

# **AWARENESS, UNDERSTANDING, AND ACCEPTANCE OF GUIMARAS STATE COLLEGE STAKEHOLDERS TOWARDS ITS VISION, MISSION, GOALS AND OBJECTIVES**

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## **ABSTRACT**

This study aimed to determine the stakeholder's awareness, understanding, and acceptance of Guimaras State College Vision and Mission and College of Teacher Education Goals and Objectives. There were 311 respondents of the study composed of internal stakeholders (students, faculty/administrators, and non-teaching staff) and external stakeholders (alumni, parents, and cooperating agencies) who were chosen through random sampling using Slovin's formula. The descriptive-correlational design was used while the instrument used in gathering data was a researcher-made questionnaire. The statistical tools used were the frequency count, percent, mean, ANOVA, t-test and Pearson's r. The results revealed that most of the respondents were 21 years old and above, female, single and were BEEd and BSEd courses. Besides, majority of them who belonged to external category of stakeholders were very much aware and they fully understood and very highly accepted the Guimaras State College – College of Teacher Education Vision, Mission, Goals and Objectives (VMGO). The information about the VMGO were mostly coming from the bulletin boards and only a few were from forums. In the level of awareness, there was a high significant difference when the respondents were categorized according to civil status and course, yet there was no significant difference when they were classified according to age and sex. For both the level of understanding and level of acceptance, there were significant differences when they were categorized according to age and course but no significant differences existed when categorized according to sex and civil status. There was also significant difference in the level of awareness but there were significant differences in both the level of understanding and level of acceptance when they were grouped according to the category of internal and external stakeholders. The relationship among the Level of Awareness, Level of Understanding, and Level of Acceptance of the Guimaras State College – College of Teacher Education Vision, Mission, Goals and Program Objectives was highly significant since it had high correlation.

## **INTRODUCTION**

### **Background of the Study**

The Vision, Mission, Goals and Objectives (VMGO) serve as the fundamental guides for the future of the institution and its academic programs. It is the primary area to be surveyed in times of accreditation.

Guimaras State College has been seeking accreditation from the Accrediting Agency for Chartered Colleges and Universities in the Philippines (AACCUP) for its different programs. It is through this process that an educational program is recognized to possess certain standards of quality and excellence based on the institution's educational operations in relation to its VMGO. Moreover, a college is judged by the degree to which its VMGOs are attained, not in comparison to others (AACCUP, 2010).

The effectiveness of the VMGO lies in its structure and dissemination. In order to be attained, the constituents of an educational institution have to be aware of its VMGOs and fully comprehend the implications of such (Compelio, et.al. 2015).

Since 2012, three studies have been conducted to determine the stakeholders' awareness and acceptance of GSC VMGO and have revealed the same results: as to the level of awareness, the Bachelor of Science in Business Administration respondents were highly aware and accepted the GSC VMGO of the School of Business Administration; the Bachelor of Science in Information Technology and Teacher Education respondents were very much aware and accepted the GSC VMGO of the School of Information Technology and School of Education respectively; a significant relationship existed between the level of awareness and acceptance which means that a person who is aware of an existing VMGO is more likely open to accept it (Dumagpi, 2013; Japitana, 2012; Parra, et.al, 2012).

The previous studies, however failed to include the stakeholders' level of understanding of VMGO which the researchers of this study considered very important because once the stakeholders fully understand the VMGO, they can get involved actively by doing the proper tasks toward the realization of the VMGO. Hence, this study.

### **Statement of the Problem**

This study was conducted to determine the stakeholders' awareness, understanding, and acceptance of Guimaras State College Vision and Mission, College of Teacher Education Goals and Objectives.

Specifically, this study sought answers to the following questions:

1. What is the profile of the stakeholders involved in the study categorized as student, faculty, alumni, non-teaching staff, parents, and cooperating agencies?
2. What is the level of awareness, understanding, and acceptance of the GSC – CTE VMGO?
3. What are the sources of information on knowing, understanding and accepting the GSC – CTE VMGO?
4. Is there a significant difference among the stakeholders' level of awareness, understanding, and acceptance when categorized according to their personal profile?
5. Is there a significant difference in the level of awareness, understanding and acceptance between the internal and external stakeholders?
6. Is there a significant relationship among the stakeholders' level of awareness, understanding and acceptance of the GSC – CTE VMGO?

