareness or understanding opens avenues to further improve communication strategies, policy formulation, and strategic planning to ensure that the university's direction is shared and supported across all levels. For the COE and the BEEed program, the findings of the study can be used as basis for evaluating the coherence and congruence of college and program objectives with the university VMGO. Understanding the perceived congruence warrants that teacher education programs are contributing significantly to the university's mandate and to the national goals of basic education. Further, this supports continuous curriculum enhancement, program accreditation, and quality assurance efforts. The study will likewise benefit faculty members and students, as it reinforces the importance of VMGO as a guide for instruction, learning, research, and community engagement. Increased awareness and understanding helps strengthen stakeholders' sense of ownership and commitment to institutional goals which can lead to improved performance and engagement. Moreover, this study contributes to the body of knowledge in higher education and teacher education, particularly in the area of VMGO alignment and stakeholder perception. It may serve as a reference for future studies that seek to evaluate and strengthen the congruence of institutional, college, and program-level goals in support to quality education and nation-building.

### **Methodology**

#### **Research Design**

A quantitative descriptive research design was used in the study to systematically examine stakeholders' perceptions of the university VMGO and core values, the college VMG, and

the program objectives. This approach enabled the objective measurement of stakeholders' perceptions on their levels of awareness, understanding, acceptability, relevance, and attainability, and facilitated the aggregate on and comparison of responses across stakeholder groups. A self-developed survey questionnaire was used as the primary data-gathering instrument. This research design provided a structured, objective, and contextually appropriate way to capture the perceptions of the stakeholders, and generate data to inform institutional evaluation, program improvement, and continuous quality enhancement initiatives. The study was conducted from the 3rd quarter of 2024 until the 2nd quarter of 2025.

**Participants**

The study's respondents comprised the internal and external stakeholders of IFSU - Tinoc Campus, as reflected in Table 1. Most of them were from the Municipality of Tinoc, Ifugao,

Philippines, and other nearby municipalities. Of the total 558 respondents, 87.28% (N = 487) were external stakeholders, while 12.72% (N = 71) were internal stakeholders. Among internal stakeholders, BEEd pre-service teachers accounted for 9.32% (N = 52), while university campus employees accounted for 3.41% (N = 19). External stakeholders accounted for the most significant proportion of respondents, underscoring the study's strong community and societal orientation. Alumni, parents, and guardians comprised the most significant external subgroup with 32.25% (N = 180), followed by 27.95% (N = 156) from the Local Government Unit (LGU), 19.18% (N = 107) from the private and religious sectors, and 7.89% (N = 44) from the education sector and other academic linkages. The stakeholders' profile demonstrates a balanced inclusion of stakeholders who are either directly involved in or significantly affected by the university's academic programs and institutional direction.

Table 1. Profile of the Stakeholder Respondents

Respondents	N	%
1. Internal Stakeholders (N = 71)		
a. University Campus Employees	19	3.41
b. BEEd Pre-service Teachers	52	9.32
2. External Stakeholders (N = 487)		
a. Local Government Unit (LGU) Sectors	156	27.95
b. Education Sectors and Other Academic Linkages	44	7.89
c. Private and Religious Sectors	107	19.18
d. Alumni, Parents, and Guardians	180	32.25
Total	558	100

**Instrument**

Consistent with the quantitative descriptive research design, the primary instrument used in the study was a self-developed survey questionnaire intended to systematically capture stakeholders' perceptions of the university VMGO and core values, the college VMG, and the program objectives. The research instrument was developed based on related literature, and the items were contextualized for IFSU and its stakeholders. It was intentionally structured to satisfy the research questions and objectives, particularly the dimensions of awareness, understanding, acceptability, relevance, attainability, and perceived congruence,

ensuring coherence between the research design and data-gathering process. The questionnaire consisted of five parts: Part 1 captured the respondents' profiles; Part II focused on the means and sources of disseminating VMGO and core values; Part III asked the respondents' level awareness, understanding, acceptability, relevance, and attainability of the university VMGO; Part IV probed on the respondents' level of awareness, understanding, acceptability, relevance, and attainability of the college VMG and the program objectives; and, Part V solicited the respondent's perceived level of congruence between university VMGO, college VMG, and program objectives. In all ratings, a 4-point

Likert scale was used to denote the response levels, where 4 = Highly [Aware; Acceptable; Understandable; Relevant; Attainable; Aligned], 3 = Moderately, 2 = Slightly, and 1 = Not at all.

