

Psychological Predictors of Stakeholders' Engagement in the Realization of the Vision, Mission, Goals, and Objectives of Cagayan State University

Beatriz G. Clemente, PhD

bethclemente@yahoo.com

DOI: <https://doi.org/10.63001/tbs.2026.v21.i02.pp1178-1196>

KEYWORDS

Psychological ownership, psychological predictors, stakeholder engagement, Vision, Mission, Goals, and Objectives (VMGO)

Received on:

18-05-2026

Accepted on:

05-06-2026

Published on:

15-06-2026

Abstract

This study explored the psychological predictors of stakeholders' engagement in the realization of the Vision, Mission, Goals, and Objectives (VMGO) of Cagayan State University. It examined stakeholders' lived experiences in understanding, internalizing, and engaging with the University's VMGO and the psychological factors influencing their engagement in the VMGO in relation to their values, beliefs, motivations, and institutional roles. Utilizing a qualitative research design, the data were gathered from purposively selected stakeholders representing administrators, faculty members, administrative staff, and students. The data from open-ended questionnaire were analyzed using thematic analysis. Findings revealed that stakeholder engagement is shaped by interrelated psychological factors such as organizational identification, intrinsic motivation, psychological ownership, value congruence, institutional pride, sense of belonging, and self-efficacy. Participants described the VMGO as a source of purpose, direction, and shared identity that guided their academic, professional, and social responsibilities. Supportive leadership, positive interpersonal relationships, and an inclusive institutional culture emerged as key facilitators of engagement. The study further revealed that stakeholders demonstrated stronger commitment and participation when their personal values and aspirations aligned with those of the institution.

INTRODUCTION

The contemporary higher education landscape is characterized by rapid transformations driven by technological advancements, globalization, evolving societal expectations, and increasing demands for institutional accountability. In response to these developments, higher education institutions are continually challenged to remain relevant, adaptive, and sustainable while fulfilling their educational mandates. Central to achieving institutional effectiveness is the articulation and realization of the Vision, Mission, Goals, and Objectives (VMGO), which provide the philosophical foundation and strategic direction for governance, academic programs, research, extension services, and organizational development. As guiding statements, the VMGO establish a shared institutional identity and serve as a framework for decision-making and performance evaluation. Increasingly, universities worldwide recognize that the

successful realization of their VMGO extends beyond their formulation and dissemination. Rather, it depends on the extent to which stakeholders understand, internalize, and actively embody these institutional aspirations in their respective roles. Emerging scholarship suggests that stakeholders' engagement is shaped by various psychological factors, including organizational identification, intrinsic motivation, sense of belonging, psychological ownership, and value congruence, all of which influence individuals' commitment to institutional goals and collective success (Alnhari & Qureshi, 2024; Gillen, 2024). Consequently, higher education institutions have become increasingly interested in examining how stakeholders perceive, interpret, and derive meaning from their involvement in advancing institutional objectives, recognizing that such experiences are critical to the effective

realization of the university's Vision, Mission, Goals, and Objectives.

In the Philippines, stakeholder engagement in the realization of institutional goals is reinforced by national policies on quality assurance and higher education governance. Republic Act No. 7722 and Republic Act No. 8292 emphasize accountability, excellence, and stakeholder participation in higher education institutions, while CHED Memorandum Order No. 46, series of 2012, requires alignment of programs, services, and operations with clearly articulated VMGO and intended outcomes. Moreover, accreditation agencies such as AACUP consider stakeholder awareness, acceptance, and participation in institutional goals as indicators of quality and effectiveness. Although several studies conducted in Philippine higher education institutions have reported high levels of VMGO awareness and acceptability among stakeholders, these investigations have largely focused on quantitative measures of compliance and institutional alignment rather than the psychological experiences that influence engagement (Aquino et al., 2026; Selda, 2025).

Within the Cagayan Valley Region, Cagayan State University (CSU) plays a vital role in advancing quality education, research, extension, and community development. Guided by its VMGO, the university seeks to produce globally competitive graduates and contribute to regional and national development. The realization of these institutional aspirations requires the active participation of administrators, faculty members, non-teaching personnel, students, alumni, and community partners. Despite ongoing VMGO dissemination initiatives and quality assurance efforts, little is known about how stakeholders personally experience, interpret, and internalize the university's VMGO and how these

experiences influence their engagement in achieving institutional goals.

A review of contemporary literature reveals a notable gap in understanding the psychological dimensions of stakeholder engagement in VMGO realization. Most existing studies focus on awareness, acceptability, relevance, and implementation, while limited attention has been given to stakeholders' lived experiences, motivations, values, and perceptions that shape their commitment to institutional objectives. Furthermore, investigations on this topic remain scarce, particularly within Philippine state universities and colleges. Hence, this study seeks to explore the psychological predictors of stakeholder engagement in the realization of the Vision, Mission, Goals, and Objectives of Cagayan State University through a phenomenological approach. Specifically, it aims to examine stakeholders' lived experiences, identify the psychological factors that influence their engagement, understand how they make meaning of the VMGO, explore the challenges and facilitators affecting their participation, and uncover the essential themes that characterize their commitment to the realization of the University's Vision, Mission, Goals, and Objectives.

Conceptual Framework

This study is anchored on the premise that the realization of the University's Vision, Mission, Goals, and Objectives (VMGO) is not merely a matter of institutional compliance but a psychological and social process shaped by stakeholders' lived experiences, perceptions, beliefs, motivations, and sense of commitment. Within the context of higher education, the VMGO serves as the institution's guiding philosophy and strategic direction, influencing academic, research, extension, and administrative functions. However, the effectiveness of these institutional

statements largely depends on how stakeholders understand, internalize, and translate them into meaningful actions.

