

LEVEL OF AWARENESS AND ACCEPTANCE OF THE GUIMARAS STATE COLLEGE (GSC) VISION AND MISSION, GOALS AND PROGRAM OBJECTIVES OF THE SCHOOL OF INFORMATION TECHNOLOGY

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ABSTRACT

This study aimed to determine the level of awareness and acceptance of the students, faculty, parents and selected members of the community of the Guimaras State College Vision and Mission, Goals and Program Objectives of the School of Information Technology for Academic Year 2011-2012. There is a significant relationship that existed between the level of acceptance and awareness of the VMGO of the GSC-School of Information Technology. This implies that the level of awareness of a respondent tends to compliment with his level of acceptance of the VMGO which means that the more he/she is aware of the VMGO, the more he/she would likely to accept it. The School of Information Technology should strengthen the efforts of disseminating the VMGO among various stakeholders in the community most especially by its faculty and staff management to instill full awareness and acceptance of the VMGO of the college among students, faculty and community members and parents of the students.

KEYWORDS: VMGO, level of acceptance, level of awareness

INTRODUCTION

Background of the Study

The Guimaras State College in Buenavista, Guimaras was created to R.A.9138 on the June 8, 2001 and through BOT Resolution # 13-2005 the School of Information Technology was approved to be offered effective June 2005. Since 2005, the School of Information Technology is at the forefront of academic and non-academic excellence at Guimaras State College. Gearing for the 21st century, it hones students to become globally competitive professionals and highly skilled workers and computers experts in the field of Information Technology.

In order to perform the complex functions required of Information Technology Departments today, the modern Information Technology Department would use computers, servers, database management systems, and cryptography. The department would be made up of several Systems Administrators, Database Administrators and at least one Information Technology Manager.

This task forces whose functions are considered delicate and serve us the back bone of today's information superhighway, a direction and clear definition of the world ahead of them should be well crafted - a vision, mission, goals and objectives.

Setting and achieving goals are overall the most underestimated skills for success in college. Often the results of poor goals setting and achievement skills are low motivation, lack of direction and performance below one's potential. Other outcomes are often unnecessarily low grades, frustrations, discouragement, and sometimes leaving college. The ability to set and achieve goals in college is so important that without it, it's difficult perhaps impossible; to feel motivated to learn what's necessary to succeed or excel. It specifies clearly what is to be achieved. This is vital because it provides a target and direction and permits students to see progress and degree of achievement. Without clearly defined educational goals, it is normal to experience feeling of stagnation, low motivation, and lack of purpose. Clearly defined goals identify something

desired and provide direction toward a chosen target. It defines a plan of action for the process of achieving. The plan of action provides a map, a guide, a visible pathway to goals. When there is no plan for achievement, it is normal to experience discouragement, succumb to distractions, or feel lost. It acts as a continuous progress report on how well you are doing as you move toward chosen goals. A progress report is vital because it provides immediate and regular feedback to help you discover if you are on or off course toward short and long-term goals. If goals have not been defined and a plan of action developed, there can be "going forward" because there is no way to tell which way is forward. Without goals, humans are like leaves blowing in the wind. Forward is whichever way the wind happens to blow. Like a leaf in the wind, people without goals are not in control of their destiny but someone or something else is.

The vision encompasses the institution's dreams; the mission statement reflects the general overall directives where the institution is trying to achieve; objectives and policies in turn reflects the manifold interest that have to be satisfied for the mission to be accomplished. The vision, mission, goals and objectives should be understood, accepted and assimilated by all stakeholders.

Guimaras State College is committed to serving the people of the island province of Guimaras and the neighboring places. Its operation is guided by its vision, mission, goals and objectives.

Ideally, students ought to be aware of the institution's vision, mission, goals and program objectives. Likewise, they need to understand and accept these to guide them to perform as expected and eventually reach their goals and expectations of the college. However, it is observed that the majority of the population is not aware of the vision, mission, goals and objectives of the college, or if they are, they have not fully come to realize the importance of living up to its ideals. Because of the foregoing reasons, the researchers were motivated to conduct the study.

