Dissemination of the Vision, Mission, Goals, and Objectives of Urdaneta City University: Ethical Implications to Integrity, Teamwork, Competence and Transcendence

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ABSTRACT

This study examines the dissemination of the vision, mission, goals, and objectives (VMGO) of Urdaneta City University (UCU) and explores the ethical implications associated with their implementation. The VMGO serve as the guiding principles for UCU's strategic planning and decision-making processes, shaping the institution's identity and direction. However, the effectiveness of these VMGO relies on their dissemination among the primary stakeholders, the students. This research aimed to assess the current state of dissemination of UCU's VMGO and identify potential ethical implications arising from any gaps or shortcomings in these processes. The study employed a mixed-methods approach, combining surveys, document analysis and philosophical interpretation. The survey gathered quantitative data regarding stakeholders' experiences on the dissemination of the VMGO, while philosophical interpretation provided in-depth insights of ethical implication into their perceptions and experiences. Additionally, an analysis of relevant documents, such as official university publications and communication materials, provided contextual information. The study concluded that UCU can strengthen its commitment to integrity, teamwork, competence and transcendence that will foster a sense of purpose, honesty, accuracy, alignment, responsibility, respect, collaboration and societal impact within the university community. By upholding these values, UCU can strengthen its commitment to ethical practices, maintain the integrity of its messaging, encourage collaboration and inclusivity, enhance competence, and promote positive societal impact.

INTRODUCTION
Background of the Study

Urdaneta City University (UCU) is a higher education institution committed to providing quality education and fostering the holistic development of its students. The university's Vision, Mission, Goals, and Objectives (VMGO) serve as the foundation for its strategic planning and decision-making processes, guiding its actions and shaping its identity within the academic commu-

nity and the broader society. The effective dissemination of UCU's VMGO are crucial for ensuring that the students, understand and align with the university's overarching purpose and direction. At the global level, research conducted by DuBois and Burkhardt (2002) highlights the significance of developing a clear vision and mission within organizations. They argue that a well-communicated vision and mission statement can serve as a guiding framework for strategic planning and decision-making, promoting organizational cohesion and alignment. This global study underscores the relevance of exploring how UCU's VMGO are disseminated and the ethical implications that arise. Several studies have emphasized the importance of effective communication and shared understanding of an organization's vision and goals (Robbins & Coulter, 2019; Kotter, 1996). In the context of higher education institutions, research has highlighted the role of a clear and well-communicated mission and vision in fostering a sense of belonging, engagement, and commitment among faculty, staff, and students (Reysen & Katzarska-Miller, 2013; DuBois & Burkhardt, 2002). The existing studies provide a foundation for understanding the importance of disseminating an institution's VMGO. However, they do not specifically focus on the ethical implications that may arise from any gaps or deficiencies in these processes at UCU. Therefore, this study fills a crucial gap in the literature by investigating the ethical implications associated with the dissemination of UCU's VMGO.

Locally, there is a dearth of studies specifically addressing the dissemination and of VMGO in UCU and the ethical implications associated with these processes. The absence of localized research underscores the need to explore this topic within the unique context of UCU. Conducting this study will address this gap and provide relevant insights that can inform the university's leadership and administrators in enhancing their dissemination strategies, fostering a shared sense of purpose, accountability, and ethical decision-making within the university community. The findings of this study will provide valuable insights to UCU's leadership and administrators, enabling them to assess the effectiveness of current dissemination strategies and practices. This research will inform the development of

targeted interventions to improve the dissemination of UCU's VMGO, thereby fostering a shared sense of purpose, accountability, and ethical decision-making within the university community. Urdaneta City University, under the leadership of Acting University President Atty. Dar A. Diga, a new VMGO was crafted in 2020. It was written as follows:

VISION:
A leading university that transforms individuals into morally upright and globally competitive professionals through quality and practical education for all

MISSION:
To provide exemplary outcome-based and advanced instructions; socially relevant and innovative researches; and inclusive extension services, partnerships and/or linkages

GOALS:
Instruction. Instill formation of knowledge, abilities, skills, and attitudes necessary to make an individual a responsible member of the society, enhance the development of instruction to produce high-level professionals, and harness the productive capacity of the country's human resource-based toward international competitiveness. Research. Mold individuals who will conduct scientific, innovative and advanced researches in the quest for new knowledge, provide leadership in various fields toward dynamic and self-sustaining economy, and enrich historical and cultural heritage. Community Services. Undertake participatory and inclusive extension services which are relevant and responsive, accessible and equitable, through efficient and effective community development programs, and broaden symbiotic partnerships and linkages to establish intergenerational responsibility for the common good.