To establish content validity, the instrument was evaluated by university officials with relevant expertise in education, institutional planning, and quality assurance. The experts reviewed the instrument for clarity, relevance, and adequacy. The resulting Aiken's V coefficient of 0.87 indicates a high level of content validity, demonstrating that the instrument items were considered clear, relevant, and appropriate by the expert panel. Additionally, their feedback was used to improve the questionnaire, ensuring that all essential aspects were appropriately covered. Furthermore, a reliability test was done through a pilot administration of the instrument to a separate group of participants with a context closely similar to that of the respondents. Using Cronbach's alpha, the survey obtained an overall internal consistency of 0.82. This signified a satisfactory reliability coefficient, indicating that the instrument consistently measured the intended constructs.

### **Procedures**

The study was systematically designed to align with a quantitative descriptive research design, and ensure accurate and ethical data collection. Initially, the researchers secured the necessary approvals and permissions from university authorities and concerned agencies and offices for the conduct of the study. After which, the survey was administered to identified internal and external stakeholders. The identification of respondents was based on the study's objectives, ensuring balanced representation from key stakeholders that include campus employees, BEEd pre-service teachers, alumni, parents, LGU representatives, and partner agencies. Data collection was conducted using the refined survey questionnaire, distributed through varied modes, considering stakeholder's preference. Face-to-face administration and/or online platforms were then utilized. Informed consent and clear instructions were provided to respondents. Sufficient time was provided for the completion of the questionnaire, promoting thoughtful and accurate

responses. After retrieval, all completed questionnaires were carefully checked before data encoding and analysis, ensuring the reliability and integrity of the collected data.

### **Data Management and Analysis**

After data collection, all completed questionnaires were carefully screened to ensure completeness, accuracy, and consistency of responses. Incomplete or invalid entries were excluded to maintain data integrity. The validated responses were then coded and encoded into an appropriate statistical software package for efficient data handling and analysis. Proper data storage and management protocols were observed, including secure file handling and restricted access, to ensure confidentiality and prevent data loss or unauthorized use. For data analysis, descriptive statistical techniques were employed to address the research questions and objectives. Frequencies ( $f$ ), percentages (%), weighted means ( $M$ ), and standard deviations ( $SD$ ) were used to summarize stakeholders' perceptions, providing a transparent and interpretable overview of the data. Means were interpreted using 3.26 – 4.00 = Highly [Aware; Acceptable; Understandable; Relevant; Attainable; Aligned], 2.51 – 3.25 = Moderately, 1.76 – 2.50 = Slightly, and 1.00 – 1.75 = Not at all. The results of the analysis were presented in tabular and narrative forms to facilitate clarity and meaningful interpretation.

### **Ethical Considerations**

Throughout the conduct of the study, ethical considerations were carefully observed to protect the rights, dignity, and welfare of all respondents, the researchers, and the university. The researchers secured formal approval from the university authorities and concerned offices prior to data collection, ensuring that the study complied with institutional research policies and ethical standards. Participation in the study was strictly voluntary, and respondents were thoroughly briefed on the purpose of the research, the nature of their involvement, and their right to decline or withdraw at any time without consequence. Informed consent was also obtained from all participants before administering the questionnaire. Further, confidentiality and anonymity were ensured by not

requiring respondents to disclose personally identifiable information and by reporting data only in aggregated form. Collected data were treated with utmost confidentiality, and were stored securely, with access limited exclusively to the researchers. The information gathered was used solely for academic and institutional research purposes, and was not shared with unauthorized individuals or entities. Moreover, the researchers ensured that the survey items were non-intrusive and free of bias or harm, thereby, minimizing potential risks among the respondents.

## Results and Discussion

Table 2 illustrates the various sources through which stakeholders access information about the university's VMGO and core values, the college's VMG, and the program objectives. It indicates that stakeholders primarily obtain this information through digital platforms and activity-based channels, stressing the essentiality of online media and institutional engagements in the dissemination of key academic and organizational directions.