### **Theoretical Framework**

This study was anchored on Information Processing Theory approach to the study of cognitive development which evolved out of the American experimental tradition in psychology. This theory was based on the idea that humans process the information they receive, rather than merely responding to the stimuli. This perspective equates the mind to a computer which is responsible for analyzing information from the environment. According to the standard information processing model, the mind's machinery includes attention mechanisms for bringing information in, working memory for actively manipulating information, and long term memory for passively holding information so that it can be used in the future.

It was also anchored on Higher-order theories of consciousness argue that conscious awareness crucially depends on higher-order mental representations that represent oneself as being in particular mental states. These theories have featured prominently in recent debates on conscious awareness.

Relationship Awareness Theory is part of the human condition to attribute motive to others' behavior. Relationship Awareness Theory is a self-learning model for effectively and accurately understanding and inferring the motive behind the behavior. Relationship Awareness gives organizations and individuals the awareness and skills they need to build more effective personal and professional relationships. It helps them to sustain those relationships through understanding the underlying Motivational Value System of themselves and others under

two conditions:

1. When things are going well
2. During conflict

The Theory was developed by psychologist, clinical therapist, educator, and author Elias H. Porter, Ph.D. Similarly, people's awareness, understanding and acceptance of the existence of Vision and Mission of Guimaras State College, Goals of the College of Teacher Education and Program Objectives of the Guimaras State College Bachelor of Elementary Education (BEEd) and Bachelor of Secondary Education (BSEd) will be very imperative since what a person is aware of, he/she will more or less hold in his/her memory to analyze and use in the future. Should this happen, acceptance of its existence then follow.