OBJECTIVES:
1. To provide professional, technical, and expert instruction in arts, sciences, humanities, and technology;
2. To conduct systematic investigations geared toward the establishment and discovery of novel facts, solve present or existing problems, provide new ideas or develop new theories, satisfy curiosity, and mastery of nature;

3. To establish sustainable livelihood projects that will uplift the quality of life of the members of the community, and to expand transnational collaborations that will have socio-economic benefits to the present and future generations.

This study will determine the extent of dissemination of the vision, mission, goals and objectives of Urdaneta City University as perceived by the students and identify the potential ethical implications arising from any gaps or shortcomings in these processes.

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the related literature and studies that guided the researcher in conceptualizing of the study.

Disseminating of Vision

A clear vision gives the university a sense of purpose and direction. It provides a roadmap for planning a strategy, decision-making processes, and resource allocation by outlining the expected outcomes and long-term objectives (Birnbaum, 2000).

The university's reputation and ability to seek collaborations can be shaped by communicating its vision externally. A compelling vision can improve an organization's reputation in the academic community, business community, and society, luring support, partnerships, and possible funding opportunities (Kezar & Eckel, 2002).

A strong vision statement helps draw potential teachers, staff, and students who share the university's goals for the future. It aids in attracting people who share the desired objectives and beliefs, improving the relationship between the educational institution and its students. Additionally, by fostering a sense of community and purpose, a clearly expressed vision can improve retention rates (James, 2014).

The term "awareness" describes the condition of being awake, informed, or educated about a certain subject, problem, or circumstance. Understanding and recognizing pertinent information and its importance are involved. Raising awareness of the value of recycling is essential for supporting sustainable waste management practices, claim

Brown and Johnson (2019). As it can result in educated decision-making and beneficial behavioral change, raising awareness is frequently a key objective in a variety of fields, including public health, social justice, and environmental protection.

The information, expertise, or research findings must be shared and transmitted to a larger audience through the crucial process of dissemination. To make sure that information is accessible and widely disseminated, it includes actively disseminating it through a variety of platforms and channels. Dissemination, in the opinion of Johnson and Smith (2020), is crucial to guaranteeing the application of research findings. In order to promote information transfer, close the knowledge gap, and encourage decision-making based on the best available evidence, effective dissemination is essential.

Disseminating of Mission

A distinct objective and set of procedures require a mission statement for the institution. To set the level of statements apart from conventional aim and objective declarations is the purpose behind this. The use of emotional language, a lack of quantitative detail, and a lack of timetable are some issues that need to be addressed. Therefore, there must be an impact and importance in the institution for it to be possible to construct a specific vision statement. (Bart, 1996) The motivation of personnel and resource allocation should be taken into consideration while creating a mission statement. Through adhering to the university's mission, all employees can work together toward a common goal. It encourages cooperation and cohesion among many stakeholders by promoting a common understanding of the intended future (Kezar & Eckel, 2002).

The institution's reputation is shaped by communicating the university's mission to external stakeholders, including the community at large, alumni, and potential benefactors. A distinct and effectively expressed mission can improve how the public perceives the university, foster confidence, and garner support for its projects (Cabrera, 2012). The university's mission statement serves as a foundation for assessing its performance and

tracking advancement toward its stated goals. By spreading the mission, these objectives are made more visible, the institution is held responsible for its commitments, and continuing evaluation and development are made possible (Bensimon, 2012).

The effectiveness of a mission statement as a leadership tool, according to Julie L. G. Walker (2012), depends on a number of different elements. The company's identity and work are divided into two categories in the mission statement. It was stated that the listeners of the mission statement should be the people working for the organization as well as the stakeholders, such as the clients and the neighborhood. A university's vision can enthuse and drive its educators, employees, learners, and stakeholders by being shared and made more widely known. But a captivating mission statement presents an inspiring future and acts as a source of motivation, fueling the university community's passion and zeal (James, 2014). The mission declarations made public by Tahir Sufi (2015) highlight the significance of the mission. Sufi argued that there is a link between the caliber of mission statements and the economic prosperity of hospitality companies. Mission declarations are self-evidently sensible, and the author finished this research project by imposing how the organization was created to boost individual performance.

Disseminating of Goals

Goal dissemination and awareness-raising are important because they enable people and organizations to focus their efforts, comprehend the desired results, and monitor their progress. It encourages cooperation, inspiration, and responsibility among the concerned stakeholders. This increases motivation and engagement. Goal-setting also enables people to monitor their development, get feedback, and make required corrections to get the intended outcomes (Bandura, 1991).

Organizations and companies can improve individual and group performance, facilitate decision-making, and increase overall organizational success by distributing and increasing understanding of their goals (Latham & Pinder, 2005). It promotes a culture of accountability, goal-oriented conduct, and ongoing progress.

