

The Level of Awareness on Vision, Mission and Goals Among 4th Year Students at Toril, Davao City

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ABSTRACT

This study focused on the level of awareness of the school's Vision, Mission, and Goals among the 4th year college students from different school department affiliations who are currently enrolled for the second semester of the school year 2023-2024. The study employed a descriptive quantitative method with the Mann-Whitney U-test and Kruskal-Wallis to measure the significant difference between the relationship of department and sex towards the VMGs in Davao Central College. The study revealed that students are highly aware of the school ethos, Vision, Mission, and Goal, where the mean was measured; hence, it was revealed that the CELA department resulted in a high mean score of VMG awareness. However, it is manifested that sex and departmental affiliation hold no significant values to the school's Vision, Mission, and Goals. It was found that regardless of departmental affiliation and sex, VMG remains high. Thus, the school should maintain the alignment of educational activities and programs to implement its Vision, Mission, and Goals effectively. Additionally, it should regularly review and update its curriculum to stay relevant and meet the evolving needs of students and the community.

Keyword: Awareness, vision, mission, goals, department

INTRODUCTION

An institution's Vision, Mission, and Goals (VMG) embody its core ideologies and ethos; it is the be-all and end-all of an organization. It serves as a path to which its members will adhere as it shapes and guides thread as it shapeguide its community's actions. It must be manifested across all organization members in the community as it reflects the ideologies and practices that an organization has formed. However, misconduct and misdemeanors in the community, particularly among graduating students, reveal a disconnect between these ideals and actual behavior. A concerning surge in amoral and undesirable behavior among the youth reveals inherent shortcomings in transmitting VMGs from the academic curriculum to real-world perspectives. Often denoted as misbehavior, these actions obstruct the seamless flow of the teaching learning process aimed at instilling the intended values (Erdem & Kocyigit, 2019). Such discrepancies highlight an urgent need to reassess the extent to which members, especially those soon to represent the institution as graduates, internalize and adhere to the institution's VMG. This disconnect shows an urgent need to re-examine how educational systems can better inculcate Vision, Mission, and Goals. Studies in Spain highlighted the lack of awareness among students about their school's vision, mission, and goals. Hernandez and Gil (2021) bring attention to the disconnect between students and the university, where students often feel their needs and expectations are not considered, potentially leading to a lack of awareness of the institution's vision and goals. The true VMGs cannot be expressed in a static written statement. This deficiency can have a detrimental effect on the student's learning, awareness, and moral development. Regrettably, Indonesia ranks among the countries with the lowest ranking in achieving quality education, mainly due to the VMGs needing to be reduced to static written text with proper implementation (Putri et al., 2023). In the Philippines, particularly in Tuguegarao, studies revealed that institutional VMGs play a crucial role in their internal part as they create a community that brings their programs,

activities, projects, and other institutionally related endeavors into the globally recognized standard (Clemente et al., 2021). A comprehensive understanding of the institutional VMGs is of utmost importance for active participation in school activities by the institution's members. Specifically, in the context of Arado et al (2019), in schools in Leyte, it is crucial to ensure that the focus of school activities is aligned with the realization of the VMGs. This fosters a sense of purpose and direction among students. To attain this, the members of an educational institution must be aware of its VMG and fully comprehend its implications. Established in 1948, Davao Central College has cultivated a tradition of fostering empowered individuals imbued with Christian ideals through its vision, mission, and goals (VMGs). Students entering the institution are anticipated to arrive well-prepared, having internalized the essence of the school's VMGs. Notably, fourth-year students possessing the most extensive experience within the institution are regarded as seasoned and experienced in terms of awareness and application of the VMGs. This proposed research aims to bridge existing research gaps in the literature, such that there is little research on Vision, Mission, and Goals in Davao Central College, which is not limited to a program or about VMG in general. Additionally, there is a need to assess the level of awareness of VMG to provide an overview of the current situation in the locality, as shortcomings in transmitting the VMG among students may cause misconduct and disproportionate representation of the school (Erdem & Kocyigit, 2019). Consequently, it becomes imperative to assess whether these graduating students have genuinely comprehended and internalized the school's overarching values, not just as a static written text, ascertaining the enduring impact of the institution's educational ethos.