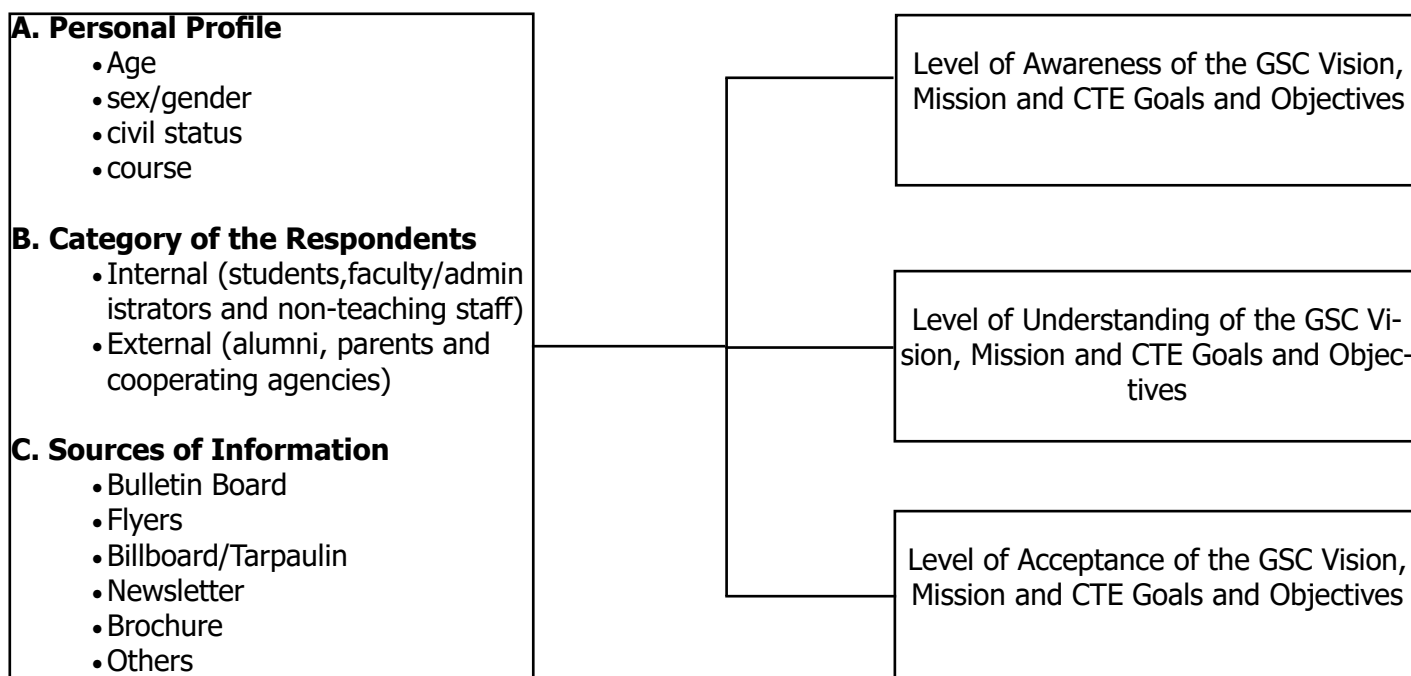
### Conceptual Framework

Like any other institutions, the Guimaras State College has its own vision, mission, goals and objectives that will give guidance and direction to management, faculty, staff as well as its students.

The realization of the vision, mission, goals and objectives greatly depends on the stakeholders' awareness, understanding, and acceptance (dependent variable) which could be influenced by their profile such as age, sex, civil status, and course (independent variable).

The interplay of the relationships among the variables is shown in the research paradigm below.

### Research Paradigm



**Figure 1.** The Relationship of Awareness, Understanding, and Acceptance of stakeholders to the Vision, Mission as well as the revised Goals and Objectives of the College of Teacher Education

## **Significance of the Study**

The results of this study on the awareness, understanding and acceptance of the internal stakeholders (students, faculty/administrators, non-teaching staff) and external stakeholders (parents, alumni and cooperating agencies) about the GSC vision, mission, revised goals of College of Teacher Education and program objectives of BEEEd should serve as a benchmark for further intervention towards the aim of elevating their awareness, understanding, and acceptance to the fullest.

Moreover, the outcome of this study will be beneficial in generating information for the enhancement of the practices of the College of Teacher Education as well as other institutions in the dissemination and evaluation of their VMGO.

The administration will also realize the need to formulate policy for massive or intensive dissemination of VMGO among the college personnel and students.

## **Scope and Limitations**

This study focused on the stakeholders' awareness, understanding, and acceptance of the Guimaras State College (GSC) Vision and Mission, Revised Goals of the College of Teacher Education and Program Objectives of BEEEd. This study was a descriptive-correlational type of research using survey approach. The data needed were gathered using a researcher-made questionnaire duly validated by the five members of the jury and pre-tested to determine the reliability of the instrument using the Slovin's Formula. Likewise, the data collected were tabulated and analyzed using SPSS. Appropriate statistical tools used were frequency count, percentage, mean, ANOVA, t-test, and Pearson's r.

## **REVIEW OF LITERATURE**

### **Conceptual Literature**

This study was conducted to determine the stakeholders' awareness, understanding, and acceptance of Guimaras State College vision and mission and the College of Teacher Education revised goals and program objectives.

The independent variable or influencing factor is the respondent's personal profile such as age, sex, civil status, course and categories (internal or external stakeholders) while the GSC stakeholders' level of awareness, understanding, and acceptance of GSC – CTE VMGO are the dependent variables.

The interplay of the relationships among these variables is shown in the research paradigm below.

### **Drafting the Vision Statement**

According to the Task Force on Developing Research in Educational Leadership, "Effective educational leaders help their schools to develop or endorse visions that embody the best thinking about teaching and learning. School leaders inspire others to reach for ambitious goals" (p. 3). Your school must have a vision that all staff members recognize as a common direction of growth, something that inspires them to be better. An effective vision also announces to parents and students where you are heading and why they should take the trip with you.

Without a vision, your school lacks direction. As the ancient Roman philosopher Seneca observed, "If a man knows not what harbor he seeks, any wind is the right wind." If you don't have a common, agreed-on destination, then everyone is left to his or her own devices to imagine one—a scenario that results in unharnessed and unfocused efforts, with everyone believing that what he or she is doing is right. A common understanding of the destination allows all stakeholders to align their improvement efforts. And the best part of planning for this journey is that it doesn't cost anything to decide where you want to go.