Goal awareness-building is equally crucial. People may better match their activities and decisions with the desired outcomes when they have a clear grasp of the objectives (Locke & Latham, 2019).

Organizations make sure that pertinent stakeholders are aware of the precise goals they are pursuing when they disseminate goals. This makes it possible for everyone to comprehend how they are involved in reaching the goals, fostering cooperation and coordination of actions (Luthans & Youssef, 2018). It helps team members or departments collaborate and coordinate effectively, improving organizational effectiveness overall.

Disseminating of Objectives

The university's vision acts as a yardstick for assessing development and gauging achievement. The institution develops an accountability culture by spreading and increasing understanding of the vision, frequently evaluating its accomplishments, and making the necessary adjustments to maintain alignment with the intended future (Birnbaum, 2000). The university's reputation and ability to seek collaborations can be shaped by communicating its vision externally. A compelling vision can improve an organization's reputation within the academic community, business community, and society, luring support, partnerships, and possible financing possibilities (Kezar & Eckel, 2002). A strong vision statement helps draw potential teachers, staff, and students who share the university's goals for the future. It aids in attracting people who share the desired objectives and beliefs, improving the fit among the institution and its students. Additionally, by fostering a sense of community and purpose, a clearly expressed vision can improve retention rates (James, 2014).

UCU Ethical Core Values
Integrity

True UCUians imbued with the spirit of nobility live their lives guided by the ideals of honesty and authenticity. Their words and actions consistently reveal their commitment to decency and honor. They pursue the path of truth even if this were the less popular choice.

Competence

Passion for excellence drives noble persons to shine in their chosen craft. They do not settle for mediocrity, and capacitate themselves with the requisite know-how and skills to establish their expertise and credibility in their discipline. They continue the pioneering character of Dr. Pedro Orata by spearheading innovations while building on traditions of excellence.

Teamwork

The spirit of nobility moves UCUians to cooperate with other members of the university in realizing a common goal. With humility, they accept that each member of the UCU community brings his or her own capabilities to actualize the university's vision. Noble UCUians seek and pursue to achieve unity in any area or situation, understanding that the best outcomes almost always happen in the spirit of cooperation.

Transcendence

Noble UCUians are selfless stewards of goodness and compassion to their fellow human beings, to the school, to the community, and to those in need—prioritizing the cause of others before theirs, willing to accept, do, and get the job done without expecting recompense. Going beyond self-actualization, they aim to reach their full potential to best serve noble causes beyond the self.

Theoretical Framework

When studying the dissemination and awareness of Urdaneta City University's (UCU) Vision, Mission, Goals, and Objectives (VMGO) and their ethical implications, the theoretical frameworks of UCU's core values can provide a lens for analysis. These frameworks allow for an examination of how the core values of Integrity, Teamwork, Competence, and Transcendence influence the dissemination process and its ethical dimensions. These values can be applied in the study:

Integrity:

Integrity, as a core value, emphasizes honesty, transparency, and adherence to ethical principles. In the context of VMGO dissemination, the framework of integrity focuses on ensuring that the information is accurately and truthfully communicated. It involves evaluating whether the dissemination process aligns with ethical

standards, such as avoiding misrepresentation or selective communication of the VMGO. Assessing the extent to which integrity is upheld in the dissemination process helps identify ethical implications and areas for improvement.

Teamwork:

Teamwork as a core value emphasizes collaboration, mutual respect, and shared responsibility. Applying the teamwork framework in the study involves examining how stakeholders collaborate in the dissemination of VMGO. It assesses the inclusivity of the communication process, the involvement of various stakeholders, and the extent to which their perspectives and inputs are valued. Evaluating the dissemination process through the lens of teamwork helps identify ethical implications related to stakeholder engagement, participation, and the fostering of a collaborative and inclusive environment.

Competence:

Competence refers to possessing the necessary knowledge, skills, and expertise to carry out tasks effectively. In the study, the competence framework focuses on evaluating the competence of individuals responsible for disseminating the VMGO. It assesses their understanding of the content, their ability to effectively communicate it, and their awareness of the ethical considerations involved. Analyzing the dissemination process through the competence framework helps identify ethical implications arising from a lack of competence or the potential for misinformation due to inadequate understanding.