Table 2. Sources of Stakeholders' Information on the IFSU VMGO and Core Values, COE VMG, and BEEEd Program Objectives

Sources	<i>f</i>	Rank
a. IFSU Official Website	236	5
b. IFSU Social Media Accounts (Facebook, etc.)	438	1
c. General Orientations, including Teacher/ Subject/ Class Orientations	248	4
d. Student Manual	103	11
e. Course Syllabi or Outline, Modules, Hand-outs	78	12
f. Bulletin Boards	229	6
g. Tarpaulins, Signages, or Banners	183	7
h. Course Catalogues	6	14
i. Newspapers, including School Newspapers	117	10
j. Radio and/or TV Broadcast	2	15
k. Program Papers, Certificates, and Invitation Letters	364	2
l. Conducted Seminars, Workshops, and Trainings (SWTs) by the University	138	9
m. Brochures, Flyers, Pamphlets, Leaflets	162	8
n. School Activity/ies	359	3
o. Community Immersion/s and Extension Activities	43	13

Among the identified sources, the university's social media accounts ranked highest ( $f = 438$ ), indicating the undeniable influence of online and social networking platforms in disseminating institutional information. Closely following were program papers, certificates, and invitation letters ( $f = 364$ ) and school activities ( $f = 359$ ), which ranked second and third, respectively. These results suggest that stakeholders are more likely to encounter the VMGO during formal academic and co-curricular engagements that emphasize institutional identity and purpose. General orientations, that include teacher, subject, and class orientations ( $f$

$= 248$ ), ranked fourth, signifying that structured academic activities remain imperative in communicating institutional goals. The IFSU official website ( $f = 236$ ) ranked fifth, proving that while it serves as a key reference point, it may be accessed less frequently than social media platforms. Bulletin boards ( $f = 229$ ) and tarpaulins, signages, or banners ( $f = 183$ ) ranked sixth and seventh, respectively, highlighting the irrefutable significance of visual and physical communication materials within the campus environment.

Moderately used sources included brochures, flyers, pamphlets, and leaflets ( $f = 162$ ),

and conducted seminars, workshops, and training ( $f = 138$ ), which ranked eighth and ninth, respectively. These results imply that while formal dissemination activities contribute to VMGO awareness, it is limited to specific audiences or occasions. Newspapers, including school newspapers ( $f = 117$ ), student manuals ( $f = 103$ ), and course syllabi, modules, and handouts ( $f = 78$ ) ranked lower, demonstrating that printed academic and reference materials were less frequently recognized by stakeholders as sources of VMGO information. The least utilized sources were community immersions and extension activities ( $f = 43$ ), course catalogues ( $f = 6$ ), and radio and/or television broadcasts ( $f = 2$ ). These low frequencies suggest limited exposure of VMGO through external outreach activities and traditional mass media, possibly due to the targeted nature of these platforms, or to limited institutional use of these for VMGO dissemination. This denotes that interactive, digital, and activity-based communication channels highly influence stakeholders' awareness of the VMGO. On the other hand, traditional print materials and mass media play a relatively minor role. This stresses the need for the university to strengthen the integration of VMGO dissemination across academic documents, community engagements, and official publications for

consistent and comprehensive dissemination to various stakeholder groups.

Table 3 divulges that both internal and external stakeholders were highly aware of the IFSU VMGO and core values. The vision obtained the highest overall awareness ( $M = 3.82$ ,  $SD = 0.38$ ), indicating that the university's long-term direction is clearly communicated and widely recognized by stakeholders. This is followed closely by the mission ( $M = 3.78$ ,  $SD = 0.54$ ), core values ( $M = 3.72$ ,  $SD = 0.54$ ), and the goals and objectives ( $M = 3.41$ ,  $SD = 0.85$ ), designating strong awareness of the university's purpose and guiding principles. A comparison of stakeholder groups shows that internal stakeholders consistently reported higher levels of awareness compared to the external stakeholders across all components. This trend is anticipated, as faculty, staff, and administrators have more direct and increased involvement in institutional activities, and thus, are regularly exposed to VMGO-related information. In contrast, external stakeholders revealed comparatively lower awareness, particularly for the goals and objectives. This discloses that while the university's broad vision and mission are well disseminated, the more specific goals and objectives are not extensively communicated or emphasized to external audiences.