As important as the vision is, we have found that keeping it alive throughout the year is not an easy task. For you to get the most out of your vision, you must first remove the barriers from making it an integral, vibrant facet of the school community.

## **Eliminate Obstacles**

One of the first obstacles that will come up is people's fear of change. Creating or adjusting a vision statement is an unmistakable indicator of imminent change. It is helpful to have an idea of the internal dialogues your staff members will likely be having before, during, and even after the development of the new vision. (This also applies to the development of a new mission.) Listening to and validating staff members' thoughts will help them cope with the change as they ask themselves the following questions: (1) What is the need for a new vision? (2) Will I be able to live with the new vision? (3) Will I be able to support the new vision? (4) What will the new vision expect of me? (5) How will my world change as a result? (6) Will I be able to continue doing what I've always done? Why or why not? (7) Do I believe in this new vision? (8) Do I believe in my school's ability to achieve this vision? (9) Do I believe I can help make the vision happen?

Another potential obstacle to creating a powerful vision is the reality that vision statements are often created perfunctorily and lack follow-through. They are usually the result of a directive to "get it done" by a certain date and delivered to a central office supervisor.

Such directives often lead to vision statements that have been created in a rush by one person or by a small group of individuals with no input from other stakeholders. Such statements are rarely understood or acknowledged by others in the school, and who can blame them? The process precludes genuine buy-in. Although school leadership must have a vision for the future, it should be used as a way to open up a dialogue rather than be handed down from on high.

Because these closed approaches to developing vision statements are incredibly common, most staff members are turned off by the mere mention of the words vision and mission and groan at the prospect of yet another initiative that will eventually be forgotten—that after a flurry of activity, the vision will be shelved alongside the school improvement plan, out of the reach and off the minds of staff members. Because they had little involvement in it, they see no real reason to dedicate themselves to it. If setbacks occur along the way, most will shrug their shoulders because they weren't committed and invested in the first place.

You can avoid these obstacles by creating a fresh and meaningful vision statement with the involvement of the entire faculty. The collective force and talent of the faculty is more likely to be realized when there is a common understanding of a shared vision. As Bamburg (1994) notes, "The schools that have been most successful in addressing and increasing the academic achievement of their students have benefited from a clarity of purpose that is grounded in a shared set of core values" (p. 14). We define values as the behaviors, beliefs, and actions that a school finds important.

The size of most schools' faculties prevents them from being as productive or as effective as smaller groups, but their full investment is still crucial. We recommend that you first form a team that, with training and guidance, will introduce the concept of a vision, facilitate and engage faculty in the process of writing one, and synthesize the multiple values and visions that the faculty develops. Ultimately, this team is the one putting together the pieces of the puzzle. This team may be made up of the members of the shared leadership team, or it could be composed of other staff members in the building as long as all departments are represented. Opting for the latter provides leadership opportunities for staff members who are not already formal teacher leaders. For our purposes here, we will refer to this collection of leaders as the vision oversight team.

### **Statement of Mission, Vision, Goals and Objectives**

The SUC defined its mission in accordance with its development mandate and the thrust of the government. However, aside from the SUC mission statement, the School Institute/ Graduate School program defined its mission, goals and objectives that were specific to each sub-program.

These goals and objectives were defined within the context of producing graduates equipped with competencies (both theoretical and technical/practical knowledge) required of professional teachers and geared towards educating students for careers as teachers who are employed locally and abroad. (AACCUP Master Survey Instrument, 2005).

### **Dissemination and Acceptability of VMGO**

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

The most fundamental of all the ten (10) areas to be surveyed in the accreditation of higher education is the area of vision, mission, goals and objective. Everything in the SUC is justified only to the extent that it realizes its avowed mission, goals and objectives. It was 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 its mission, vision 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 on the other hand refers to the mandates/aims of the whole college or university. The goals are the aims at 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 defined its mission in accordance with its development mandate and the 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 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. (AACCUP Master Survey Instrument, 2005).