Transcendence:

Transcendence as a core value relates to going beyond individual interests and working towards the greater good and societal impact. In the study, the transcendence framework examines how the dissemination of VMGO emphasizes the broader purpose and societal benefits. It assesses whether the communication effectively conveys the societal relevance and impact of UCU's VMGO. Evaluating the dissemination process through the lens of transcendence helps identify ethical implications related to the alignment between UCU's goals and societal needs, and whether the dissemination fosters a sense of purpose

and societal responsibility among stakeholders. By applying the theoretical frameworks of UCU's core values, the study can gain insights into the ethical implications of VMGO dissemination. It allows for an assessment of how integrity, teamwork, competence, and transcendence influence the dissemination process and its ethical dimensions. This analysis helps identify areas where ethical practices can be strengthened, promoting a dissemination process that upholds UCU's core values and fosters a shared sense of purpose, accountability, and responsible decision-making within the university community.

Conceptual Framework
This study involved a conceptual paradigm as shown in the Figure 1. The first framework illustrates the independent variables which are the vision, mission, goals and objectives of the Urdaneta City University. On the other hand, the dependent variables are the Extent of Dissemination of the students on the Vision, Mission, Goals, and Objectives of the Urdaneta City University and the Ethical Implications. The two dependent variables are connected by an arrow to indicate a causal relationship by which the Ethical Implications is a result of the process of dissemination.
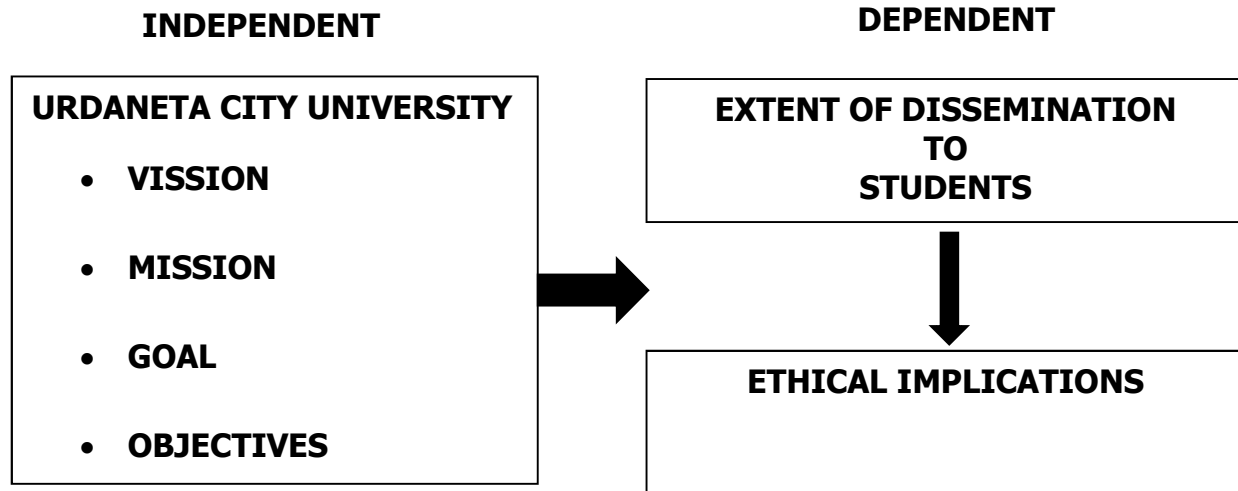
of dissemination and the level of awareness of the VMGO among the students of Urdaneta City University. It involved the gathering of primary data by asking the first, second, third-year, fourth and fifth year students of Urdaneta City University. Recording, analyzing, and interpreting data were used to determine their preference and attitudes towards the research proposal.

Sampling Method
Random sampling was used in this study. The respondents who answered the Google Form were students from different courses and were currently enrolled during the first semester of the academic year 2021-2022. Those who were able to get a link from their instructors got the chance of answering the survey.

Data Gathering Instruments
The instrument used to gather data was a survey questionnaire transformed into a Google Form. The extent of the dissemination of the VMGO to the students use the four-point Likert scale below: To ensure the validity and reliability of the survey questionnaire, the researchers submitted the survey tool to the experts for validation. After the validation, the questionnaire was de-

INDEPENDENT   **DEPENDENT**

URDANETA CITY UNIVERSITY	EXTENT OF DISSEMINATION TO STUDENTS
• **VISSION** • **MISSION** • **GOAL** • **OBJECTIVES**	**ETHICAL IMPLICATIONS**

Figure 1.
The Conceptual Paradigm of the Study

METHODOLOGY
Research Design
The survey questionnaire was the primary data collection tool in this study. The questionnaire was designed to gather information on the extent

veloped into a Google Form and was sent to selected group of students for a pilot testing. The result was submitted to one of the university statistician so that the result could undergo the Statistical Package for the Social Sciences

(SPSS) before administering the final question-naire to the target population. The questionnaire passed the reliability test but it was necessary to refine and improve the survey questionnaire.