Statement of the problem

This study aimed to determine the level of awareness and acceptance of the B.S. Information Technology students of the Guimaras State College for the 1st Semester, AY 2011-2012 about the vision, mission of the college, goals and objectives of the School of Information Technology.

Specifically, this study sought answers to the following questions:

1. What is the profile of the respondents as to:
a. age b. sex c. civil status d. course
2. What is the level of awareness of the VMGO of GSC as whole and according to variables of age, sex, civil status and course?
3. What is the level of acceptance of the VMGO of GSC as whole and according to variables of age, sex, civil status and course?
4. What are the sources of information on the GSC vision, mission, goals and objectives of the School of Information Technology?
5. Is there a significant relationship between the level of awareness and acceptance of the VGMO of the Guimaras State College?

Theoretical Framework

The most fundamental of all the ten (10) areas to be surveyed in the accreditation of higher education is an area of vision, mission, goals and objective. Everything in SUC is justified only to the extent that it realizes its avowed mission, goals and objectives. It is essential, therefore, for the SUC to draw up for itself the mission, goals and objectives that express its philosophy of education and training that should pervade its operation. The college is judged not in comparison with others, but by the degree to which the mission, goals and objectives are attained. (AACCUP Master Survey Instrument, 2005).

The vision is the state the institution hopes to become in the future. The VMGOs represent the hierarchy of aims of the institution. The mission refers to the mandate/aim of the whole state college or university. The goals are the aims of the hierarchical structure below the SUC, i.e., the academic college/school and the objectives are the aims at the level of the program, i.e., what the program hopes to produce. (AACCUP Master Survey Instrument, 2005)

The SUC shall define its mission in accordance with its development mandate and thrusts of the government.

It should be demonstrated that the defined program objectives are listed to the Goals and the latter to the Mission of the Institution. On a long-term perspective, the accomplishment of the Mission will lead to the realization of the Vision of the institution. The activities and projects that are carried out should directly contribute toward the achievement of the program outcomes. (AACCUP Master Survey Instrument, 2005)

It is expected that the institution disseminates and works for the acceptance of the vision, mission, goals and objectives. Likewise, it is good practice that the faculty, non-teaching staff, students, linkages, people in the community and other stakeholders are involved in the formulation, review and/or revision of the VMGOs in order to facilitate awareness and acceptance. (AACCUP Master Survey Instrument, 2005).

METHODOLOGY

This study used the descriptive-survey research design. The respondents of this study were a total of 323 consisting of 239 students, 22 faculty members from the Guimaras State College, 24 community members, and 38 parents. The sample size was determined using Slovin's since the population was too large to be managed by the researcher. The lists of students, teachers, community and parents were gathered. These lists became the sampling frame for the study. The respondents were selected randomly from each identified location. The researchers personally distributed to the respondents the researcher-made questionnaire duly validated and tested for reliability. The questionnaire has two parts; first part solicits the personal profile/information of the respondents while the second part will be the questionnaire proper which consist of (a) Level of Awareness (b) Level of Acceptance, and (c) Source of Information. The respondents were asked to respond to each item in the questionnaire by indicating check mark (V) on the space corresponding their choices of any of the following responses: "very much aware"; "very aware"; "aware"; "slightly aware"; and "not aware" for the Level of Awareness and "very much accepted"; "very accepted"; "accepted"; "slightly accepted"; and "not accepted" for the Level of Acceptance. Each response was given a weight of 5, 4, 3, 2, and 1 respectively.

The statistical tools used in this study were frequency, frequency distribution, percentage, mean and Pearson's (r) Coefficient.

RESULTS AND DISCUSSIONS

Profile of the respondents

Table 1 presents the profile of the respondents as to age, sex, civil status and course. The result revealed that out of 323 respondents, 21 (62.2%) have ages ranging from 16 to 27 years old, followed by (71, 22%) who did not indicate their age, 26 (8%) were 40 to 51 years old, 28 (8.6%) were 28-39 years old and 14 (4.3%) at above 51 years old.