The framework of this study is anchored on *Social Identity Theory* developed by Henri Tajfel and John Turner, which posits that individuals develop a sense of identity and belonging through their membership in social groups and organizations. Stakeholders who strongly identify with the university are more likely to internalize its VMGO and actively contribute to its realization. The theory explains how institutional pride, sense of belonging, and organizational identification influence stakeholder commitment and engagement. The study also draws from *Self-Determination Theory (SDT)* proposed by Edward Deci and Richard Ryan. The theory emphasizes that intrinsic motivation, autonomy, competence, and relatedness are essential psychological needs that influence human behavior. Stakeholders who perceive the VMGO as aligned with their personal values and aspirations are more likely to develop intrinsic motivation and sustained commitment toward institutional goals. Likewise, the framework is informed by *Psychological Ownership Theory*, which suggests that individuals become more engaged and responsible when they perceive a sense of ownership over organizational goals and outcomes. Stakeholders who view the VMGO as their own shared vision are more likely to participate actively in institutional programs and initiatives.

This study has also legal and policy foundations governing higher education in the Philippines, which emphasize quality education, institutional effectiveness, and stakeholder participation. Article XIV, Section 1 of the 1987 Philippine Constitution mandates the State to promote accessible and quality education, while Republic Act No. 7722 (Higher Education Act of 1994) and Republic Act No. 8292 (Higher Education Modernization Act of

1997) underscore the pursuit of excellence, accountability, strategic governance, and stakeholder involvement in higher education institutions. Likewise, CHED Memorandum Order No. 46, Series of 2012, and CHED Memorandum Order No. 15, Series of 2019, strengthen quality assurance systems by requiring alignment among institutional Vision, Mission, Goals, and Objectives (VMGO), educational outcomes, and organizational practices, while recognizing stakeholders as active partners in institutional development and continuous improvement. Furthermore, the accreditation standards of AACCUP and other quality assurance agencies identify stakeholder awareness, understanding, acceptance, internalization, and implementation of the VMGO as essential indicators of institutional quality, effectiveness, and the successful realization of institutional aspirations. The study is supported by several legal and policy frameworks governing Philippine higher education. Foremost is Article XIV, Section 1 of the 1987 Philippine Constitution, which mandates the State to protect and promote the right of all citizens to quality education and to take appropriate steps to make education accessible to all. This constitutional mandate underscores the importance of institutional effectiveness and stakeholder participation in achieving educational excellence.

Objective:

This study explored the psychological factors of stakeholders' engagement in the realization of the Vision, Mission, Goals, and Objectives (VMGO) of Cagayan State University by examining their lived experiences in understanding, internalizing, and engaging with the University's VMGO that shape their commitment and participation in achieving the institution's aspirations.

Significance of the Study

This study is significant as it contributes to the understanding of the psychological predictors that influence stakeholders' engagement in the realization of the Vision, Mission, Goals, and Objectives (VMGO) of Cagayan State University. By exploring stakeholders' lived experiences, perceptions, motivations, and sense of commitment, the study provides valuable insights into how psychological factors such as organizational identification, psychological ownership, sense of belonging, and value congruence shape participation in institutional initiatives. The findings may assist university administrators, faculty members, non-teaching personnel, students, alumni, and community partners in strengthening stakeholder involvement and fostering a deeper alignment between individual and institutional aspirations. Moreover, the study may support quality assurance and accreditation efforts by providing evidence on stakeholders' engagement as a key indicator of institutional effectiveness and may serve as a reference for future researchers interested in organizational psychology, stakeholder engagement, and higher education governance.

METHODOLOGY

Research Design

This study employed a qualitative research design in exploring the psychological predictors of stakeholders' engagement in the realization of the Vision, Mission, Goals, and Objectives (VMGO) of Cagayan State University, and in uncovering how stakeholders understand, internalize, and engage with the University's VMGO, as well as the meanings they attach to their experiences and the psychological factors that influence their commitment and participation in achieving institutional aspirations. Through phenomenological inquiry, the study generated rich

descriptions of stakeholders' experiences and identified the underlying themes that characterize their engagement in VMGO realization.

Locale of the Study

The study was conducted at Cagayan State University (CSU), particularly in the College of Teacher Education – Andrews Campus, Tuguegarao City, Cagayan, Philippines. As the flagship campus of the University, CSU-Andrews serves as a center of instruction, research, extension, and production, catering to a diverse population of stakeholders. The campus was selected as the locale of the study because of its active implementation of quality assurance initiatives, accreditation activities, and VMGO dissemination programs. Moreover, the campus provides a suitable environment for exploring stakeholder engagement due to the active involvement of administrators, faculty members, administrative staff, and students in various institutional programs and activities aligned with the University's Vision, Mission, and College of Teacher Education Goals and Objectives.

Participants of the Study

The participants of the study consisted of selected stakeholders of the College of Teacher Education of Cagayan State University-Andrews Campus, Tuguegarao City. There were five (5) administrators, (5) faculty members, (3) administrative staff, and (10) students. These stakeholders were chosen because they possess direct experiences and insights regarding the University's VMGO and their roles in its realization. To ensure the relevance and richness of the data, participants were required to have at least one year of affiliation, service, study with the University; possess adequate knowledge of the University's VMGO; and have participated in institutional programs, activities, projects, or initiatives related to

VMGO implementation. Individuals with limited knowledge of the VMGO, less than one year of involvement with the University, or those unable or unwilling to share their experiences were excluded from the study. Participation was voluntary, and informed consent was secured from all participants prior to data collection.

Sampling Technique

The study utilized purposive sampling to identify participants who could provide rich and meaningful information regarding the phenomenon under investigation. This sampling technique enabled the researcher to intentionally select stakeholders who had substantial experiences related to the University's VMGO and could articulate their perceptions, motivations, and engagement in institutional activities. The number of participants was determined through the principle of data saturation, wherein participant recruitment continued until no new themes, insights, or significant information emerged from the data. This ensured the depth, richness, and completeness of the phenomenological descriptions generated in the study.

Instrumentation

The instrument used in this study was a researcher-developed open-ended questionnaire designed to elicit rich and in-depth descriptions of the participants' lived experiences regarding their engagement in the realization of the Vision, Mission, Goals, and Objectives (VMGO) of Cagayan State University. The open-ended questionnaire was developed based on the objectives of the study, the conceptual framework, and relevant literature on stakeholder engagement, organizational identification, psychological ownership, motivation, and institutional commitment. It consisted of open-ended questions and probing prompts that explored participants' understanding and internalization of the VMGO, psychological factors influencing

their engagement and commitment, meanings attached to the VMGO, experiences that facilitated or hindered their participation, the influence of institutional culture, leadership, communication, and interpersonal relationships associated with VMGO realization. To ensure content validity and alignment with the research objectives, the questionnaire was reviewed by experts in qualitative research and higher education administration, and their recommendations were incorporated into the final version of the instrument.