Theoretical Framework

This study utilizes Albert Bandura's Social Learning Theory (SLT, 1977), which states that learning occurs through observation and modeling (McLeod, 2011). Students learn about an institution's Vision, Mission, and Goals (VMG) by observing role models (faculty, peers) and the consequences of their actions related to the VMG. Consistent modeling by these figures leads to student internalization and awareness of the VMG, explaining how students gain understanding through observation.

METHODOLOGY

The descriptive research method was used in this study. This method determined the level of awareness of the 4th-year college students in Davao Central College in line with the school's vision, mission, and goals. The study was conducted at Davao Central College, on Juan Dela Cruz St. in Toril, Davao City, focusing on fourth-year students across different programs and departments. The total population of the institution's fourth-year students is three hundred forty (340); Slovin's formula was used to treat the overall population in determining the sample size. Hence, the researchers obtained 183 respondents, and there are fifty-seven (57) respondents from CELA students, sixty-two (62) respondents from CJE students, forty-six (46) CBA students, seventeen (17) from HME students, and one (1) ITE student. Simple random sampling was employed to gauge the manageable and well-balanced representation of individuals that reflects the broader group; the step involves individuals being randomly selected in pursuit of each member of the overall group having an equal chance of being part of the well-balanced size. The instrument for the study is the researcher's questionnaires to draw out information concerning students' awareness of the DCC Vision, Mission, and Goals of fourth-year students. A group of experts validated the tool to standardize the items of a constructed instrument with a rating of 4.61 out of 5.00, equivalent to high. The researchers incorporated all the suggestions and recommendations of the validators to refine the questionnaire items before they were administered to the target respondents. A Pilot test was conducted further to substantiate the validity and reliability of the self-made questionnaire; hence, the result was reliable with a Cronbach's Alpha of .980. The respondents answered the questionnaire using this scale: (5) as Strongly Agree, (4) as Strongly Agree, (3) as Agree, (2) as Moderately Agree, and (1) as Disagree. Ethical approval was secured, and participants' rights to informed consent, privacy, withdrawal, fair treatment, and transparent reporting were upheld.

Hypotheses:

H1: The level of students' awareness of the School's Vision is Low.

H2: The level of students' awareness of the School's Mission is Low

H3: The level of students ‘awareness of the School’s Goal is Low

H4: The distribution of vision is not the same across sex categories.

H5: The distribution of missions is not the same across categories of sex.

H6: The distribution of goals is not the same across categories of sex.

H7: The distribution of vision is not the same across categories of the department.

H8: The distribution of the mission is not the same across categories of the department.

H9: The distribution of goals is not the same across categories of the department.

To measure, describe, analyze, and interpret the data, the following statistical tools were utilized: *mean* for central tendency, *frequency distribution* for data representation, *Mann-Whitney U test* for comparing two group medians, and *Kruskal-Wallis test* for comparing multiple group medians, all chosen due to the data's non-parametric nature.

RESULTS AND DISCUSSIONS

Table 1. Demographic Profiles of the Respondents

Department Affiliation	Number of Respondents	Percentage (%)
ITE	1	0.55%
HME	17	9.29%
CJE	62	33.88%
CELA	57	31.15%
CBA	46	25.13%
Total	183	100%
SEX		
Department Affiliation	Male	Female
ITE	1	0
HME	8	9
CJE	38	24
CELA	15	42
CBA	12	34
Total	74	109
Overall Total	183	

Statistics shown in Table 1 are the demographic profiles of the respondents. There were 183 respondents in total. The highest percentage regarding department affiliation is 33.88% or 62 out of 183 respondents from the CJE department. On the other hand, the lowest percentage regarding department affiliation is the ITE department, which is 0.55 %, 1 out of 183 respondents. Of 109 out of 183, or 59%, the female sample size has the highest number of respondents, while the male sample size is the lowest, with 40.1% or 74 out of 183.

Table 2. The summary level of students' awareness of VMG.