In terms of sex, results revealed that most of the respondents are female (200 or 61.9% out of 323), 108 (33.4%) were male, and 15 (4.6%) did not indicate their sex.

For civil status, majority of the respondents were single, 259 (83.9%), 51 (15.8%) were married, 12 (3.7%) did not indicate their civil status and only 1 was (.3%) separated.

As to course of the respondents, result revealed that 69 (21.4%) out of 323 respondents did not indicate their course. This was followed by BSBA 56 (17.3%) and Information Technology 54 (16.7%) having almost the same number of respondents, the same as with BSCRIM 42 (13.0%) and BSHRM 41 (12.7%). BIT and BSED/BEEEd had the least respondents with 32 (9.9%) and 29 (9.0%) respectively.

Table 1. Profile of the respondents

Variable	f	%
Age		
16-27 years old	201	62.2
28-39 years old	11	3.4
40-51 years old	26	8
Above 51 years old	14	4.3
Did not indicate	71	22.0
Total	323	100.0
Sex		
Male	108	33.4
Female	200	61.9
Did not indicate	15	4.6
Total	323	100.0
Civil Status		
Single	259	83.9
Married	51	15.8
Separated	1	0.3
Did not indicate	12	3.7
Total	323	100.0
Course		
BSBA	56	17.3
BSHRM	41	12.7
BSed / BEED	29	9.0
BSCrim	42	13.0
BIT	32	9.9
BS Infotech	54	16.7
Did not indicate	69	21.4
Total	323	100.0

Level of awareness of the VMGO of GSC as a whole and when classified according to the variables age, sex, civil status, and course.

Data in Table 2 shows the level of awareness of respondents when taken as a whole. The result revealed that the respondents are "very much aware" of the vision and mission of Guimaras State College, while as to the goals and program objectives of Information Technology, they were "very aware."

Table 2. Level of awareness VMGO of GSC as a whole

Category	Mean	Sd	Interpretation
Vision of GSC	4.44	.784	Very Much Aware
Mission of GSC	4.44	.788	Very Much Aware
Goal of Info Tech	3.90	1.044	Very Aware
Objectives of Info Tech	3.88	1.026	Very Aware
Total	4.17	.767	Very Aware

Scale : 1.00-1.79 Not Aware (NA) , 1.80-2.59 Slightly Aware (SA) , 2.60-3.39 Aware (A) , 3.40-4.19 Very Aware (VA) , 4.20-5.00 Very Much Aware (VMA)

Data in table 3 shows the level of awareness of the respondents when classified according to the variable age. It was found out that the respondents with ages ranging from 16-27 years old, 28-39 years old, and 40-51 years old were "very much aware" of the Vision, Mission of GSC as well as the Goals & Objectives of the School of Information Technology. On the other hand, those at age above 51 and those who did not indicate their response were "very aware" of the VMGO. This implies that most of the young and middle-aged respondents are very much aware of VMGO compared to the old age group. The respondents, when grouped according to the variable age, revealed that their level of awareness of the VMGO was "very aware."

Table 3. Level of awareness of the VMGO of GSC as classified according to age

	Mean	N	Sd	Interpretation
Age				
16-27 years old	4.29	201	.734	Very Much Aware
28-39 years old	4.30	11	.416	Very Much Aware
40-51 years old	4.29	26	.848	Very Much Aware
Above 51 years old	4.05	14	.952	Very Aware
Did not indicate	3.78	71	.720	Very Aware
Total	4.14	323	.767	Very Aware

Scale : 1.00-1.79 Not Aware (NA) , 1.80-2.59 Slightly Aware (SA) , 2.60-3.39 Aware (A) , 3.40-4.19 Very Aware (VA) , 4.20-5.00 Very Much Aware (VMA)

Data in Table 4 presents the level of awareness of the respondents in terms of sex. It was found out that both male and female were "very aware" of the Vision and Mission of GSC, and the Goals & Objectives of School of Information Technology. On the other hand, result for those who did not indicate their sex revealed that they were "very much aware." When grouped according to the variable sex, the respondents were "very aware" of the VMGO.