The final step was to interpret the results of the data analysis and draw conclusions about the ex-tent of dissemination of the vision, mission, goals, and objectives of Urdaneta City University. The

EXTENT OF DISSEMINATION		
Scale	Descriptive Evaluation	Interpretation
3.26-4.00	Very Highly Disseminated (VHD)	The VGMO is disseminated to a very great extent.
2.51-3.25	Highly Disseminated (HD)	The VGMO is disseminated to a great extent.
1.76-2.50	Slightly Disseminated (SD)	The VGMO is disseminated to a slight extent.
1.00-1.75	Not Disseminated (ND)	The VGMO is not disseminated.

Data Gathering Process
The data-gathering procedure involved the pro-cess of gathering the data by first analyzing rel-evant documents and literatures. Next is the preparation of a communication letter and devel-opment of the descriptive survey questionnaire. The data-gathering procedure for the descriptive survey on the extent of dissemination of the vi-sion, mission, goals, and objectives of Urdaneta City University that was transformed into a Google Form. After transforming the letter and question-naire into Google Form for validation of research experts and test of reliability by the SPSS, the corrections and suggestions were incorporated. The first step was to design the Google Form that was used to collect data. The form in-cluded statements from the vision, mis-sion, goals, and objectives, and the meth-ods used to disseminate this information. Once the Google Form had been designed and the sample had been identified, the next step was to distribute the form to the re-spondents. This was done through email, so-cial media, or other communication channels. As respondents completed the Google Form, the data was automatically collected and stored in a spreadsheet. It was important to ensure that the data was accurate and complete, and to follow up with respondents who had not yet completed the form. Once the data had been collected, the next step was to analyze the data using statisti-cal methods. This included the calculating of frequencies, percentages, and correlations to identify patterns and relationships in the data.

results were discussed and interpreted using the Ethical frameworks of UCU core values — integ-rity, teamwork, competence and transcendence. Finally, the results were used to inform future strategies for disseminating information about the university's goals and objectives and to in-crease awareness and ethics among stakeholders.

Statistical Treatment of Data
After data-collection, the results were sum-marized and treated accordingly with the help of a statistician. The results were treated with statistical tools as follows: Weighted Mean. This measured the extent of dissemination of VMGO to the students.

Ethical Consideration
Ethics apply at every stage of the research. Upholding of ethics is particularly import-ant in analysis. The following ethical guide-lines are critical for the research period:

Confidentiality and Respect to Data Privacy Law.
This study protects and respects the confidential or personal information of the respondents through-out the study. The researchers are also knowl-edgeable on the consequences they may face un-der the Data Privacy Act of 2012 or R.A. 10173 if any of the information provided to them by the re-spondents will be misused or publicly be available.

Informed Consent.
It is important to obtain informed consent from

all participants in the study. This means that participants should be fully informed about the purpose of the study, the methods that will be used, and any potential risks or benefits of participation. Participants should also be given the opportunity to ask questions and to withdraw from the study at any time.

Integrity and Honesty.
The researchers will show transparency of the result of the study. Researchers will make sure that all the data presented in the study are not manipulated. Researchers will do their best to have an accurate data for the study.

Confidentiality.
All data collected during the study should be

kept confidential and stored securely. Participants should be assured that their personal information will not be shared with anyone outside of the research team without their consent.

Privacy.
Participants should be assured that their privacy will be respected and that their participation in the study will not be disclosed to anyone without their consent.

Avoiding Harm.
The study should be designed in a way that minimizes the risk of harm to participants. This includes ensuring that the questions asked are not offensive or intrusive, and that participants are not put in a position where

VMGO DISSEMINATION INDICATORS	MEAN	DESCRIPTION
1. The VMGO is discussed during the orientation at the beginning of the school year.	3.31	Very Highly disseminated
2. The VMGO is strategically posted on school premises.	3.36	Very Highly disseminated
3. The VMGO is clearly stated in the syllabus or Outcome-Based Teaching and Learning (OBTL).	3.31	Very Highly disseminated
4. The VMGO is in the student manual.	3.21	Highly Disseminated
5. The VMGO is in the Facebook and UCU FB page.	3.27	Very Highly disseminated
6. The VMGO is in the i-Konek Learning Management System.	3.18	Highly Disseminated
7. The VMGO is in UCU's promotional videos.	3.17	Highly Disseminated
8. The VMGO is in the school programs and invitations.	3.16	Highly Disseminated
9. The VMGO is in the Nobility Program or Orata subjects.	3.26	Very Highly disseminated
10. The VMGO is accessible through internet links in the Google.	3.18	Highly disseminated
TOTAL	**3.24**	**Highly Disseminated**

Table 1:
Extent of VMGO Dissemination

they feel uncomfortable or embarrassed.