Variables	Mean	Descriptive Level
Vision	4.33	High
Mission	4.29	High
Goals	4.34	High
Overall Mean	4.32	High

Statistics show that the overall mean level of students' awareness of VMG is 4.32, which is a high descriptive level. In particular, among the three indicators in the students' awareness, respondents perceived that those goals had the highest mean score of 4.34, which means that it was manifested all the time, and the lowest mean among the indicators is Mission, with a mean of 4.29. The overall score suggests a high level among respondents. Their awareness in this domain is consistent, with Goals being the highest, followed by Vision and Mission. This aligns with the study's objective of raising awareness of the school's VMG. The overall findings aligns to Thato falbala et al (2023), who similarly documented at Guimaras State College, where there is a high awareness of the institutional ethos (Vision, Mission, and Goals).

Table 2.1 The summary level of students' awareness in terms of Vision

Statements	Mean	Descriptive Level
1.I am aware that the school actively engages students in the learning process	4.50	Very High
2.I am aware that the school inculcates independent traits and a strong sense of personal control	4.31	High
3.I am aware that the school develops a high confidence level among students	4.34	High
4.I am aware that the school provides various tools for individuals with diverse needs	4.13	High
5.I am aware that the school adopts a core belief that using one's abilities leads to success	4.35	High
6.I am aware that the school assists students in developing their natural characteristics for better understanding and appreciation of the world	4.38	High
7.I am aware that the school promotes the use of Christian values in navigating life problems	4.31	High
8.I am aware that the school deepens my faith through inter-religious dialogue and activities in the school	4.24	High
9.I am aware that the school integrates values in teaching all disciplines	4.39	High
10.I am aware that the school forms a knowledge and understanding for becoming responsible contributors in society	4.39	High
Overall Mean	4.33	High

Statistics shown in Table 2.1 show the level of students' awareness in terms of vision, with an overall mean of 4.33, which is described d as high. It has ten (10) statements with a mean and a description. The level of awareness in terms of vision showed a high outcome. It is revealed that the statement "1. I am aware that the school actively engages students in the learning process." has the highest mean; this result signifies that the school initiation in actively engaging the students in the learning process is efficacious and that the school has supported students to be an empowered individual. This is in line with the study of Titus and Muttungal (2023), which found that empowered learning benefits students' academic achievement in educational environments.

This further reveals that students are aware of the school's vision where they gain the ability to engage in the learning process actively, take on challenging opportunities, and make positive life changes, which is parallel to the claim of Rani (2020) that students absorb and internalize the professional knowledge and skills attributes for them to face the diversified global demands of 21st-century society.

On the other hand, the statement "4. I am aware that the school provides various tools for individuals with diverse needs" got a slightly lower mean score. Despite being slightly lower, it is still valued as high; this coincides with the claim of Peng et al. (2023) that various tools and ways provide an avenue and aid to students in schools with different needs. These aids and tools include using technology to improve learning for students with disabilities. Also, lessons should be able to change to fit what each student needs (Luís et al., 2019).

Table 2.2 The summary level of students' awareness in terms of Mission

Statements	Mean	Descriptive Level
1. I am aware that the school provides holistic programs facilitating students' intellectual, moral, emotional, psychological, and physical development.	4.36	High
2. I am aware that the school fosters teaching ethics and values to shape students' character, decision-making, civic duty, and responsibility.	4.30	High
3. I am aware that the school aims to develop students' emotional intelligence to improve their self-awareness, social skills, empathy, resilience, academics, and well-being.	4.31	High
4. I am aware that the school promotes physical health and literacy through sports, exercise, nutrition, and disease prevention to address issues like obesity and support lifelong healthy habits.	4.21	High
5. I am aware that the school provides counseling and support services to nurture students' mental health, adaptation, self-esteem, and help them deal with psychological issues.	4.26	High
6. I am aware that the school cultivates virtues concerning our relationship with God, others, and the environment.	4.44	High
7. I am aware that the school encourages students to demonstrate respect for diverse spiritual views.	4.40	High
8. I am aware that the school promotes the integration of character traits into all facets of activities.	4.36	High
9. I am aware that the school provides activities that strengthen personal relationships with God.	4.33	High
10. I am aware that the school incorporates lessons related to kindness, empathy, and compassion in subjects and courses.	4.34	High
11. I am aware that the school conducts community activities such as tree planting, blood donation, donation drives, clean-up drives, and outreach programs.	4.27	High
12. I am aware that the school practices students to help and serve people across all profiles in the community.	4.19	High
13. I am aware that the school encourages students and youths to participate in excellent service to the community and others.	4.27	High
14. I am aware that the school encourages students to develop community service programs.	4.31	High