Data Gathering Procedure

Prior to data collection, the researcher secured the necessary approvals from the university authorities and complied with ethical research protocols. Potential participants who met the inclusion criteria were identified to participate in the study. The purpose of the research, procedures involved, confidentiality measures, and participants' rights were thoroughly explained before obtaining their informed consent. Data were gathered through open-ended questions aligned with the objectives of the study. This method allowed participants to freely describe their experiences, perceptions, and reflections regarding their engagement with the University's VMGO.

Data Analysis

The data gathered from the open-ended questionnaire were analyzed using thematic analysis within a phenomenological framework. Following the procedures of Braun and Clarke (2006), the researcher first immersed in the data through repeated reading of the transcripts to gain familiarity with the participants' narratives. Significant statements and meaningful expressions related to stakeholder engagement and VMGO realization were then identified and coded. The codes were subsequently

organized into themes that represented common patterns and shared experiences among the participants. These themes were reviewed, refined, and interpreted to develop a comprehensive description of the essence of stakeholders' lived experiences. The analysis focused on uncovering the psychological factors that influence engagement, commitment, and participation in the realization of the University's VMGO.

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

The gathered data from the administrators, faculty, administrative staff, and students regarding their lived experiences of understanding and engaging with the University's Vision, and Mission, and College of Teacher Education Goals, and Objectives (VMGO) are organized according to major themes that emerged from the participants' responses, supported by verbatim statements to provide a richer understanding of their experiences and perspectives.

Theme 1: Stakeholders' Lived Experiences of Understanding and Engaging with the University's Vision, Mission, Goals, and Objectives

The participants narratives revealed that the VMGO serves not only as a guiding framework for institutional operations but also as a source of motivation that influences their academic, professional, and personal contributions to the university community. The participants' described their journey from initial awareness of the VMGO to a deeper understanding of its significance and eventual engagement in activities that contribute to the realization of the University's aspirations. Their experiences revealed that understanding and engagement with the VMGO are not acquired at once but through continuous

exposure, participation in institutional activities, and reflection on their roles within the university community.

The administrators expressed: *"The University's Vision, Mission, Goals, and Objectives serve as the foundation of our planning and decision-making processes. Understanding the VMGO helps me ensure that our programs, policies, and services remain aligned with the University's aspirations."* (A1); *"I actively participate in VMGO orientations, planning sessions, and stakeholder consultations because these activities help me understand how my role contributes to achieving the University's mission and long-term goals."* (A2)

This reflects a comprehensive understanding of the University's VMGO as a strategic framework that guides institutional governance and leadership. The participants recognize that planning, policy formulation, and decision-making processes are anchored on the VMGO. These narratives of the administrators reveal that understanding and engagement with the University's VMGO are strengthened through active participation in planning, decision-making, and institutional development activities. Their lived experiences demonstrate that the VMGO serves not only as a strategic guide for organizational actions but also as a source of professional commitment that aligns leadership practices with the University's vision, mission, goals, and objectives. This finding supports contemporary organizational and educational leadership literature, which emphasizes that participatory governance and stakeholder involvement contribute significantly to organizational commitment, shared responsibility, and institutional effectiveness (World Bank, 2023; American Council on Education, 2024). Studies have likewise shown that meaningful participation in institutional planning and governance processes

strengthens stakeholders' identification with organizational goals and encourages sustained commitment to institutional success (Albrecht et al., 2021; Mostafa, 2022). Similarly, this finding is consistent with the view that educational leaders play a critical role in translating institutional vision and mission into concrete strategies and practices that promote organizational effectiveness and coherence (OECD, 2023; UNESCO, 2024). Research further indicates that leaders who possess a clear understanding of institutional goals are more effective in fostering employee engagement, promoting shared purpose, and sustaining institutional development initiatives (Bush, 2022).

Some faculty members shared: *"I became familiar with the VMGO through faculty orientations, meetings, and accreditation activities (F3). I realized that while I am engaged in teaching and research, I am contributing to the achievement of the university's VMGO."* (F2)

This statement highlights the role of institutional mechanisms such as orientations, accreditation activities, and quality assurance initiatives in promoting awareness and understanding of the VMGO among faculty members. More importantly, the participants' response reflects a gradual process of internalization whereby the VMGO evolved from being an institutional statement to becoming a guiding framework for professional practice. This finding supports the view that faculty engagement is strengthened when institutional goals are integrated into academic functions and professional identities. According to recent studies, faculty members who perceive a clear connection between their professional responsibilities and institutional goals are more likely to demonstrate organizational commitment, work engagement, and active participation in quality assurance initiatives (Alshammari, 2023; Nair & Bennett, 2022). Likewise, research has shown that

accreditation processes serve as effective avenues for enhancing stakeholders' awareness and understanding of institutional goals, thereby fostering greater commitment to organizational success (Aquino et al., 2026).

Similarly, students narrated: *"At first, I only saw the VMGO posted on walls, then through orientations, seminars and classroom discussions (S3, S8)." I understood how it relates to our development as future professionals as presented by our teachers during the first week of classes."* (S4, S10, S7))

The students' statements reveal that initial exposure to the VMGO was largely symbolic and passive. However, participation in seminars and classroom discussions facilitated a deeper understanding of its relevance to personal and professional development. This finding suggests that awareness alone is insufficient for meaningful engagement; rather, stakeholders need opportunities to contextualize and connect institutional aspirations to their own experiences and future goals. The narrative reflects the process of meaning-making, wherein students move beyond mere recognition of institutional statements to understanding their practical implications. Contemporary studies emphasize that students are more likely to internalize institutional values when these are explicitly integrated into teaching and learning experiences and when educators consistently connect course content with broader institutional goals (Yáñez et al., 2024; Salas-Pilco & Yang, 2023). Furthermore, research on student engagement indicates that meaningful interactions and participatory learning environments strengthen students' identification with institutional values and contribute to a stronger sense of belonging and commitment (Bond et al., 2021).