Accessible Results.

The results of the study should be made accessible to all stakeholders, including the participants and the university administration. This can be done through the publication of a report or presentation of the findings in a public forum.

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

1. The Extent of Dissemination on the Vision, Mission, Goals and Objectives to the Students according to Year Level

Table 1 on the Extent of VMGO Dissemination shows that the grand total mean is 3.24 or Highly Disseminated which means that the VGMO is disseminated to a great extent. Responses indicate an extensive level of dissemination of the UCU vision, mission, goals and objectives. The strategic location of VGMO posters within the school premises, VGMO orientation at the beginning of school year and VGMO as part of the syllabus or OBTL made had the highest means among the group of indicators. Since the study's findings indicate that the VMGO was widely disseminated, the institution has clearly communicated with and made the VMGO available to its stakeholders. This suggests that the institution has a clear direction and goals that are well understood by its staff, which might result in a more coordinated and focused effort to achieve these goals (Lent, 2019). On the other hand, since the result shows that the VMGO was not very highly disseminated, it means that there may be communication gaps between the university and its stakeholders. This could result in confusion, misalignment of goals, and lack of focus, which could hinder the university's progress towards achieving its goals (Lent, 2019). The implications of these results are significant for the university as it may indicate the need for improvement in their communication and dissemination strategies. The university may need to explore new ways of communicating and promoting the VMGO to its stakeholders to ensure that the goals are well understood and embraced. Lent (2019) emphasized that effective communi-

cation and dissemination of the VMGO can lead to a more motivated and committed faculty and staff, which can ultimately improve the overall performance and quality of education in the university. The VMGO is strategically posted in school premises with a mean of 3.36 or Very Highly Disseminated got the highest. This means that the university has taken steps to ensure that its stakeholders are aware of its vision, mission, goals, and objectives. This could be through visible signage, posters, or other means of communication that make the VMGO readily accessible to stakeholders (Lent, 2019). The implications of very highly disseminated VMGO are positive for the university. When stakeholders are aware of the VMGO, they can better align their goals and actions with the university's overall direction, resulting in a more cohesive and focused community. This can lead to increased motivation and commitment from faculty, staff, and students, which can ultimately improve the overall quality of education and performance in the university (Lent, 2019). Furthermore, when the VMGO is very highly disseminated, it can also help in promoting the university to potential students and stakeholders. This can enhance the university's reputation and brand recognition, leading to increased enrollment and better partnerships with external organizations (Lent, 2019). The VMGO is in the school programs and invitations with a mean of 3.16 or Highly Disseminated got the lowest. This could mean that the university has taken some steps to promote its vision, mission, goals, and objectives through these means, but there is still room for improvement in terms of reaching all stakeholders and ensuring they are fully aware of the VMGO (Lent, 2019). The implications of this finding are that the university needs to reassess its dissemination strategies to ensure that its stakeholders have a better understanding of the VMGO. The university could consider using more effective and targeted communication methods, such as social media or email newsletters, to reach a wider audience and keep them informed about the VMGO (Lent, 2019). Another implication is that the university may need to improve its internal communication channels to ensure that all faculty, staff, and students are aware of the VMGO and how it relates to their

work and studies. This can help create a more cohesive and focused community that is aligned with the university's overall direction (Lent, 2019). Thus, finding of only highly disseminated VMGO in school programs and invitations suggests that the university needs to improve its dissemination strategies to ensure that all stakeholders have a clear understanding of its vision, mission, goals, and objectives. By doing so, the university can better engage its stakeholders and work towards achieving its strategic objectives.

Ethical Implications:

When the dissemination of UCU's VMGO is highly or significantly widespread but falls short of being considered "very high," there may be ethical implications to consider, particularly in relation to UCU's value or principle of integrity, teamwork, competence and transcendence.

Integrity
Consistency and Accuracy:

If the dissemination of VMGO is highly widespread but lacks uniformity or consistency in the messaging, it may lead to confusion or misinterpretation among stakeholders. Ethically, UCU should strive to ensure that the disseminated information aligns consistently with the actual VMGO, maintaining accuracy and avoiding any discrepancies that might mislead stakeholders.

Transparency and Full Disclosure:

If the dissemination of VMGO is not accompanied by a transparent explanation of UCU's intentions, objectives, and potential limitations, it may raise ethical concerns. Stakeholders have the right to understand the context and rationale behind the VMGO and how they contribute to UCU's overall vision. Failing to provide this information hampers transparency and may hinder stakeholders' ability to make informed decisions or hold UCU accountable.