Table 3. Stakeholders' Perceived Level of Awareness of the IFSU VMGO and Core Values

IFSU Components	Stakeholders				Overall		Descriptive Equivalent
	Internal		External		$(N = 558)$		
	$M$	$SD$	$M$	$SD$	$M$	$SD$	
a. Vision	3.89	0.32	3.58	0.51	3.82	0.38	Highly Aware
b. Mission	3.86	0.42	3.47	0.77	3.78	0.54	Highly Aware
c. Goals & Objectives	3.61	0.69	2.66	0.96	3.41	0.85	Highly Aware
d. Core Values	3.87	0.34	3.16	0.72	3.72	0.54	Highly Aware

Table 4 shows that stakeholders considered all components of the university VMGO and its core values highly understandable. The vision ( $M = 3.90$ ,  $SD = 0.33$ ) and core values ( $M = 3.92$ ,  $SD = 0.37$ ) garnered the highest ratings. The mission ( $M = 3.88$ ,  $SD = 0.45$ ) was also highly understandable, with external stakeholders showing slightly greater comprehension than their internal counterpart. Meanwhile, the goals and objectives, while still

highly understandable ( $M = 3.69$ ,  $SD = 0.67$ ), received comparatively lower ratings, particularly among external stakeholders, indicating that detailed targets and strategies may require further elaboration. This implies that IFSU effectively communicates its VMGO and core values, although its goals and objectives could benefit from broader dissemination for further understanding.

Table 4. Stakeholders' Perceived Level of Understanding of the IFSU VMGO and Core Values

IFSU Components	Stakeholders				Overall (N = 558)		Descriptive Equivalent
	Internal (N = 71)		External (N = 487)		M	SD	
	M	SD	M	SD			
a. Vision	3.92	0.33	3.85	0.38	3.90	0.33	Highly Understandable
b. Mission	3.87	0.48	3.92	0.28	3.88	0.45	Highly Understandable
c. Goals & Objectives	3.69	0.67	3.49	0.81	3.69	0.67	Highly Understandable
d. Core Values	3.95	0.28	3.76	0.67	3.92	0.37	Highly Understandable

All components of the university's VMGO and core values, as reflected in Table 5, were perceived by stakeholders as highly acceptable. This underscores strong overall approval of the institution's guiding statements. The mission, however, received the highest overall mean ( $M = 3.87, SD = 0.45$ ), designating a clear, widely accepted institutional purpose among internal and external stakeholders. The vision ( $M = 3.69, SD = 0.53$ ) and core values ( $M = 3.82, SD = 0.43$ ) likewise obtained high acceptability

ratings. The goals and objectives yielded a slightly lower mean ( $M = 3.57, SD = 0.78$ ), yet they remained within the highly acceptable range, with internal stakeholders rating them higher than external stakeholders. In general, the results confirm that the university's VMGO and core values are fully accepted by stakeholders, affirming a firm foundation for effective institutional governance and strategic implementation.

Table 5. Stakeholders' Perceived Level of Acceptability of the IFSU VMGO and Core Values

IFSU Components	Stakeholders				Overall (N = 558)		Descriptiv Equivalent
	Internal (N = 71)		External (N = 487)		M	SD	
	M	SD	M	SD			
a. Vision	3.69	0.47	3.68	0.75	3.69	0.53	Highly Acceptable
b. Mission	3.87	0.38	3.84	0.69	3.87	0.45	Highly Acceptable
c. Goals & Objectives	3.61	0.76	3.44	0.84	3.57	0.78	Highly Acceptable
d. Core Values	3.85	0.41	3.73	0.48	3.82	0.43	Highly Acceptable

Table 6 highlights that stakeholders perceived all components of the university VMGO and core values as highly relevant. The mission ( $M = 3.89, SD = 0.41$ ) and vision ( $M = 3.86, SD = 0.38$ ) obtained the highest ratings, demonstrating that stakeholders' recognition of the institution's strong purpose and long-term aspirations as critical guides for action and decision-making. Core values ( $M = 3.76, SD = 0.50$ ) were

likewise considered highly relevant. Goals and objectives, while slightly lower ( $M = 3.61, SD = 0.73$ ), remain highly relevant, accentuating stakeholders' acknowledgement of their role in the realization of the vision and mission. This shows that the university VMGO and core values are viewed to be meaningful and applicable by both internal and external stakeholders.

Table 6. Stakeholders' Perceived Level of Relevance of the IFSU VMGO and Core Values

IFSU Components	Stakeholders				Overall (N = 558)		Descriptive Equivalent
	Internal (N = 71)		External (N = 487)		M	SD	
	M	SD	M	SD			
a. Vision	3.86	0.39	3.84	0.37	3.86	0.38	Highly Relevant

IFSU Components	Stakeholders				Overall (N = 558)		Descriptive Equivalent
	Internal (N = 71)		External (N = 487)		M	SD	
	M	SD	M	SD			
b. Mission	3.87	0.44	3.95	0.23	3.89	0.41	Highly Relevant
c. Goals & Objectives	3.63	0.73	3.54	0.72	3.61	0.73	Highly Relevant
d. Core Values	3.78	0.48	3.71	0.56	3.76	0.50	Highly Relevant