15. I am aware that the school develops students to live up to their core values, channeling them into community development and services.	4.30	High
16. I am aware that schoolteachers use quality instructions, such as clear explanations, engaging activities, and personalized support, to facilitate student learning.	4.27	High
17. I am aware that the school provides updated, quality instructions and research materials for problem-solving and learning	4.19	High
18. I am aware that the school provides students with the necessary knowledge, skills, and ethical frameworks to address societal challenges through innovative research endeavors.	4.29	High
19. I am aware that the school considers the factors influencing instructional quality, such as teachers' subject matter knowledge and rapport with students.	4.28	High
20. I am aware that the school supports the teachers in incorporating ICT and efficient communication techniques in classroom settings.	4.21	High
Overall Mean	4.29	High

The mission indicators revealed a high overall awareness (mean 4.29). Specifically, the statement – "I am aware that the school cultivates virtues concerning our relationship with God, to us, and the environment" – scored the highest (mean 4.44), indicating a proactive approach to fostering spiritual growth through religious activities (Novitasari&Tarigan, 2022). Conversely, the statements – "I am aware that the school practices students to help and serve people across all profiles in the community" (mean 4.19) and "I am aware that the school provides updated quality instruction and research material for problem-solving and learning" (mean 4.19) – showed slightly lower awareness. This suggests a potential need for more emphasis on practical community service opportunities to cultivate respect across all demographics (Anorico, 2019) and a continuous review of instructional materials and faculty training to ensure practical learning experiences that meet student needs and expectations (Hamora, 2022; Seipel, 2021; Hernandez & Gil, 2021).

Table 2.3 The summary level of students' awareness in terms of Goals

Statements	Mean	Descriptive Level
1. I am aware that the school provides improvement in the curriculum design and learning outcomes in strengthening and reinforcing personal growth.	4.28	High
2. I am aware that the school engages students in various programs and activities that promote their holistic development.	4.38	High
3. I am aware that the school and teachers provide initiatives for developing essential skills and values in individuals.	4.32	High
4. I am aware that the school provides effective guidance to the students in developing social, economic, and political environments through the instructors and institutional members.	4.18	High
5. I am aware that the school is making a great effort to create a favorable school climate and encourage respectful interactions.	4.30	High
6. I am aware that the school exemplifies the effectiveness of high-resource inputs or peer groups on educational outcomes	4.25	High
7. I am aware that the school policies, regulations, programs, and activities promote and provide gateways for diversity in strengthening the school foundation.	4.36	High

8. I am aware that the school promotes self-sustained communities through environmental conservation practices.	4.27	High
9. I am aware that the school offers school organizations and clubs that help students become self-sufficient and an integral part of the community.	4.35	High
10. I am aware that the school-community partnership provides students with opportunities and access to services that support their learning and development.	4.31	High
11. I am aware that the school provides programs that teach about their rights, responsibilities, and the democratic process.	4.32	High
12. I am aware that the school has helped me with my national identity through its civic participation in community-based programs.	4.37	High
13. I am aware that the school has organized effective implementation of NSTP programs such as LTS, ROTC, CWJS, to which I have participated.	4.46	High
14. I am aware that the school practices the appreciation of State symbols such as the flag, the anthem, and the emblems in the community.	4.45	High
15. I am aware that the school has implemented character education programs that promote alignment of responsible and patriotic citizens.	4.36	High
16. I am aware that the school provides practical and on-the-job training programs related to our profession.	4.49	High
17. I am aware that the school continuously provides proper technological mediated pedagogies for learning.	4.40	High
18. I am aware that the school provides an avenue for students to compete and collaborate in inter-school events to develop their skills, talents, and capabilities.	4.45	High
19. I am aware that the school provides active standards to ensure that all students receive a fair and equitable education, regardless of their background or circumstances, in pursuit of being ready for the global standards.	4.42	High
20. I am aware that the school instills standards in education that develop students to be professionally ready and competitive in the global scene.	4.32	High
21. I am aware that the school provides comprehensive faculty development programs covering key aspects like teaching methods, assessment, research skills, professionalism, and administration to enrich faculty and enhance student outcomes.	4.33	High
22. I am aware that the school advocates participating in structured faculty development programs that offer significant exposure to practical instructional principles and best practices that empirically improve teacher capabilities and student academic success.	4.30	High
23. I am aware that the school focuses faculty training on how students learn, tailored instruction techniques, and deepening content knowledge to impact student achievement positively.	4.33	High
24. I am aware that the school requires minimum bachelor's qualifications for teachers to substantially contribute to student learning, with master's and higher degrees linked to even greater learning gains.	4.32	High
25. I am aware that the school provides training in demonstration, teaching methods which outperform traditional lectures in enhancing student academic performance and interest	4.31	High
26. I am aware that the school aims to intensify my sense of academic citizenship.	4.36	High