Table 4. Level of awareness of the VMGO of GSC as classified according to sex

	Mean	N	Sd	Interpretation
Sex				
Male	4.10	108	.796	Very Aware
Female	4.19	200	.757	Very Aware
Did not indicate	4.23	15	.716	Very Aware
Total	4.17	323	.767	Very Aware

Scale : 1.00-1.79 Not Aware (NA) , 1.80-2.59 Slightly Aware (SA) , 2.60-3.39 Aware (A) , 3.40-4.19 Very Aware (VA) , 4.20-5.00 Very Much Aware (VMA)

Data in Table 5 shows the level of awareness of the respondents when classified according to the variable civil status. It was found out that single respondents and those who did not indicate their response were "very aware", married respondents were "very much aware" and separated respondents were "slightly aware". When grouped according to the variable civil status, the respondents were "very aware" of the Vision and Mission of GSC, and the Goals & Objectives of the School of Information Technology.

Table 5. Level of awareness of the VMGO of GSC as classified according to civil status

	Mean	N	Sd	Interpretation
Civil Status				
Single	4.18	259	.749	Very Aware
Married	4.21	51	.744	Very Much Aware
Separated	2.00	1	-	Slightly Aware
Did not indicate	3.85	12	1.014	Very Aware
Total	3.56	323	.767	Very Aware

Scale : 1.00-1.79 Not Aware (NA) , 1.80-2.59 Slightly Aware (SA) , 2.60-3.39 Aware (A) , 3.40-4.19 Very Aware (VA) , 4.20-5.00 Very Much Aware (VMA)

Data in Table 6 shows the level of awareness of the respondents when classified according to course. It was found out that BS Information Technology and BIT students were "very much aware" of the VMGO. On the other hand, BSBA, BSHRM, Education, and those who did not indicate their course were "very aware" of the Vision and Mission of GSC, and Goals and Objectives of School of Information Technology. Those who did not indicate their course were the faculty members and probably some of the respondents coming from the members of the community and parents. The number of the students exceeds the total number as stated in the respondents of the study since the questionnaires were distributed randomly and there were identified members of the community or parents who were at the same time students during the conduct of the study. The respondents, when grouped according to the variable course, revealed that they were "very aware" of the Vision and Mission of GSC, and Goals and Objectives of School of Information Technology.

Table 6. Level of awareness of the VMGO of GSC as classified according to course

	Mean	N	Sd	Interpretation
Course				
BSBA	4.15	56	.800	Very Aware
BSHRM	4.00	41	.503	Very Aware
Educ	3.59	29	.572	Very Aware
BSCrim	3.92	42	.742	Very Aware
BIT	4.34	32	.893	Very Much Aware
BS Infotech	4.74	54	.406	Very Much Aware
Did not indicate	4.14	69	.833	Very Aware
Total	4.13	323	.767	Very Aware

Scale : 1.00-1.79 Not Aware (NA) , 1.80-2.59 Slightly Aware (SA) , 2.60-3.39 Aware (A) , 3.40-4.19 Very Aware (VA) , 4.20-5.00 Very Much Aware (VMA)

Level of acceptance of the VMGO of GSC as a whole and when classified according to the variables age, sex, civil status, and course

Data in table 7 shows the level of acceptance of respondents when taken as a whole. The result revealed that the respondents' level of acceptance obtained an overall mean of 4.30 interpreted as "very much accepted."

Table 8 shows the level of acceptance of the respondents when classified according to age. It was found out that the responses of the respondents aging 16-27 years old, 28-39 years old, and 40-51 years old were interpreted as "very much accepted", while those aging 51 years old and above and those who did not indicate their age have a level of acceptance interpreted as "very accepted". The respondents' responses on the level of acceptance of the vision and mission of GSC and the goals and objectives of School Information Technology when grouped according to the variable age was interpreted as "very much accepted" (M=4.30).