Table 7 reveals that the stakeholders perceived all components of the IFSU VMGO and core values as highly attainable. The mission ( $M = 3.91, SD = 0.39$ ) and vision ( $M = 3.83, SD = 0.37$ ) received the highest ratings, indicating stakeholder's unwavering confidence in IFSU's capability to attain its purpose and long-term

goals. Core values ( $M = 3.73, SD = 0.47$ ) were also regarded as realistically applied, while the goals and objectives, although slightly lower ( $M = 3.60, SD = 0.74$ ), remained attainable. This result suggests that stakeholders consider the VMGO and core values to be relevant, meaningful, and achievable.

Table 7. Stakeholders' Perceived Level of Attainability of the IFSU VMGO and Core Values

IFSU Components	Stakeholders				Overall (N = 558)		Descriptive Equivalent
	Internal (N = 71)		External (N = 487)		M	SD	
	M	SD	M	SD			
a. Vision	3.86	0.35	3.74	0.45	3.83	0.37	Highly Attainable
b. Mission	3.93	0.26	3.84	0.69	3.91	0.39	Highly Attainable
c. Goals & Objectives	3.60	0.74	3.60	0.76	3.60	0.74	Highly Attainable
d. Core Values	3.71	0.49	3.82	0.39	3.73	0.47	Highly Attainable

Table 8 reflects the stakeholders' perception of the COE VMG and the BEEd program objectives. The overall level of awareness among stakeholders was highest for the vision ( $M = 3.11, SD = 1.19$ ). The stakeholders were moderately aware of the mission ( $M = 3.03, SD = 1.06$ ), goals ( $M = 2.96, SD = 1.39$ ), and objectives ( $M = 2.90, SD = 1.25$ ). Internal stakeholders reported higher awareness across all components, signifying greater familiarity with both the college's and the program's strategic and operational directions. On the other hand, external stakeholders had lower awareness levels, suggesting

limited exposure to detailed program information. The incongruence between the two groups of stakeholders was most evident in their understanding of the mission and goals. This underscores that internal stakeholders are relatively well informed, whereas external stakeholders may need more structured and focused dissemination efforts. These notable differences stress the need to improve communication channels and engagement strategies to ensure wider and more consistent awareness of the COE VMG and BEEd program objectives across all stakeholder groups.

Table 8. Perceived Level of Awareness of the COE VMG and BEEd Program Objectives Among the Stakeholders

COE and BEEd Components	Stakeholders				Overall (N = 558)		Descriptive Equivalent
	Internal (N = 71)		External (N = 487)		M	SD	
	M	SD	M	SD			
a. Vision	3.24	1.14	2.93	1.28	3.11	1.19	Highly Aware
b. Mission	3.19	0.93	2.80	1.21	3.03	1.06	Moderately Aware
c. Goals	3.11	1.30	2.71	1.49	2.96	1.39	Moderately Aware

COE and BEEd Components	Stakeholders				Overall (N = 558)		Descriptive Equivalent
	Internal (N = 71)		External (N = 487)		M	SD	
	M	SD	M	SD			
d. Objectives	3.02	1.31	2.74	1.14	2.90	1.25	Moderately Aware

Table 9 indicates that the stakeholders perceived the college VMG and the program objectives as highly acceptable. Notably, the objectives obtained the highest overall mean ( $M = 3.87, SD = 0.43$ ), followed by the mission ( $M = 3.83, SD = 0.38$ ), goals ( $M = 3.83, SD = 0.43$ ), and vision ( $M = 3.64, SD = 0.64$ ). This illustrates a solid stakeholder approval of the direction, purpose, and intended outcomes of the COE and BEEd program. Interestingly, it was revealed that external stakeholders consistently rated acceptability slightly higher than internal

stakeholders. This demonstrates a very encouraging perception of the college's and program's statements. Internal stakeholders likewise expressed high acceptability, indicating strong institutional alignment, but with slightly more critical or discerning perspectives. The consistently high acceptability across all components implies high level of confidence in the college's and program's direction, and supports their continued implementation without significant revisions.