The administrative staff likewise expressed: *"The VMGO serves as a guide in*

performing my duties and responsibilities in the office and in entertaining the needs of the students" (A 2, A 3) "It reminds me that my work contributes to the overall success of the university." (A1)

These responses underscore the significance of the VMGO as a source of direction and purpose in the workplace. The administrative staff member viewed the VMGO as a framework for carrying out daily responsibilities. The participants' statements reflect an awareness that individual contributions, regardless of position, play a role in achieving institutional goals. Such realization demonstrates the development of psychological ownership and organizational identification, wherein stakeholders perceive themselves as integral members of the institution and recognize the importance of their contributions to collective success. Recent studies have found that employees who understand how their work aligns with organizational goals tend to exhibit higher levels of job satisfaction, organizational commitment, and engagement (Kim & Park, 2023; Albrecht et al., 2021). Moreover, organizational psychology literature suggests that a clear understanding of institutional purpose enhances employees' sense of meaning at work and strengthens their commitment to organizational objectives (Mostafa, 2022).

Theme 2: Psychological Predictors of Stakeholder Engagement and Commitment in the Realization of the University's Vision, Mission, Goals, and Objectives

The participants identified several psychological factors that influence their participation and commitment to the realization of the University's Vision, Mission, Goals, and Objectives (VMGO). These factors include intrinsic motivation, institutional pride, organizational identification, sense of belonging,

psychological ownership, leadership accountability, and value congruence. Their narratives reveal that engagement in VMGO realization extends beyond compliance with institutional expectations; rather, it is strongly influenced by personal beliefs, emotional attachment, and the perceived alignment between individual values and the University's aspirations.

Among administrators, engagement was primarily associated with a sense of responsibility, leadership accountability, and commitment to institutional success. One administrator stated: *"I am motivated to ensure that the University's programs and services remain aligned with our VMGO because I believe that effective leadership contributes to achieving our institutional aspirations."* (A5) Similarly, another administrator shared: *"Seeing our students succeed and our programs gain recognition gives me a sense of fulfillment because it reflects the realization of the University's vision."* (A4) A third administrator explained: *"My commitment comes from knowing that every decision I make can influence the direction of the University and contribute to its long-term goals."* (A3)

These responses indicate that administrators derive motivation from their perceived capacity to influence institutional development and contribute to the achievement of organizational goals. Their engagement is reinforced by the belief that leadership decisions directly affect institutional effectiveness and the realization of the University's vision. This finding aligns with studies emphasizing that leadership commitment and organizational identification serve as significant psychological drivers of engagement among educational leaders (Albrecht et al., 2021; Mostafa, 2022). Research further suggests that leaders who perceive their roles as meaningful are more likely to demonstrate transformational leadership behaviors and actively support

institutional development initiatives (Alshammari, 2023).

The faculty members highlighted intrinsic motivation, professional fulfillment, and value congruence as major influences on their engagement. One faculty member remarked: *"What motivates me is knowing that my efforts help students become competent and responsible individuals, which I believe is part of the realization of the University's VMGO."* (F5, F2) Another faculty member stated: *"I feel committed because the University's goals are consistent with my personal belief that education can transform lives."* (F3) Likewise, a participant shared: *"Participating in research and extension activities gives me a sense of purpose because I know these contribute to achieving the University's mission."* (F4)

These narratives demonstrate that faculty members view their professional responsibilities as meaningful contributions to the University's mission and vision. Their engagement stems from the belief that teaching, research, and extension activities positively influence student development and societal advancement. Such perspectives reflect intrinsic motivation, wherein commitment is driven by personal satisfaction, purpose, and the perceived significance of one's work. This finding supports Self-Determination Theory, which posits that individuals are more engaged when their activities fulfill their needs for competence, autonomy, and meaningful contribution (Ryan & Deci, 2020). Recent studies similarly indicate that faculty members who perceive alignment between their professional values and institutional goals exhibit higher levels of organizational commitment, work engagement, and job satisfaction (Nair & Bennett, 2022; Alshammari, 2023).

Meanwhile, students emphasized institutional pride, emotional attachment, and a sense of belonging as important

factors influencing their engagement. One student stated: *"I participate because I feel proud to be part of the university. When I understand the vision, I feel more connected to it."* (S8, S2) Another student expressed: *"Knowing that the University has a clear vision for our future motivates me to become more active in school activities."* (S9) Similarly, a participant shared: *"When professors explain how our activities contribute to the VMGO, I feel that what I do has a purpose."* (S5)

These responses suggest that students become more engaged when they understand the relevance of the VMGO to their personal growth and future aspirations. Institutional pride and a strong sense of belonging foster emotional attachment, encouraging active participation in academic and co-curricular activities. Furthermore, understanding how individual actions contribute to institutional goals strengthens students' sense of purpose and commitment. This finding is consistent with Social Identity Theory, which argues that individuals are more likely to engage in organizational activities when they identify with institutional values and goals. Recent studies have shown that students who experience a strong sense of institutional belonging demonstrate greater engagement, persistence, and commitment to university initiatives (Bond et al., 2021; Salas-Pilco & Yang, 2023). Likewise, Yáñez et al. (2024) found that institutional identification significantly enhances students' participation in academic and co-curricular activities.

In addition, administrative staff members highlighted psychological ownership and recognition of their contribution to institutional success as primary sources of motivation. One staff member explained: *"The VMGO serves as a guide in performing my duties. It reminds me that my work contributes to the overall success of the university."* (AS1) Another staff member stated: *"Even though I am not*

directly involved in teaching, I know that my work supports the University's VMGO and helps students succeed." (AS2) A third staff member remarked: *"I feel motivated when I see that the services we provide help the University achieve its goals."* (AS3)

These statements reveal that administrative personnel perceive themselves as integral contributors to institutional achievement. Their engagement is reinforced by an understanding that their work, although indirect, supports the University's educational mission and strategic objectives. This perspective reflects psychological ownership, wherein employees develop a sense of responsibility and commitment because they view themselves as stakeholders in organizational success. Research has shown that employees who recognize the significance of their roles and perceive alignment between their responsibilities and institutional objectives exhibit higher levels of engagement and organizational commitment (Kim & Park, 2023; Mostafa, 2022).