Table 7. Level of acceptance of the vision mission and goals and objectives of the School of Information Technology as a whole

Category	Mean	Sd	Interpretation
Vision of GSC	4.56	0.647	Very Much Accepted
Mission of GSC	4.55	0.673	Very Much Accepted
Goal of Info Tech	4.07	0.933	Very Accepted
Objectives of Info Tech	3.99	1.02	Very Accepted
Total	4.3	0.672	Very Much Accepted

Scale : 1.00-1.79 Not Accepted (NA), 1.80-2.59 Slightly Accepted (SA), 2.60-3.39 Accepted (A), 3.40-4.19 Very Accepted (VA), 4.20-5.00 Very Much Accepted (VMA)

Table 8. Level of acceptance of the VMGO of GSC as classified according to age

	Mean	N	Sd	Interpretations
Age				
16-27 years old	4.38	201	.734	Very Much Accepted
28-39 years old	4.50	11	.416	Very Much Accepted
40-51 years old	4.55	26	.848	Very Much Accepted
Above 51 years old	4.20	14	.952	Very Accepted
Did not Indicate	3.97	71	.720	Very Accepted
Total	4.32	323	.767	Very Much Accepted

Scale : 1.00-1.79 Not Accepted (NA), 1.80-2.59 Slightly Accepted (SA), 2.60-3.39 Accepted (A), 3.40-4.19 Very Accepted (VA), 4.20-5.00 Very Much Accepted (VMA)

Data in Table 9 shows the level of acceptance of the respondents in terms of sex. It was found out that both male and female including those who did not indicate their sex "very much accepted" the Vision and Mission of GSC and Goals & Objectives of School of Information Technology.

Table 9. Level of acceptance of the VMGO of GSC as classified according to sex

	Mean	N	Interpretation
Sex			
Male	4.23	104	Very Much Accepted
Female	4.33	200	Very Much Accepted
Did not indicate	4.37	15	Very Much Accepted
Total	4.30	323	Very Much Accepted

Scale : 1.00-1.79 Not Accepted (NA), 1.80-2.59 Slightly Accepted (SA), 2.60-3.39 Accepted (A), 3.40-4.19 Very Accepted (VA), 4.20-5.00 Very Much Accepted (VMA)

Data in Table 10 shows the respondents' level of acceptance of the VMGO when classified according to civil status. It was found out that the single, married, and separated respondents gave a "very much accepted" response and those who did not indicate their civil status have "very accepted" response to the Vision and Mission of GSC and Goals & Objectives of School of Information Technology. As a whole the level of acceptance is "very much accepted".

Table 10. Level of acceptance of the VMGO of GSC as classified according to civil status

	Mean	N	Sd	Interpretation
Civil Status				
Single	4.28	259	.662	Very Much Accepted
Married	4.43	51	.581	Very Much Accepted
Separated	4.25	1	0	Very Much Accepted
Did not indicate	4.10	12	1.135	Very Accepted
Total	4.27	323	.672	Very Much Accepted

Scale : 1.00-1.79 Not Accepted (NA) , 1.80-2.59 Slightly Accepted (SA) , 2.60-3.39 Accepted (A) , 3.40-4.19 Very Accepted (VA) , 4.20-5.00 Very Much Accepted (VMA)

Data in Table 11 shows the level of acceptance classified according to course. It was found out that BSBA, BIT, BS Info Tech including those who did not indicate gave "very much accepted" response while BSHRM, Education, and BSCrim gave "very accepted" response. As a whole, the level of acceptance is "very much accepted" to the Vision and Mission of GSC and Goals & Objectives of School of Information Technology.