## Related Studies

A study entitled "Awareness, Acceptance and Perception of Batangas State University Stakeholders towards its Vision, Mission, Goals and Objectives" aims to determine the awareness of the stakeholders on the vision, mission, goals and objectives (VMGO) and how these are disseminated; evaluates the stakeholders' understanding and acceptance of the VMGO; and assesses the perceptions of the stakeholders with regards to VMGO's clarity and consistency, congruency to activities, practices, projects and operations, and attainability. It uses a descriptive type of research using survey approach, with a stakeholder survey questionnaire to gather data, and employs the SPSS for the statistical analysis. Results show that the stakeholders are generally aware, understand and accept the VMGO. The study also reveals that the stakeholders generally perceive that the VMGO are clearly stated, consistent with each other, congruent to educational practices or activities, and attainable. It also shows that the internal stakeholders, especially the administrators and faculty members, are much aware, understand and accept the VMGO than the external stakeholders. It further shows that respondents from Business Administration and Tourism Management programs are more aware, understand and accept the VMGO than the respondents from Hotel and Restaurant Management, Customs Administration, Accounting Management and Accountancy programs (by Romer C. Castillo, M.Sc.).

A study entitled "Awareness, Understanding, and Acceptance of Student Nurses of the Vision, Mission, Goals, and Objectives of Benguet State University" determined the awareness, understanding, and acceptance of the vision and mission of Benguet State University (BSU) and the goals and objectives of the College of Nursing (CN). Specifically, it sought to: determine the difference in the awareness, understanding, and acceptance of the VMGO according to year level and sex; examine the correlation between the awareness, understanding, and acceptance of the students towards the VMGO; and, identify the means by which the students contribute to the attainment of the VMGO. The results of the study provide an insight to the awareness, understanding, and acceptance of the students of the VMGO of the university. The outcome may be beneficial in generating information for the enhancement of the practices of the College of Nursing as well as other institutions in the dissemination and evaluation of their VMGO. The results revealed that the students of Benguet State University – College of Nursing generally have high awareness and understanding and very high acceptance of the VMGO. The higher the year level of the students, the more aware, understanding, and accepting they are. Sex on the other hand is a contributing factor; notably, males are more aware and accepting of the VMGO. The study further underscored that there is a correlation among the awareness, understanding, and acceptance of the VMGO by the students. Meanwhile, the means by which the students contribute to the attainment of the VMGO distinctly include complying with the rules and policies of the university, striving for academic excellence, participating actively in school activities, becoming a role model, passing the board exams, and conducting research. Anchored on the conclusions of the study, the following recommendations were derived: the University and the College concerned should continuously work for the awareness, understanding, and acceptance of its vision, mission, goals, and objectives; opportunities for VMGO orientation be designed to increase awareness, understanding, and acceptance especially among newly enrolled students regardless of the educational program; educational activities of the university be undertaken for the realization of the goals and objectives; assessment on the awareness, understanding, and acceptance of the VMGO by the students be done periodically; and, finally, future research undertakings be conducted similar to the study involving other institutions (by Keren Joy T. Compello, Lawrence C. Caranto, and Juan Jose T. David - College of Nursing, Benguet State University, La Trinidad, Benguet, Philippines).

A study entitled "Stakeholder's level of awareness, acceptability and review of the ASIST vision-mission, and CTE goal and objectives" determined the level of awareness on and acceptance of the ASIST vision and mission, acceptability of the College of Teacher Education (CTE) goal and objectives of the BEEd and BSEd programs and their involvement in the formulation, review and revision of the same. Specifically, it described the stakeholders' level of awareness on, acceptance of the ASIST VM, goal of the CTE and objectives of the BEEd and BSEd programs; their reasons for being aware and their sources of information about the ASIST VM; their perception of the congruence of the ASIST VM, goal of the CTE and objectives of the BEEd and BSEd Programs with actual educational activities. The respondents of the study were 665 stakeholders representing seven (7) groups: alumni (119); LGU officials (98); cooperating teachers (82); parents (72); students (166); faculty (67); and staff (61). The stakeholders had a moderate awareness of the ASIST VM, and the goal and objectives of the CTE and a significant difference on the level of awareness was established by the Chi-square test. The reasons for their awareness of the ASIST VM were as follows: the VM give direction to school activities; fulfil requirements for accreditation; promote collaboration and give direction to everyday living. The five (5) most commonly mentioned sources of information were billboards/posters; meetings, assemblies and orientation programs; the PLOW and other print media; and the internet like face book, e-mail, and others. Some of the actual educational activities were perceived by the stakeholders to be congruent with ASIST VM, and with the goals and objectives of the CTE, and these VM, goal and objectives were moderately acceptable to them. They moderately agreed that the goal and objectives were formulated, reviewed and revised by the stakeholders and their participation or involvement is partial (by Elsa D. Bagioan, Ph.D., Niida A. Bautista, Ph.D., flora B. Benozza, MA and Pablo B. Bose, Jr., Ed.D.).