Furthermore, administrators emphasized the importance of value congruence and shared objectives in promoting collaboration and stakeholder engagement. As one administrator noted: *"The university's VMGO is aligned with the overall development of the students and other stakeholders, including community development, which encourages us to collaborate actively."* (A2)

This statement highlights how perceived alignment between institutional aspirations and stakeholder priorities strengthens cooperation and commitment. When stakeholders recognize that the University's goals correspond with their own values and aspirations, they are more willing to participate in institutional initiatives and partnerships. This finding supports the concept of value congruence, which suggests that individuals and organizations

are more likely to cooperate and remain committed when their values and objectives are compatible. Recent research has demonstrated that shared goals and mutual benefits strengthen partnerships between higher education institutions and their stakeholders, leading to increased trust, participation, and long-term engagement (Mbah et al., 2022; Leal Filho et al., 2023; Kim & Park, 2023).

Overall, these psychological factors serve as internal mechanisms that transform awareness of the VMGO into active participation and sustained commitment. Consistent with contemporary organizational psychology literature, the findings suggest that stakeholder engagement is strengthened when individuals experience purpose, connection, ownership, and shared values within their organizational environment (Albrecht et al., 2021; Mostafa, 2022).

Theme 3: Experiences Shaping Stakeholder Engagement in the Realization of the University's Vision, Mission, Goals, and Objectives

The participants described various experiences and circumstances that either strengthened or weakened their engagement in achieving the University's aspirations. These experiences ranged from recognition, participation in institutional and community activities, supportive organizational practices, and opportunities for professional growth to communication gaps, limited involvement in decision-making, workload demands, and insufficient information dissemination. The findings suggest that stakeholder engagement is a dynamic process shaped by both enabling and constraining experiences within the institutional environment.

The administrators highlighted the significance of institutional achievements and stakeholder participation in strengthening their commitment to the

University's VMGO. One administrator shared: *"Seeing the University achieve accreditation milestones motivates me because it shows that our efforts are contributing to institutional excellence."* (A2) Another administrator stated: *"When stakeholders actively participate in university programs, I feel encouraged because it demonstrates a shared commitment to our goals."* (A4), and another administrator remarked: *"One challenge is balancing multiple responsibilities, but seeing positive outcomes from our initiatives strengthens my commitment to the University's mission."* (A1)

These responses indicate that administrators derive motivation from tangible institutional accomplishments and collective stakeholder involvement. Positive outcomes reinforce their belief that their efforts contribute meaningfully to the realization of the VMGO. Conversely, role demands and competing responsibilities may present challenges that affect engagement. Contemporary studies suggest that organizational success, recognition of accomplishments, and collaborative participation enhance leadership commitment and institutional engagement (Albrecht et al., 2021; Mostafa, 2022). Moreover, educational leaders are more likely to sustain commitment when they witness the impact of their decisions on institutional performance and stakeholder development (Alshammari, 2023).

In addition, faculty members emphasized the importance of recognition, professional development opportunities, and meaningful participation in strengthening their engagement. One faculty member explained: *"Receiving recognition for my extension work motivated me to contribute more to the university's mission."* (F1) *"Being given opportunities to lead research and extension projects strengthened my commitment because I felt trusted and valued by the institution."* (F4) Another

faculty member stated: *"Participating in accreditation activities helped me appreciate how my work contributes to achieving the University's goals."* (F13)

These narratives reveal that recognition and involvement in institutional initiatives enhance faculty engagement by fostering feelings of accomplishment, competence, and appreciation. The participants' experiences reflect the importance of professional validation and meaningful participation in sustaining commitment to institutional aspirations. Studies have consistently shown that recognition, empowerment, and opportunities for professional growth positively influence faculty engagement, organizational commitment, and job satisfaction (Nair & Bennett, 2022; Kim & Park, 2023). Furthermore, participation in institutional quality assurance activities promotes a deeper understanding of organizational goals and strengthens commitment to institutional development (Aquino et al., 2026).

Students expressed experiential learning and community engagement activities as important experiences that strengthened their commitment to the University's VMGO. One student shared: *"Participating in outreach activities helped me understand how the VMGO impacts society."* (S5) *"Being involved in student organizations allowed me to practice the values promoted by the University."* (S10) Another student explained: *"Community extension activities made me realize that the University's mission is not only about education but also about serving others."* (S6)

These responses suggest that direct participation in university activities helps students connect institutional aspirations with real-world experiences. Such opportunities facilitate experiential learning, social responsibility, and a stronger appreciation of the University's mission. Recent studies indicate that

participation in co-curricular and community engagement activities enhances students' sense of belonging, civic responsibility, and institutional commitment (Bond et al., 2021; Salas-Pilco & Yang, 2023). Likewise, experiential learning opportunities have been found to strengthen students' understanding of institutional values and encourage active participation in university life (Yáñez et al., 2024).

Administrative staff members described both positive and challenging experiences that influenced their engagement. One staff member stated: *"Sometimes, limited communication about institutional plans makes it difficult to see how my work contributes to the VMGO."* (AS3) Another staff member shared: *"I feel more engaged when supervisors explain how our tasks support the University's goals."* (AS2) A third staff member remarked: *"Being included in meetings and consultations makes me feel that my role is important to the success of the institution."* (AS1)

These narratives highlight the importance of communication, inclusion, and role clarity in shaping staff engagement. While effective communication enhances understanding and commitment, insufficient information may create uncertainty regarding one's contribution to institutional goals. Research has shown that transparent communication and participatory management practices foster employee engagement, organizational trust, and commitment (Kim & Park, 2023; Albrecht et al., 2021). Similarly, employees who feel included in organizational processes are more likely to develop psychological ownership and sustained engagement (Mostafa, 2022).

Overall, the theme demonstrates that stakeholder engagement in the realization of the University's VMGO is shaped by lived experiences that either facilitate or hinder participation. Positive experiences

foster a sense of purpose, belonging, and commitment, whereas organizational challenges may limit stakeholders' ability to fully engage with institutional aspirations. Consequently, creating supportive, inclusive, and participatory environments is essential for sustaining stakeholder engagement and advancing the successful realization of the University's Vision, Mission, Goals, and Objectives.