Table 11. Level of acceptance of the VMGO of GSC as classified according to course

	Mean	N	Sd	Interpretation
Course				
BSBA	4.25	56	6.72	Very Much Accepted
BSHRM	4.06	41	4.7	Very Accepted
Educ	3.67	29	0.539	Very Accepted
BSCrim	4.03	42	0.654	Very Accepted
BIT	4.54	32	0.66	Very Much Accepted
BS Infotech	4.81	54	0.329	Very Much Accepted
Did not indicate	4.4	69	0.701	Very Much Accepted
Total	4.25	323	0.672	Very Much Accepted

Scale : 1.00-1.79 Not Accepted (NA) , 1.80-2.59 Slightly Accepted (SA) , 2.60-3.39 Accepted (A) , 3.40-4.19 Very Accepted (VA) , 4.20-5.00 Very Much Accepted (VMA)

Sources of information of the Guimaras State College Vision, Mission, Goals, and Objectives (VMGO)

The sources of information were gathered and ranked as the most common to the least utilized source of information. Results revealed that students' handbook served as the most common source of information (ranked 1) among the respondents with 78.9%. This was closely followed by bulletin board with 74.3%; flyers with 57%; social media with 51.7%; classroom instruction with 51.4%; newspaper with 51.1%; teacher's lecture/test with 49.5%; posters with 45.5%; test booklet with 45.2%; signage with 43.3%; newsletters 31.9%; course syllabus with 30% and brochure with 25.1%. Data are presented in table 12.

Table 12. Sources of Information

Category	f	%	Rank
Bulletin Board	240	74.3	2
Flyers	184	57.0	3
Signage (Tarp)	140	43.3	10
Newsletters	103	31.9	11
Brochure	81	25.1	13
Student Handbook	255	78.9	1
Course Syllabus	97	30.0	12
Posters	147	45.5	8
Classroom Instruction	166	51.4	5
Teacher's lecture/test	160	49.5	7
Newspaper	165	51.1	6
Test booklet	146	45.2	9
Social Media	167	51.7	4
Total	323	100.0	

*Multiple Responses

Relationship between the level of awareness and acceptance of the VMGO of Guimaras State College

There is a significant relationship that existed between the level of acceptance and awareness of the VMGO of the GSC-School of Information Technology, $r = 0.719$ (.000). This implies that the level of awareness of the respondents tends to compliment with the level of acceptance of the VMGO which means that the more they become aware of the VMGO, they would likely to accept it.

Table 13. Relationship between the Level of Acceptance and Level of Awareness of the VMGO

Level of Acceptance	Level of Awareness	
	r	Sig.
	0.719	.000*

* $p \leq 0.0$

CONCLUSIONS

Based on the results of the study, the following conclusions were made:

1. Majority of the respondents have ages of 16-27 years old, female, single and with course of BSBA.
2. Results on the level of awareness of the respondents when taken as a whole and when classified according to age, sex, civil status and course got an average mean interpreted as "very aware".
3. Results on the level of acceptance of the respondents when taken as a whole and when classified according to age, sex, civil status and course showed that they highly accepted the vision, mission and the goals and objectives of the School of Information Technology.
4. The most common source of information of the VMGO of the GSC-School of Information Technology was student handbook.
5. A significant relationship existed between the level of awareness and acceptance of the VMGO of the GSC-School of Information Technology which means that the more he/she is aware of the VMGO, the more he/she would likely to accept it.

RECOMMENDATIONS

Based on the conclusions made, the following recommendations were advanced:

1. Strengthen the efforts of disseminating the VMGO among various stakeholders in the community most especially by the School of Information Technology management to support full awareness and acceptance of the VMGO of the college among students, faculty and community members and parents of the students. Solicitation of radio and TV advertisements could also be utilized as one of the approaches to fully disseminate the information.
2. Students should be required to memorize and internalize the vision and mission of the college and encourage them to be familiar of the goals and program objectives of their respective schools.
3. Inclusion of the VMGO statement on various printed materials such as test booklets, course syllabus, brochures, flyers and newsletters to advertise and disseminate the information to the students and to gain familiarity of such among them.
4. Further studies regarding VMGO awareness and acceptance should be conducted to assess or evaluate as to what goals and objectives of the School of Information Technology need to be improved so that it could translate positive changes to the department.
5. It is further recommended that the level of significance using Pearson's (r) should be further tested using the Likert Scale since this test would further give the researchers a type of survey question where respondents are asked to rate the level at which they agree or disagree with a given statement. This scale is used to measure attitudes, preferences, and subjective reactions. This further objectively measures efficiency and effectiveness with performance metrics such as time taken or errors made.

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