27. I am aware that the school promotes collaboration and knowledge-sharing that can cultivate a strong research culture.	4.35	High
28. I am aware that the school has a program that provides students and teachers with research opportunities.	4.32	High
29. I am aware that the school provides mentorship in academic research that cultivates students' research culture.	4.34	High
30. I am aware that the school provides valuable opportunities to the students to engage in thesis writing projects that can make meaningful contributions to the community.	4.36	High
31. I am aware that the school structures and facilities establish a positive and engaging learning environment.	4.31	High
32. I am aware that the school provides proper facilities for my academic needs, such as a library, gymnasium, and computer lab.	4.31	High
33. I am aware that the school provides physical plants and proper facilities that can intensify my sense of responsibility and discipline.	4.26	High
34. I am aware that the school's availability of facilities fosters a positive relationship towards my academic achievements.	4.29	High
35. I am aware that school facilities aim to motivate me to do my activity.	4.26	High
Overall Mean	4.34	High

Students showed high awareness of school goals (mean 4.34 across 35 statements), suggesting effective communication. The school uses regular meetings, a website, and a VLE. Extracurriculars and character education are offered alongside community partnerships. This aligns with Bozkurt et al. (2022) on the positive impact of aligning instruction with goals. The statement "16. I am aware that the school provides practical and on-the-job training programs related to our profession" had the highest mean (4.49) which aligns to Cabeza (2024) emphasizes OJT's necessity for global competence. Conversely, "4. I am aware that the school provides effective guidance to the students in developing social, economic, and political environments, through the instructors and institutional members" had the lowest mean (4.18) but was still high. . This is consistent with O'Flaherty, (2019) with teachers and the school's guidance, the holistic development of students is a key focus in education.

Table 2.4 The Awareness of Vision, Mission, and Goals in General Indicators

Vision Indicator	Mean Score	Interpretation
1. Empowered Individuals	4.32	High
2. Christian Ideals	4.34	High
Overall	4.33	High
Mission Indicator	Mean Score	Interpretation
1. Provide Integral Formation of Persons	4.28	High
2. Develop God-loving Individuals	4.37	High
3. Community Service-Oriented Individuals	4.26	High
4. Promote Competence Through Quality Instruction and Research for Nation-Building	4.24	High
Overall	4.29	High

Goal Indicator	Mean Score	Interpretation
1.Strengthen the Total Development of Persons	4.29	High
2. Develop Self-Sustained Community	4.30	High
3. Cultivate the Value of Patriotism	4.39	High
4. Promote a Global Standard of Education	4.41	High
5. Intensify Faculty and Staff Development	4.31	High
6. Establishing a Strong Research Culture	4.34	High
7. Upgrade Physical Plants and Facilities	4.28	High
Overall	4.34	High
Overall	4.32	High