Theme 4: Institutional and Relational Factors Shaping Stakeholder Engagement in VMGO Realization

This theme reflects stakeholders' lived experiences regarding how the University's institutional culture, leadership practices, communication systems, and interpersonal relationships influence their understanding, commitment, and participation in the realization of the Vision, Mission, Goals, and Objectives (VMGO). The participants consistently emphasized that a supportive organizational environment strengthens their engagement by fostering trust, collaboration, organizational identification, and a shared commitment toward institutional aspirations.

Administrators emphasized the critical role of leadership and organizational culture in fostering stakeholder engagement. One administrator shared: *"When leaders consistently communicate the University's direction, stakeholders become more confident in supporting institutional initiatives."* (A4) *"A culture of collaboration allows different sectors of the University to work together toward achieving common goals."* (A5)

These responses indicate that effective leadership and a collaborative organizational culture serve as important catalysts for stakeholder engagement. Administrators perceived leadership not merely as a managerial function but as a means of inspiring commitment and creating alignment among stakeholders.

Research has shown that transformational leadership enhances organizational commitment by fostering trust, motivation, and a shared sense of purpose among stakeholders (Mostafa, 2022; Albrecht et al., 2021). Similarly, institutions characterized by collaborative cultures are more likely to experience stronger stakeholder participation and collective engagement in institutional development initiatives (Leal Filho et al., 2023).

Faculty members expressed the importance of leadership communication and institutional support in shaping their engagement with the VMGO. One faculty member explained: *"When leaders communicate the university's goals clearly, it becomes easier for us to align our activities."* (F1) Another faculty member remarked: *"Regular consultations with administrators make me feel that my ideas and contributions are valued."* (F1) A third faculty member shared: *"Supportive leadership encourages us to become more involved in research, extension, and quality assurance activities."* (F4)

These narratives suggest that faculty engagement is strengthened when institutional leaders communicate expectations clearly and create opportunities for participation and consultation. The participants valued transparency and inclusiveness, which fostered trust and reinforced their commitment to institutional goals. Recent studies indicate that open communication and participatory leadership practices enhance employee engagement, organizational commitment, and institutional effectiveness (Kim & Park, 2023; Nair & Bennett, 2022). Moreover, supportive leadership has been found to positively influence faculty motivation and professional engagement in higher education settings (Alshammari, 2023).

Students emphasized the influence of faculty members, communication practices,

and positive learning environments on their understanding of the VMGO. One student shared: *"Our professors consistently connect classroom activities to the university's mission, which helps us appreciate its importance."* (S6) Another student stated: *"When the University explains the purpose of activities and programs, I feel more motivated to participate."* (S10) A third student remarked: *"I feel more connected to the University when there is open communication between students and administrators."* (S1)

These responses reveal that communication and supportive relationships significantly influence students' engagement with institutional goals. Faculty members serve as important agents in helping students understand and appreciate the relevance of the VMGO to their educational experiences. Studies have shown that positive faculty-student relationships and transparent communication foster student engagement, institutional identification, and a stronger sense of belonging (Bond et al., 2021; Salas-Pilco & Yang, 2023). Furthermore, institutions that promote open dialogue and stakeholder participation tend to cultivate stronger commitment among students (Yáñez et al., 2024).

Administrative Staff Perspectives

Administrative staff members stated the importance of collegial relationships and teamwork in sustaining their engagement. One staff member explained: *"Working with supportive colleagues creates a sense of unity and shared commitment."* (AS1) Another staff member shared: *"When supervisors communicate clearly and recognize our contributions, I feel more motivated to perform my responsibilities."* (A3) A third staff member remarked: *"Teamwork helps us accomplish tasks efficiently and reminds us that we are all working toward the same goals."* (AS2)

These narratives demonstrate that interpersonal relationships and effective communication contribute significantly to workplace engagement. Supportive colleagues and supervisors foster a sense of belonging and collective responsibility, which strengthens organizational commitment. Research suggests that collaborative work environments and positive interpersonal relationships enhance employee engagement, job satisfaction, and organizational identification (Kim & Park, 2023; Mostafa, 2022).

Theme 5. Essential factors that emerged from the lived experiences of stakeholders regarding the psychological predictors of engagement in the realization of the University's VMGO.

Analysis of the narratives revealed six interrelated psychological factors that consistently shaped stakeholders' commitment, participation, and involvement in institutional initiatives: psychological ownership, sense of belonging and institutional pride, value alignment, empowerment and self-efficacy, transformational influence of leadership, and meaningful participation. These factors collectively represent the essence of stakeholder engagement and explain why individuals remain committed to the realization of the University's aspirations.

One of the most prominent factors that emerged from the participants' narratives was psychological ownership. Stakeholders described a strong sense of responsibility and personal investment in the University's VMGO, perceiving institutional goals as their own. A faculty member shared: *"The VMGO is not just a statement on paper; it is something that guides my daily work."* (F1)

An administrator similarly remarked: *"I feel responsible for ensuring that my decisions contribute to the realization of the*

University's goals because I see them as part of my own responsibilities." (A5)

An administrative staff member stated: *"When I understand how my work supports the VMGO, I feel that I am personally contributing to the University's success."* (AS2)

These responses indicate that stakeholders develop a sense of ownership when they perceive themselves as active contributors to institutional success. Rather than viewing the VMGO as a formal requirement, they internalize it as a shared commitment that guides their actions and decisions. This finding supports Psychological Ownership Theory, which suggests that individuals become more engaged when they perceive organizational goals and outcomes as personally relevant and within their sphere of influence. Recent studies have found that psychological ownership significantly enhances organizational commitment, engagement, and proactive participation in institutional initiatives (Kim & Park, 2023; Mostafa, 2022). When stakeholders feel ownership of institutional aspirations, they become more willing to invest time, effort, and resources toward achieving collective goals.