Representation of Stakeholder Perspectives:

If the dissemination of VMGO is highly widespread but fails to include diverse stakeholder voices and perspectives, it may raise ethical concerns related to inclusivity and equity. UCU should strive to engage stakeholders from various backgrounds, ensuring their perspectives are considered and represented in the dissemination process. Neglecting stakeholder input may result in an incomplete understanding of the ethical implications and could lead to decisions that do not adequately address stakeholders' needs and concerns.

Monitoring and Evaluation:

If the dissemination of VMGO is highly widespread but lacks mechanisms for monitoring and evaluating its effectiveness, ethical considerations may arise. UCU should establish feedback mechanisms, such as surveys or forums, to collect stakeholder perspectives on the dissemination process and its impact. Regular evaluation allows UCU to address any ethical concerns, make necessary adjustments, and continuously improve the dissemination efforts.

Teamwork
Inclusivity and Collaboration:

If the dissemination of VMGO is highly disseminated but lacks active involvement and collaboration from various stakeholders, it may raise ethical concerns. UCU should strive to create an inclusive environment where different perspectives are valued, and stakeholders are actively engaged in the dissemination process. Failing to do so may result in a lack of ownership and engagement from stakeholders, undermining the ethical principle of teamwork.

Shared Responsibility:

If the dissemination of VMGO is highly widespread but fails to create a sense of shared responsibility among stakeholders, ethical considerations may arise. UCU should ensure that stakeholders understand their roles, responsibilities, and the significance of their contribution to the dissemination process. This promotes a collective commitment to UCU's values and objectives, fostering a culture of teamwork and ethical engagement.

Open Communication and Feedback:

If the dissemination of VMGO is highly disseminated but lacks mechanisms for open dialogue and feedback, it may raise ethical concerns related to transparency and accountability. UCU should establish channels for stakeholders to express their opinions, provide feedback, and seek clarifications about the VMGO. This allows for a

continuous dialogue, ensuring that stakeholders' voices are heard and addressed, and fostering an ethical climate of teamwork and collaboration.

Recognizing and Valuing Diverse Contributions:

If the dissemination of VMGO is highly widespread but fails to acknowledge and appreciate the unique perspectives, expertise, and contributions of stakeholders, ethical implications may arise. UCU should actively seek and incorporate diverse viewpoints into the dissemination process, ensuring that stakeholders feel valued and that their contributions are recognized. By doing so, UCU upholds the ethical principle of teamwork and fosters a culture of inclusivity and collaboration.

Competence
Accuracy and Expertise:

If the dissemination of VMGO is highly disseminated but lacks accuracy or is communicated by individuals without sufficient expertise, it may raise ethical concerns. UCU should ensure that the individuals responsible for disseminating the VMGO possess the required competence to accurately and effectively communicate the information. Failing to do so may lead to misinterpretation, misinformation, or a lack of credibility, which can undermine the ethical principle of competence.

Clear Understanding and Clarity:

If the dissemination of VMGO is highly widespread but lacks clarity or fails to convey the intended message effectively, it may raise ethical concerns. UCU should strive to ensure that the disseminated information is presented in a manner that is easily understandable and accessible to the target audience. Clear communication promotes transparency and ethical engagement by ensuring that stakeholders have a comprehensive understanding of the VMGO.

Continuous Learning and Improvement:

If the dissemination of VMGO is highly disseminated but lacks a mechanism for ongoing learning and improvement, it may raise ethical concerns related to the growth and development of UCU. UCU should establish feedback mechanisms, evaluation processes, and opportunities for professional development to enhance the competence of individuals responsible for the dissemination. This ensures that the dissemination process remains up to date, accurate, and aligned with ethical standards.

Ethical Decision-Making:

If the dissemination of VMGO is highly widespread but fails to consider the ethical implications and make ethical decisions, it may raise ethical concerns. UCU should ensure that the dissemination process is guided by ethical principles and that stakeholders' interests, needs, and rights are taken into account. Ethical decision-making ensures that the dissemination process upholds UCU's values, respects stakeholders, and promotes ethical conduct within the university community.

Transcendence
Alignment with Societal Needs:

If the dissemination of VMGO is highly disseminated but lacks a clear connection to societal needs or fails to emphasize the broader purpose and impact, it may raise ethical concerns. UCU should ensure that the dissemination process highlights how the VMGO align with and contribute to addressing societal needs and challenges. Failing to do so may result in a disconnection between UCU's goals and the aspirations of the wider community.

Ethical Decision-Making:

If the dissemination of VMGO is highly widespread but fails to integrate ethical considerations or neglects the potential ethical implications, it may raise ethical concerns. UCU should ensure that the dissemination process is guided by ethical principles and takes into account the interests, well-being, and rights of stakeholders and society as a whole. Ethical decision-making ensures that the dissemination process aligns with UCU's values and contributes positively to the broader ethical fabric of the community.