The data in Table 2.4 indicates strong student awareness of the school's Vision, Mission, and Goals (VMG), with all indicators scoring high (mean 4.32). Regarding the Vision, "Christian Ideals" held the highest awareness (mean 4.34), suggesting the effective integration of Christian values throughout Davao Central College which aligns to Hodge & Hook (2022) that. While "Empowered Individuals" also scored high (mean 4.37), this area presents the potential for further development through enhanced seminars and workshops (Kapur, 2022). The Mission, "Develop God-loving individuals," showed the highest awareness (mean .37), reflecting the school's efforts to cultivate spiritual values and respect for diverse beliefs (Garcia & Bual, 2022). "Promote Competence Through Quality Instruction and Research for Nation Building" scored slightly lower (mean 4.24), indicating room for ongoing improvements in instructional quality, as Cornillez, (2019) claims that instructional quality affects academic excellence among collegiate students. In terms of Goals, "Promote Global Standard of Education" had the highest awareness (mean 4.41), likely due to inter-school competitions and on-the-job training programs that enhance students' skills and prospects (Hebron, 2020). "Upgrade physical plants and facilities" scored slightly lower (mean 4.28), highlighting the ongoing need for facility improvements to support a positive learning environment for Olugbenga, (2019) claims that schools that invest in well-designed and well-maintained facilities are more likely to create a positive and engaging learning environment.

Table 3. Significant difference in the level of students' awareness when analyzed according to Sex.

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of vision is the same across categories of sex.	Independent-Samples Mann-Whitney U Test	.399	Retain the null hypothesis.
2	The distribution of missions is the same across categories of sex.	Independent-Samples Mann-Whitney U Test	.585	Retain the null hypothesis.
3	The distribution of goals is the same across categories of sex.	Independent-Samples Mann-Whitney U Test	.889	Retain the null hypothesis.
a. Significance level > 0.05.				
b. Asymptotic significance is displayed.				

Table 3.0 shows the hypothesis test summary that emphasizes whether or not the sex affects the level of awareness of 4th-year students on matters relating to the school's VMG. The three null hypotheses, tested at a 0.05 significance level, revealed that the null hypotheses are retained. Moreover, the distribution of vision is the same across sex categories, with a significance value of 0.399. The same results are indicated in the distribution of missions across sex categories with a higher significance value of 0.585. Meanwhile, the distribution of goals across sex categories has the highest significance value of 0.889. Hence, asymptotic significance was displayed

among the null hypotheses. There is no significant difference between the VMG and the level of awareness when analyzed according to sex. Hence, awareness of the VMG is effective regardless of the categories of sex, which manifest acknowledgment of equality. In determining the significance of sex, it is revealed that the school communicates its VMGs uniformly to all students, regardless of sex. This parallels the study of Garcia and Bual (2022), which states that sex does not play a significant role in the awareness of the school's vision, Mission, and goals. Conversely, this is opposite to the statement of Escolano (2021) that sex played a role in influencing VMG among students.

Table 3.1 The significant difference in the level of students' awareness when analyzed according to the Department.

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The vision distribution is the same across the department's categories.	Independent-Samples Kruskal-Wallis Test	.445	Retain the null hypothesis.
2	The distribution of the mission is the same across the categories of the department.	Independent-Samples Kruskal-Wallis Test	.162	Retain the null hypothesis.
3	The distribution of goals is the same across categories of the department.	Independent-Samples Kruskal-Wallis Test	.173	Retain the null hypothesis.
a. Significance level > 0.05.				
b. Asymptotic significance is displayed.				

On the other hand, Table 3.1 shows the student's level of awareness when analyzed according to the department. The three null hypotheses, tested at a 0.05 significance level, revealed that the null hypotheses are retained. Moreover, the distribution of vision is the same across categories of Departments with a significant value of 0.445. The same results are indicated in the distribution of Mission across program categories with the lowest significance value of 0.162. Meanwhile, the distribution of goals across department categories has a lower significance value of 0.173. Hence, asymptotic significance was displayed among the null hypotheses. There is no significant difference between the levels of student awareness compared to the program categories, and the results remained high. This is parallel to the study of Lacunsay et al. (2024). The awareness may differ across programs, but overall, students understand the college's guiding framework well.

Table 3.2. Summary of the mean distribution of Vision, Mission, and Goals across categories of Sex and Department.