Sense of Belonging and Institutional Pride

Another significant factor that emerged was the development of a sense of belonging and institutional pride. Participants consistently described feelings of emotional attachment and identification with the University. One student shared: *"Being part of this university makes me proud, and that motivates me to contribute."* (S12)

A faculty member remarked: *"I have spent many years serving this institution, and its successes feel like my own achievements."* (F3)

These narratives reveal that stakeholders' emotional attachment to the University strengthens their motivation to support institutional initiatives. The feeling of belonging creates a deeper connection between individual identity and organizational identity, thereby encouraging active engagement. Social Identity Theory posits that individuals are more likely to support and participate in organizations with which they strongly identify. Recent research confirms that a sense of belonging is a significant predictor of engagement, persistence, and commitment among students, employees, and alumni (Bond et al., 2021; Salas-Pilco & Yang, 2023). Furthermore, institutional pride reinforces loyalty and encourages stakeholders to contribute to organizational success.

Value Alignment

Value alignment emerged as another essential factor influencing stakeholder engagement. Participants emphasized the importance of congruence between their personal beliefs and the University's aspirations. A faculty member explained: *"My personal beliefs about service and education align with the university's mission."* (F4)

An administrator stated: *"The VMGO resonates with my belief that education should create positive change in society."* (A4)

These responses demonstrate that stakeholders become more engaged when they perceive consistency between their personal values and institutional goals. Value congruence creates a sense of authenticity and purpose that strengthens commitment and participation. Research has shown that alignment between individual and organizational values enhances engagement, organizational identification, and workplace satisfaction (Kim & Park, 2023; Albrecht et al., 2021).

In higher education, stakeholders are more likely to support institutional initiatives when they believe that organizational goals reflect their own principles and aspirations (Leal Filho et al., 2023).

Empowerment and Self-Efficacy

Participants also emphasized empowerment and self-efficacy as important influences on their engagement. They described a belief that their actions could make meaningful contributions to the realization of the University's VMGO. One administrative staff member shared: *"I feel that my efforts matter and can help achieve the university's goals."* (AS6)

A student remarked: *"Knowing that my participation can make a difference encourages me to become more involved."* (S10)

A faculty member explained: *"When the University trusts us with responsibilities, it gives us confidence that we can contribute meaningfully."* (F3)

These narratives reflect stakeholders' belief in their ability to influence institutional outcomes. Such confidence strengthens motivation and encourages active participation in organizational activities. Self-efficacy theory suggests that individuals are more likely to engage in tasks when they believe they possess the capability to perform them successfully. Recent studies have demonstrated that empowerment and self-efficacy positively influence stakeholder engagement, organizational commitment, and performance in higher education settings (Alshammari, 2023; Ryan & Deci, 2020). Stakeholders who feel empowered are more likely to take initiative and sustain their involvement in institutional programs and activities.

Transformational Influence of Leadership

The transformative role of leadership emerged as another significant factor shaping stakeholder engagement. Participants described how leaders inspired commitment by communicating a clear vision, fostering trust, and encouraging collaboration. One faculty member stated: *"Our leaders make us feel that we are all working toward a common purpose."* (F1)

An administrative staff member shared: *"When leaders recognize our contributions and communicate openly, I become more motivated to support institutional goals."* (AS1)

A student remarked: *"Seeing administrators actively promote the University's vision inspires students to do their part as well."* (S7)

These responses indicate that leadership plays a crucial role in fostering stakeholder engagement by creating a sense of direction, inspiration, and shared purpose. Transformational leaders encourage stakeholders to transcend individual interests and commit themselves to collective aspirations. Recent studies have consistently found that transformational leadership positively influences organizational commitment, engagement, trust, and institutional effectiveness (Mostafa, 2022; Albrecht et al., 2021). Effective leaders help stakeholders understand the significance of the VMGO and motivate them to contribute actively toward its realization.

Meaningful Participation

Finally, meaningful participation emerged as a critical factor influencing stakeholder engagement. Participants emphasized that opportunities for involvement strengthen their understanding of and commitment to the VMGO. A student shared: *"The more involved I become in university activities, the more I understand the VMGO."* (S4)

A faculty member explained: *"Being involved in research, extension, and accreditation activities allows me to experience the VMGO in action."* (F5)

These responses demonstrate that engagement deepens when stakeholders are given opportunities to participate meaningfully in institutional activities. Through participation, stakeholders gain a better understanding of organizational goals and develop stronger emotional and psychological connections to the institution. Studies indicate that active involvement in organizational initiatives promotes commitment, ownership, and a deeper appreciation of institutional values (Nair & Bennett, 2022; Bond et al., 2021). Meaningful participation also facilitates experiential learning and strengthens stakeholders' sense of contribution to organizational success.

Collectively, these findings reveal that stakeholder engagement in the realization of the University's VMGO is shaped by a complex interplay of psychological ownership, belongingness, value alignment, empowerment, transformational leadership, and meaningful participation. These factors interact to create a supportive psychological environment in which stakeholders feel connected to institutional aspirations and motivated to contribute to their achievement. The findings support both Social Identity Theory and Self-Determination Theory, which emphasize the importance of belongingness, autonomy, competence, and shared identity in fostering sustained engagement and commitment (Ryan & Deci, 2020). Ultimately, the essence of stakeholder engagement lies in stakeholders' ability to internalize the University's aspirations as their own, perceive their contributions as meaningful, and develop a shared commitment to realizing the Vision, Mission, Goals, and Objectives of the University.

Conclusion

The stakeholders' engagement in the realization of the Vision, Mission, Goals, and Objectives (VMGO) of Cagayan State University is shaped by the dynamic interaction of psychological and organizational factors. Stakeholders developed meaningful engagement through a process of understanding, internalizing, and aligning the VMGO with their personal values, professional responsibilities, and aspirations. The findings identified psychological ownership, institutional pride, sense of belonging, value congruence, empowerment, self-efficacy, transformational leadership, and meaningful participation as key predictors of stakeholder commitment and engagement. Furthermore, a supportive institutional culture characterized by effective leadership, open communication, collaborative relationships, and opportunities for active involvement strengthened stakeholders' connection to the University's aspirations. Moreover, the participants' lived experiences suggest that the University's Vision, Mission, and the College of Teacher Education Goals and Objectives are most effectively realized when stakeholders move beyond mere awareness and develop a deeper sense of ownership, responsibility, and commitment to institutional goals. These findings underscore the importance of continuous VMGO dissemination, participatory engagement strategies, and inclusive organizational practices that enable stakeholders to understand not only the significance of the VMGO but also their vital role in its realization. Such efforts promote stronger stakeholder involvement, enhance organizational cohesion, and contribute to the sustained attainment of the University's Vision-Mission and the Goals and Objectives of the College of Teacher Education.