Communication of Social Impact:

If the dissemination of VMGO is highly disseminated but fails to effectively communicate the societal relevance and impact, it may raise ethical concerns. UCU should strive to clearly articulate how the VMGO contribute to positive social change, address community needs, and foster sustainable development. Transparent commu-

nication of the social impact helps stakeholders understand the significance of UCU's mission and encourages their engagement and support.

Responsiveness to Stakeholder Needs:
If the dissemination of VMGO is highly widespread but does not adequately address the specific needs and expectations of stakeholders, it may raise ethical concerns related to inclusivity and responsiveness. UCU should actively engage with stakeholders, seek their input, and incorporate their perspectives into the dissemination process. By doing so, UCU demonstrates a commitment to transcendence by ensuring that the dissemination is tailored to meet stakeholder needs and aspirations. By addressing these ethical implications, UCU can strengthen its commitment to integrity, teamwork, competence and transcendence that will foster a sense of purpose, honesty, accuracy, alignment, responsibility, respect, collaboration and societal impact within the university community.

CONCLUSIONS AND RECOMMENDATIONS
Conclusion
The results indicate that Urdaneta City University has succeeded in widely disseminating their VMGO. In order to successfully communicate its vision, mission, goals, and objectives to a variety of stakeholders, the institution has put in place communication techniques and mechanisms. The high level of diffusion suggests that the university's VMGO is well understood. They are probably knowledgeable of the institution's goals, objectives, and anticipated course of action. The university's stated VMGO and stakeholders' knowledge and comprehension of these components are strongly aligned. This alignment is essential for developing a sense of purpose among team members and collaborating to achieve agreed objectives. Addressing the ethical implications related to integrity, teamwork, competence, and transcendence in the dissemination of UCU's VMGO will contribute to fostering a culture of ethical conduct, trust, and engagement within the university community. By upholding these values, UCU can strengthen its commitment to ethical practices, maintain the integrity of its messaging, encourage collaboration and inclusivity, enhance competence, and promote positive societal impact.

Recommendations
Based on the findings that UCU's promotional videos, school programs, and invitations received the lowest levels of being highly disseminated, several recommendations can be made to address the ethical implications and improve their dissemination. Here are some suggestions:

Enhance Clarity and Consistency:
Review and revise the content of promotional videos, school programs, and invitations to ensure they are clear, concise, and consistent with UCU's VMGO. Use language that is easily understandable by the target audience, avoiding jargon or complex terminology. This promotes transparency and helps stakeholders grasp the essence of UCU's mission and objectives.

Engage Stakeholders in the Development Process:
Involve various stakeholders, including faculty, staff, students, and community members, in the development of promotional videos, school programs, and invitations. Seek their input, feedback, and suggestions to ensure that the content resonates with their needs and expectations. By involving stakeholders, you can foster a sense of ownership and increase the likelihood of their active engagement and dissemination.

Utilize Multiple Communication Channels:
Explore diverse communication channels to disseminate promotional videos, school programs, and invitations. Besides traditional methods like print media and emails, consider utilizing social media platforms, websites, and other online tools to reach a wider audience. This allows for broader engagement and facilitates the sharing of information among stakeholders, increasing the chances of the content being disseminated to a greater extent.

Promote Collaborative Efforts:
Foster collaboration among different departments and units within UCU to ensure a unified and coordinated approach in disseminating promotional materials. Encourage teamwork and shared responsibility among faculty, staff, and student organizations to collectively promote UCU's programs and events. By working together, you can leverage

the strengths and resources of different stake-holders to maximize the dissemination impact.

Emphasize the Ethical Implications:

Incorporate ethical considerations into the development and dissemination of promotional materials. Ensure that the content aligns with UCU's values, upholds integrity, and promotes transparency. Emphasize the ethical implications of the information being disseminated, demonstrating UCU's commitment to ethical conduct and responsible communication.

Provide Training and Support:

Offer training sessions or workshops to faculty, staff, and student organizations involved in the dissemination process. Provide guidance on effective communication techniques, ethical considerations, and the use of different media platforms. By equipping stakeholders with the necessary skills and knowledge, you can enhance the competence and effectiveness of the dissemination efforts.

Seek Feedback and Evaluation:

Establish mechanisms for collecting feedback from stakeholders regarding the promotional videos, school programs, and invitations. Encourage open communication and create channels for stakeholders to provide suggestions, comments, and critiques. Regularly evaluate the effectiveness of the dissemination efforts and make adjustments based on the feedback received to continuously improve the materials and their dissemination.

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