Another study entitled "The Acceptability of WVSU Calinog Campus School of Education VMGOs among Its Stakeholders" determined the level acceptability of the WVSU Calinog Campus School Education VMGOs among its stakeholders. This was conducted last October 2010-November 2010 among the 110 WVSU Calinog Stakeholders. This descriptive survey research utilized the researcher-constructed 5 point rating scale. The researcher- made questionnaire had ten items rated by the respondents namely, 1. Clarity of words 2. Grammar and spelling 3. Appropriateness 4. Content addressing globalization 5. Content addressing development 6. Reflection of National goals on education 7. Gives school future direction 8. Shows ideals of the schools 9. Rationalizes course offered and 10. Acceptability of the VMGOs. Results of the study showed that the stakeholders as an entire group rated the WVSUCC SOE VMGO as "Highly Acceptable". The administration, the students, the parents, and the alumni rated them as "Excellent"; whereas, the Faculty, the Non-teaching/Staff, and the IGU/Community rated them as "Highly Acceptable". When it comes to the criteria, the respondents rated Grammar and spelling. Appropriateness, and Content addressing national development as "Excellent"; whereas, Clarity of words, Content addressing globalization, Reflection of national goals on education, Gives School Future Direction, Rationalizes Courses Offered, and acceptability of the VMGOs as "Highly Acceptable". Among the stakeholders, the alumni rated highest the VMGOs followed by the administration people, and then the parents. As for the criteria from the survey-questionnaire, Grammar and spelling ranked highest, followed by both Content addressing development and Appropriateness (by: Gabriel C. Delarfaite, Rome B. Moralista and Recei T. Cabral).

A study entitled "Awareness and Acceptability of the Revised PsuBayambang Campus Mission, Goals And Objectives" is a descriptive-comparative study regarding the extent of the stakeholders' awareness of the mission and vision (VM) of the Pangasinan State University (PSU) system, as well as the revised PSU Bayambang Campus mission, goals, and objectives (MGO's) of the Teacher education programs including the general and specific objectives of the Bachelor of Secondary Education programs. This study also determined the extent of the acceptability of the University VM and the Campus MGO's as assessed by the stakeholders. The respondent stakeholders consisted of 90 BSEd students, 15 BSEd Campus Alumni, and 45 linkage partners. The BSE students major in different learning areas broken down as follows: 21 English majors; 16 Filipino Majors; 18 Science majors;



17Mathematics Major; 18 majors in Physics, Chemistry, Social Science, Home and Management Technology, and Physical Education taken as one because of the limited number of respondents under each and are classified under Other Learning Areas. On the other hand, the linkage partners consisted of 10 municipal officials of Bayambang, 9 Department of Education (DepEd) employees who are actually principals and head teachers and 11 Cooperating secondary school teachers. Survey questionnaire that determined the extent of awareness and acceptability of the revised Vision Goals Mission and Objectives was utilized to gather the data. The SPSS software was used for analysis of the descriptive and inferential statistics. ANOVA and LSD multiple comparisons were computed and analyzed. The results showed that the stakeholders were Highly Aware of the University Vision and Mission and they also found them Highly Acceptable. Likewise, they were Much Aware of the PSU Bayambang Campus mission, the Teacher Education goals, and Teacher Education Objectives. The stakeholders' assessments of the acceptability of the GMO's were High, in spite of the difference in their assessment of the acceptability of the VGMO's. The study further revealed that the extent of awareness among the stakeholders was not comparable at the .05 level of significance. They significantly differed along awareness of the PSU vision, PSU mission, Bayambang Campus mission, and Teacher Education goals. Their awareness, however, along the goals of Teacher Education was comparable. In terms of the extent of acceptability of the VGMO's, the assessment of the stakeholders differed significantly at the .05 level of significance along PSU mission, Campus mission, Teacher Education goals, Teacher Education objectives and, BSE specific Objectives. Their assessment on the acceptability of PSU vision and BSE objectives, however, was comparable.