ETHOS	ITE			HME			CBA			CJE			CELA		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Vision	3.15	0	3.15	4.39	4.18	4.28	4.42	4.44	4.43	4.29	4.28	4.29	4.29	4.35	4.32
Mission	3.15	0	3.15	4.46	4.13	4.30	4.21	4.31	4.26	4.24	4.28	4.26	4.38	4.41	4.39
Goals	3.54	0	3.54	4.40	4.10	4.25	4.29	4.37	4.33	4.30	4.28	4.29	4.42	4.45	4.44
Overall	3.28	0	3.28	4.42	4.14	4.28	4.31	4.37	4.34	4.28	4.28	4.28	4.36	4.40	4.38

Table 3.2 shows a high level of VMG awareness across all departments, excluding the ITE department, with a neutral stance. It is revealed that the CELA Department has the highest overall mean score among all departments of Davao Central College at 4.44. This elucidates that the Department of CELA has maintained effective alignments in the teaching profession, such as the practice relating to the VMG in crafting the lesson plan, which is encouraged among professionals in practice. This is parallel to the statement of Cunanan and Heretape(2023)

that the teaching profession has a practical implementation and measures for awareness towards the alignment of the school's VMG, such that according to Sulastris (2021), it is integrated into the crafting of the lesson plan, itself, which is the practice of the College of Education and Liberal Arts.

In comparison, the ITE Department has a neutral stance on the level of awareness of the school's VMG at 3.15. This presents a complex picture of student attitudes toward the institutional vision, Mission, and goals among ITE graduating students. The population of the ITE program has caused its stance for the neutral phase. According to Pugh (2020), the students may be neutral to the VMG. However, this does not indicate that the program has no level of awareness of the institutional ethos, anchoring to the study of Lacunsa et al. (2024) highlighting the aspect of the awareness of the students towards the VMG may have different levels across the departments. This means that despite the Department having numerous accounts of the contribution of excellence aligned to the VMG, further efforts are necessary to attract more students to participate in the program for a more comprehensive population.

CONCLUSIONS

An institution's vision, mission, and goals are the foundation of its educational philosophy and direction, shaping its students' learning experiences and outcomes. The study sought to determine and provide an overview of the situations related to and the awareness of DCC's vision, mission, and goals by examining the students' understanding.

The results conclude that the 4th year college students are highly aware of the school's vision, mission, and goals. This indicates that the students know about the values, principles, and cultural diversity the school promotes. Hence, the result concludes that students fully grasp what DCC aims to achieve and the outlined pathways to realize those objectives.

The sex is not significant to the students' awareness level or the school's vision, mission, and goals for Davao Central College has fostered equality for all students by providing institutional activities that cater to all sexes, making Davao Central College inclusive in the pursuit of realizing the school ethos.

Moreover, the Departmental Affiliation does not significantly affect the school's vision, mission, and goals. In essence, the school has provided opportunities to all departments to uphold their alignment with the Vision, Mission, and Goals seen through its programs and activities.

Hence, sex and program hold no relation to determining the level of awareness of the vision, mission, and goals. This proves that Albert Bandura's Social Learning Theory holds that awareness of the Vision, Mission, and Goals is not confined to sex and programs but to the student's observation of the overall school community, which was expressed as 'I am aware...'

With all things considered, the clarity of thought is that the school has secured ongoing assessment and continuous improvement to ensure that its efforts are effective and sustainable in meeting the changing needs of the students. Therefore, Davao Central College has remained consistent and is critically committed to implementing activities and policies aligned with its Vision, Mission, and Goals and making the Awareness of the Institutional Ethos High.

RECOMMENDATION

Based on the study's findings, recommendations include the school consistently aligning activities with its Vision, Mission, and Goals, regularly updating its curriculum, and actively promoting achievements and innovations while continuously seeking feedback. Students should actively understand institutional outcomes to foster connection and inform decisions, and their input should be valued. Instructors should continuously upgrade teaching techniques using technology and real-world examples, with more professional development opportunities. Future research should investigate departmental alignment with core values and employee awareness, and specifically study the incoming ITE graduating class for a broader understanding to guide alignment efforts and cultivate a unified culture.

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