Table 9. Perceived Level of Acceptability of the COE VMG and BEEd Program Objectives Among the Stakeholders

COE and BEEd Components	Stakeholders				Overall (N = 558)		Descriptive Equivalent
	Internal (N = 71)		External (N = 487)		M	SD	
	M	SD	M	SD			
a. Vision	3.57	0.75	3.73	0.46	3.64	0.64	Highly Acceptable
b. Mission	3.81	0.40	3.87	0.35	3.83	0.38	Highly Acceptable
c. Goals	3.79	0.49	3.89	0.32	3.83	0.43	Highly Acceptable
d. Objectives	3.83	0.52	3.91	0.28	3.87	0.43	Highly Acceptable

Table 10 reflects that stakeholders found the college VMG and the program objectives highly understandable. The mission garnered the highest overall mean ( $M = 3.83, SD = 0.38$ ), followed by the objectives ( $M = 3.76, SD = 0.50$ ), goals ( $M = 3.75, SD = 0.55$ ), and vision ( $M = 3.72, SD = 0.70$ ). The result suggests that the statements are clearly articulated and easily comprehended by stakeholders. External stakeholders generally reported a slightly higher

understanding of the VMG, whereas internal stakeholders disclosed a marginally higher understanding of the objectives. The external stakeholders' mean scores showed consistently high levels of understanding across both groups. This high level of understanding aligns stakeholders' actions and expectations with the intended direction of the college and program, thereby, reinforcing the effective implementation of teacher education initiatives.

Table 10. Perceived Level of Understanding of the COE VMG and BEEd Program Objectives Among the Stakeholders

COE and BEEd Components	Stakeholders				Overall (N = 558)		Descriptive Equivalent
	Internal (N = 71)		External (N = 487)		M	SD	
	M	SD	M	SD			
a. Vision	3.67	0.86	3.80	0.41	3.72	0.70	Highly Understandable
b. Mission	3.81	0.40	3.87	0.35	3.83	0.38	Highly Understandable
c. Goals	3.73	0.63	3.77	0.42	3.75	0.55	Highly Understandable

COE and BEEd Components	Stakeholders				Overall		Descriptive Equivalent
	Internal (N = 71)		External (N = 487)		(N = 558)		
	M	SD	M	SD	M	SD	
d. Objectives	3.79	0.49	3.72	0.51	3.76	0.50	Highly Understandable

Table 11 illustrates that stakeholders' perceptions of the college VMG and program objectives are highly relevant. The objectives obtained the highest overall mean ( $M = 3.83, SD = 0.42$ ), followed by the mission ( $M = 3.78, SD = 0.68$ ), vision ( $M = 3.72, SD = 0.66$ ), and goals ( $M = 3.71, SD = 0.85$ ). The internal stakeholders gave slightly higher relevance ratings for the

VMO, while external stakeholders provided marginally higher ratings to goals. These results maintain that the COE VMG and BEEd program objectives are perceived as meaningful and responsive, reinforcing their suitability in guiding teacher education initiatives and in supporting quality basic education.

Table 11. Perceived Level of Relevance of the COE VMG and BEEd Program Objectives Among the Stakeholders

COE and BEEd Components	Stakeholders				Overall		Descriptive Equivalent
	Internal (N = 71)		External (N = 487)		(N = 558)		
	M	SD	M	SD	M	SD	
a. Vision	3.76	0.54	3.67	0.82	3.72	0.66	Highly Relevant
b. Mission	3.81	0.60	3.73	0.80	3.78	0.68	Highly Relevant
c. Goals	3.71	0.89	3.73	0.81	3.71	0.85	Highly Relevant
d. Objectives	3.86	0.35	3.79	0.49	3.83	0.42	Highly Relevant

Table 12 shows that stakeholders perceive the college VMG and program objectives as highly attainable. The objectives obtained the highest overall mean ( $M = 3.85, SD = 0.39$ ), then the mission ( $M = 3.83, SD = 0.38$ ), goals ( $M = 3.82, SD = 0.56$ ), and vision ( $M = 3.75, SD = 0.60$ ). Internal stakeholders generally reported higher perceptions of the attainability of the vision and mission, reflecting confidence in the institution's strategic direction and implementation capabilities. External stakeholders rated the goals and objectives slightly higher,

indicating strong confidence in the program's specific and operational targets' feasibility. This demonstrates broad stakeholder confidence in the COE and BEEd program's ability to achieve its intended outcomes. The consistently high attainability ratings reinforce the alignment between institutional aspirations and practical implementation, supporting the continued pursuit of the college's and program's vision, mission, goals, and objectives without the need for major structural adjustments.