Recommendations

Based on the findings of the study, it is recommended that Cagayan State University strengthen stakeholder engagement by implementing comprehensive and continuous VMGO dissemination, orientation, and internalization programs that emphasize the relevance of institutional aspirations to the personal and professional roles of stakeholders. The University should foster a culture of inclusivity, collaboration, recognition, and participatory decision-making by providing meaningful opportunities for administrators, faculty members, students, administrative personnel, alumni, and community partners to contribute to institutional initiatives. Furthermore, professional development activities, community engagement programs, and feedback mechanisms should be sustained to encourage continuous learning, value alignment, and active participation in VMGO realization. Moreover, future researchers may conduct similar studies in other higher education institutions or employ mixed-method and comparative approaches to further validate and expand the understanding of the psychological factors influencing stakeholder engagement in institutional development.

References:

- Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP). (n.d.). *Accreditation standards and guidelines*. AACCUP.
- Albrecht, S. L., Breidahl, E., & Marty, A. (2021). Organizational resources, organizational engagement climate, and employee engagement. *Career Development International*, 26(6), 637–650. <https://doi.org/10.1108/CDI-04-2020-0085>

- Alnhari, M., & Qureshi, M. A. (2024). [Verify complete title, journal, volume, issue, pages, and DOI].
- Alshammari, M. (2023). Organizational commitment and academic engagement in universities.
- Alshammari, M. A. (2023). The impact of organizational commitment on employee engagement in higher education institutions. *Education Sciences*, 13(4), 381. <https://doi.org/10.3390/educsci13040381>
- American Council on Education. (2024). *Leadership development in higher education*. <https://www.acenet.edu>
- Aquino et al. (2026). VMGO awareness and institutional alignment in Philippine higher education.
- Bond, M., Buntins, K., Bedenlier, S., Zawacki-Richter, O., & Kerres, M. (2021). Mapping research in student engagement and educational technology in higher education: A systematic evidence map. *International Journal of Educational Technology in Higher Education*, 18(1), 1–30.
- Bond, M., et al. (2021). Student engagement and institutional belonging in higher education.
- Bush, T. (2022). *Theories of educational leadership and management* (6th ed.). Sage Publications.
- Commission on Higher Education. (2012). *CHED Memorandum Order No. 46, Series of 2012: Policy-standard to enhance quality assurance (QA) in Philippine higher education through an outcomes-based and typology-based QA*. Commission on Higher Education.
- Commission on Higher Education. (2019). *CHED Memorandum Order No. 15, Series of 2019: Policies, standards and guidelines on quality assurance in Philippine higher education*. Commission on Higher Education.
- Deci, E. L., & Ryan, R. M. (2000). *The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior*. *Psychological Inquiry*, 11(4), 227–268. https://doi.org/10.1207/S15327965PLI1104_01
- Kim, H., & Park, S. (2023). Value congruence, organizational commitment, and employee engagement: The mediating role of meaningful work. *Sustainability*, 15(5), 4387. <https://doi.org/10.3390/su15054387>
- Leal Filho, W., Salvia, A. L., Ribeiro, P. C. C., Anholon, R., Quelhas, O. L. G., & Rampasso, I. S. (2023). The role of universities in promoting community engagement and sustainable development. *International Journal of Sustainability in Higher Education*, 24(5), 1052–1070. <https://doi.org/10.1108/IJSHE-07-2022-0225>
- Mbah, M. F., Ajaps, S., & Aina, Y. A. (2022). University-community engagement and sustainable development: Perspectives from higher education institutions. *Sustainability*, 14(10), 5964. <https://doi.org/10.3390/su14105964>
- Mbah, M. F., et al. (2022). Community engagement and sustainable university partnerships.
- Mostafa, A. M. S. (2022). Meaningful work, organizational identification, and employee engagement: Evidence from higher education institutions. *Management Research Review*, 45(7), 897–914.
- Nair, C. S., & Bennett, L. P. (2022). Academic engagement, organizational commitment, and quality assurance practices in higher education. *Quality Assurance in Education*, 30(3), 329–

345. <https://doi.org/10.1108/QAE-09-2021-0158>
- Organisation for Economic Co-operation and Development (OECD). (2023). *Education policy outlook 2023: Shaping responsive and resilient education in a changing world*. OECD Publishing. <https://www.oecd.org/education>
- Philippines. (1987). *The 1987 Constitution of the Republic of the Philippines*. Official Gazette of the Republic of the Philippines.
- Pierce, J. L., Kostova, T., & Dirks, K. T. (2001). Toward a theory of psychological ownership in organizations. *Academy of Management Review*, 26(2), 298–310. <https://doi.org/10.5465/amr.2001.4378028>
- Republic of the Philippines. (1994). *Republic Act No. 7722: Higher Education Act of 1994*. Official Gazette of the Republic of the Philippines.
- Republic of the Philippines. (1997). *Republic Act No. 8292: Higher Education Modernization Act of 1997*. Official Gazette of the Republic of the Philippines.
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61, 101860. <https://doi.org/10.1016/j.cedpsych.2020.101860>
- Salas-Pilco, S. Z., & Yang, Y. (2023). Student engagement in higher education: A systematic review of its dimensions and influencing factors. *Education Sciences*, 13(1), 59. <https://doi.org/10.3390/educsci13010059>
- Tajfel, H., & Turner, J. C. (1979). *An integrative theory of intergroup conflict*. In W. G. Austin & S. Worchel (Eds.), *The social psychology of intergroup relations* (pp. 33–47). Brooks/Cole.
- UNESCO. (2024). *Leadership in education: Building effective institutions for sustainable development*. <https://www.unesco.org/en/education>
- World Bank. (2023). *Improving education through effective governance and leadership*. <https://www.worldbank.org/en/topic/education>
- Yáñez, S., Sánchez, M., & Gómez, P. (2024). Institutional values, student identity, and engagement in higher education: Examining the role of organizational belonging. *Higher Education Research and Development*, 43(2), 287–301.