This study recommends institutionalizing the policy of including in the course syllabus the VGMO's to sustain the awareness of the students along the VGMO's. It also recommends that a similar study will include a wider range of linkage partners like those direct benefactors of students- who give scholarships to deserving students be conducted (by: Anecita C. Gloria Ed.D).

Another study related to the awareness and acceptability of the VMGO is the study entitled "Awareness, Acceptability and Perception of the Students, Faculty and Staff towards the VMGO of the Departments of Agriculture and Teacher Education" determined the level and reasons for awareness, actual and preferred sources of information, extent and reasons for acceptability/agreement and congruence of the ASIST VMGO by the students, faculty and staff. Results showed that the respondents were moderately aware of the ASIST VMGO; that their reasons for awareness were: serve as guide, enough information is given, requirement for accreditation, self-interest and gives direction; that their actual sources of information were: discussion/explanation in class, flag ceremonies, poster, programs/convocations, meetings/assemblies, billboard, and leaflets; that their most preferred sources of information were: meetings/assemblies for staff; poster for faculty; and discussion/explanation in class for students; that they highly agree with the ASIST vision because it clearly reflects what ASIST hopes to be in the future; that they highly agree with the ASIST mission because it clearly reflects ASIST educational mandate; that they highly agree with the goal of the Department of Agriculture because it is realistic and attainable; that they highly agree with the goal of the Teacher Education Department because it is clearly stated; that they agreed that the actual educational practices and activities are congruent or in consonance with the ASIST VMGO under DAT-BAT, BEEd and BSEd Program (by: Gloria C. Banganan, Ph.D. and Isaias G. Banganan).

## **METHODOLOGY**

### **Research Design**

The study employed the descriptive-correlational research methodology.

A descriptive study is one in which information is collected without changing the environment (i.e., nothing is manipulated). Sometimes these are referred to as "correlational" or "observational" studies. Descriptive studies can involve a one-time interaction with groups of people (cross-sectional study) or a study might follow individuals over time (longitudinal study). Descriptive studies, in which the researcher interacts with the participant, may involve surveys or interviews to collect the necessary information. Descriptive studies in which the researcher does not interact with the participant include observational studies of people in an environment and studies involving data collection using existing records.

Descriptive studies are usually the best methods for collecting information that will demonstrate relationships and describe the world as it exists.

### **Respondents of the Study**

The respondents of the study were 151 internal stakeholders composed of 24 Guimaras State College Faculty, 20 GSC Staff, 108 students and 160 external stakeholders composed of 108 parents, 48 alumni and 4 cooperating agencies. The sample size was identified through the random sampling using the Slovin's formula.

### **Data Gathering Instruments**

A researcher-made questionnaire was utilized in this study. It had three parts, Part I- the Personal Information of the Respondents and Part II- the questionnaire proper which consists of: (a) Level of Awareness; (b) Level of Understanding (c) Level of Acceptance; and Part III – The Source of Information.

The respondents were asked to respond to each item in the questionnaire by indicating a check (/) mark on the space corresponding to their choices of any of the following responses: "Very much aware, Very aware, Aware, Slightly aware, Not aware" for the Level of Awareness, "Very fully understand, Fully understand, Understand, Slightly understand, Not understand" for the Level of Understanding and "Very highly accept, Highly accept, Accept, Slightly Accept, Not accept" for the Level of Acceptance. Each response was given a weight of 5, 4, 3, 2, and 1 respectively.

When the data was already gathered, the researchers determined the mean for each area. A measuring instrument devised by the researchers was used to interpret the mean to a descriptive rating.