Table 12. Perceived Level of Attainability of the COE VMG and BEEd Program Objectives Among the Stakeholders

COE and BEEd Components	Stakeholders				Overall		Descriptive Equivalent
	Internal (N = 71)		External (N = 487)		(N = 558)		
	M	SD	M	SD	M	SD	
a. Vision	3.86	0.65	3.60	0.51	3.75	0.60	Highly Attainable
b. Mission	3.90	0.30	3.73	0.46	3.83	0.38	Highly Attainable
c. Goals	3.81	0.67	3.84	0.38	3.82	0.56	Highly Attainable
d. Objectives	3.84	0.42	3.87	0.34	3.85	0.39	Highly Attainable

Table 13 indicates that stakeholders perceived a high level of congruence between the college VMG and the program objectives and the university VMGO and core values. All components obtained overall mean scores within the highly congruent range. This demonstrates strong alignment between the college and program directions, and the broader institutional framework. The objectives registered the highest overall mean ( $M = 3.63, SD = 0.63$ ), followed by the goals ( $M = 3.60, SD = 0.68$ ), mission ( $M = 3.42, SD = 0.60$ ), and vision ( $M = 3.28, SD = 0.85$ ). This affirms that the operational aspects of the BEEd program, particularly its objectives and goals, are thoroughly aligned with the university's VMGO and core values, ensuring

coherence between institutional intentions and program-level implementation. External stakeholders perceived greater congruence between the goals and objectives, whereas internal stakeholders reported slightly greater congruence between the vision and mission. This manifests that internal stakeholders are more attuned to strategic alignment at the conceptual level, while external stakeholders are more attuned to alignment in program outcomes and implementation. The findings ascertain that the COE VMG and BEEd program objectives are well integrated with the IFSU VMGO and core values, affirming a cohesive and unified institutional direction.

Table 13. Perceived Level of Congruence of the COE VMG and BEEd Program Objectives with the IFSU VMGO and Core Values Among the Stakeholders

COE and BEEd Components	Stakeholders				Overall		Descriptive Equivalent
	Internal (N = 71)		External (N = 487)		(N = 558)		
	M	SD	M	SD	M	SD	
a. Vision	3.33	0.48	3.20	1.21	3.28	0.85	Highly Congruent
b. Mission	3.43	0.51	3.40	0.74	3.42	0.60	Highly Congruent
c. Goals	3.50	0.74	3.77	0.58	3.60	0.68	Highly Congruent
d. Objectives	3.42	0.73	3.93	0.25	3.63	0.63	Highly Congruent

The results indicate that both internal and external stakeholders recognize and engage with the IFSU VMGO and core values, as well as the VMG and objectives of the COE and BEEd program, through multiple channels, particularly digital platforms and activity-based engagements. This is consistent with IFSU's mandate to embed its VMGO and core values across instruction, research, extension, and institutional activities, ensuring that these are not only articulated, but also experienced by stakeholders in various contexts (IFSU, 2025a, 2025b, 2020, 2019a, 2019b, 2019c). Stakeholders consistently perceived the institutional and program statements as highly understandable, acceptable, relevant, and attainable. This reflects clarity, approval, and confidence in the university's and the college's directions. Internal stakeholders generally reported higher levels of awareness and understanding, likely due to their greater direct involvement in institutional activities. This aligns with the CHED's directive that HEIs must establish well-defined

VMGO, and ensure that these guide decision-making, program development, and stakeholder engagement (CHED, 2012, 2022). In contrast, external stakeholders tended to recognize the program's practical outcomes and its alignment with broader university goals. The higher levels of awareness among internal stakeholders can be attributed to their direct involvement in institutional processes, while the external stakeholders' recognition of program outcomes reflects CHED's emphasis on producing graduates who respond to societal needs and contribute to national development (CHED, 2017).

The high congruence observed between the COE VMG and BEEd program objectives and the IFSU VMGO and core values further accentuates the coherence and integration of strategic and operational initiatives across institutional levels. This aligns with CHED expectations, which emphasize that HEIs must maintain coherence among their VMGO and academic pro-

grams to ensure quality, relevance, and responsiveness to national and societal needs (CHED, 2012, 2017, 2022). This illustrates the effectiveness of the university's mechanisms for communicating its VMGO. Nevertheless, the results also highlight opportunities to further enhance the reach and impact of program-specific information among external stakeholders to ensure stakeholders' understanding and support.

## Conclusion

The VMGO of a university, college, and program serves as the foundational framework that defines the purpose, direction, and aspirations of an institution, guiding its strategies, programs, and stakeholder engagement. The study was conducted to assess stakeholders' perceptions of the IFSU VMGO and core values, as well as the COE VMG and BEEEd program objectives. Specifically, it focused on the stakeholders' awareness, understanding, acceptability, relevance, and attainability of the cited parameters. It also evaluated the perceived congruence between the university's VMGO and the college- and program-level statements, providing insights into how well institutional, college, and program objectives are integrated and recognized by both internal and external stakeholders.

In conclusion, the study divulged that stakeholders generally found the university VMGO and core values, as well as the college VMG and program objectives, to be highly understandable, acceptable, relevant, and attainable. Internal stakeholders consistently reported higher levels of awareness and understanding, affirming their active engagement with institutional activities. In contrast, external stakeholders recognized the practical alignment of the program with the university's overarching goals. The high level of perceived congruence between the university VMGO and the college- and program-level objectives illustrates strong integration and coherence across institutional levels. These findings indicate that IFSU's strategic directions and program objectives are effectively communicated and supported by stakeholders, thereby, providing a firm foundation for the continued development

of teacher education, and for the satisfaction of the university's mission in nation-building.

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## Conflict of Interest

The authors declare no conflict of interest.

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## Appendices

### Appendix A: The Current Vision, Mission, Goals, Objectives, and Core Values of Ifugao State University (IFSU)



#### **Vision**

A globally recognized University upholding excellence amidst rich cultural heritage

#### **Mission**

Produce employable graduates who are morally upright, socially and culturally responsible professionals through quality, relevant, and innovative instruction, research, extension, and resource generation

#### **Goals and Objectives**

##### **Goal 1. Academic excellence**

###### **Objectives:**

1. To assure quality of programs
2. To ensure effective student lifecycle management and career development
3. To provide unique and lifelong learning experience in the entire student lifecycle
4. To integrate internationalization perspective towards global connectedness
5. To strengthen student welfare services for a successful academic formation of students
6. To integrate Indigenous Knowledge, System and Practices (IKSP) in the academic programs to intensify conservation of the rich cultural heritage

##### **Goal 2. Strong research leadership and culture**

###### **Objectives:**

1. To establish a strong brand and strengthen image building of IFSU as a research leader
2. To intensify conduct of research and dissemination of RD outputs
3. To intensify conservation of the rich cultural heritage

##### **Goal 3. Sustainable extension and community engagement**

###### **Objectives:**

1. To package and transfer knowledge and technologies relevant to the needs of the clientele
2. To create a widely shared organizational culture that encourages, promotes, and rewards extension and community engagements
3. To establish/strengthen/sustain linkages with LGUs, industries, and other organizations/stakeholders for resource sharing, extension program, and service complementation

##### **Goal 4. Excellent public service and good governance**

###### **Objectives:**

1. To ensure efficient, transparent and accountable delivery of administrative services

2. To forge strong network system and resource-sharing through collaborative activities conducted regularly
3. To strengthen the University's local and international visibility
4. To enhance efficiency in resource generation and mobilization
5. To upgrade the competencies and capabilities of human resources
6. To technologize front line services and other services of the University
7. To ensure a clean, green, safe, and GAD-responsive University environment
8. To intensify conservation of the rich cultural heritage integrating culture in the administrative and support services

### **Core Values**

1. Excellence
2. Faith
3. Integrity
4. Service
5. Creativity
6. Cultural-sensitivity

## **Appendix B: The Current Vision, Mission, and Goals of the IFSU - College of Education (COE) – Bachelor of Elementary Education (BEEEd)**

### **Vision**

An Academic Center producing excellent educators and leaders who are prime movers of peace and progress

### **Mission**

Endeavours to provide responsive undergraduate in the College of Education through committed and collaborative effort towards relevant education and social transformation

### **Goals**

1. To pursue meaningful teaching-learning experiences in the profession
2. To engage in lifelong activities for sustainable development
3. To produce systems/ programs/ technology and information towards improved quality of life through research and development
4. To produce committed, empowered and unaccountable members of the society

### **Objectives**

The graduates:

1. practice dynamic professional and ethical requirements of the teaching professions;
2. leads socio-economic, cultural, historical and political enhancement through research and extension services;
3. manifests respect for human dignity and sensitivity to diverse culture; and
4. adopts holistic approaches and life-long skills for a solid foundation in the elementary education.