### **Validation Procedure**

Fraenkel and Walen stated that more than anything else, researchers want the information they obtain through the use of an instrument to serve their purpose. In establishing the validity of the research instrument, five (5) members of the jury were consulted for refinement.

## Reliability Testing

Once the instrument was found valid, it was pre-tested to a sample of thirty students from the College of Teacher Education who hold the same position in the institution as to the respondents in the actual testing to find out the internal consistency of its items. The Cronbach's Alpha was used to determine the reliability of the questionnaire which obtained .93. This means that the instrument used in the study was reliable.

## Data Gathering Procedure

The researchers personally distributed and gathered the questionnaires from the respondents. The researchers made sure that the respondents had access to the available sources of information on the Vision and Mission of Guimaras State College and the goals of the College of Teacher Education and objectives of the Bachelor of Elementary Education and Bachelor of Secondary Education.

## Data Processing Techniques

The responses were tallied, tabulated and computer-processed for analysis and interpretation. Appropriate statistical tools were used to answer the questions asked for.

## Statistical Tools Used

The statistical tools used in this study were frequency count, percentage, mean, Pearson's  $r$ , ANOVA and t-test.

## RESULTS AND DISCUSSIONS

### Profile of the Respondents

Data in Table 1 shows the profile of the respondents as to age, sex, civil status, and course. Results revealed that out of 311 respondents, the majority were 21 years old and above with a frequency of 210 (67.5%). Most of them were female with a frequency of 267 (85.9%). The majority were married with a frequency of 140 (45.0%), and only a few were widowed with 8 (2.6%). The results also showed that there was an equal number of respondents from the BEED and BSED, both with 147 (47.3%), and only a few did not indicate their course.

Table 1  
**Profile of the Respondents**

Particular	f	%
<b>Age:</b>		
20 below	101	32.5
21 above	210	67.5
Total	311	100.0
<b>Sex:</b>		
Male	44	14.1
Female	267	85.9
Total	311	100.0
<b>Civil Status:</b>		
Single	163	52.4
Married	140	45
Widow	8	2.6
Total	311	100.0
<b>Course:</b>		
BEEEd	147	47.3
BSEd	147	47.3
Did not indicate	17	5.5
Total	311	100.0

## Category of the Respondents

Data in table 2 shows the number of respondents per category. This revealed that there were 108 or 34.7% both for student and parent, 48 or 15.4% were alumni, 23 or 7.4% were faculty, 20 or 6.4% were staff and only 4 or 1.3% were cooperating agency. Result showed that majority of the respondents' category were students and parents and only a few were cooperating agency.

It was also shown that majority of the respondents were external respondents with 160 or 51.4% frequency and 151 or 48.6% were internal respondents.

Table 2

### Number of Respondents per Category

Category	Frequency	Percent
Internal	151	48.6
External	160	51.4
Total	311	100.0
Student	108	34.7
Faculty	23	7.4
Staff	20	6.4
Parent	108	34.7
Alumni	48	15.4
Cooperating Agency	4	1.3
Total	311	100.0

### Level of Awareness, Understanding, and Acceptance of the GSC – CTE VMGO

Data in table 3 shows the level of awareness of the respondents regarding the vision, mission, goals and objectives (VMGO). Results revealed that the level of awareness of the respondents on the VMGO have a total mean of 4.47 found in the range from 4.20 – 5.00 interpreted as very much aware. This means that the respondents were very much aware of the GSC – CTE vision, mission, goals and objectives.

Table 3

### Level of Awareness of the Respondents

Questionnaire	Mean	Sd	Interpretation
a. Vision of Guimaras State College	4.60	.516	Very Much Aware
b. Mission of Guimaras State College	4.57	.546	Very Much Aware
c. Revised Goals of College of Teacher Education	4.41	.699	Very Much Aware
d. Revised Program Objectives of BEEd	4.38	.713	Very Much Aware
e. Revised Program Objectives of BSEd	4.36	.727	Very Much Aware
<b>Total</b>	<b>4.47</b>	<b>.581</b>	Very Much 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 shows the level of understanding of the respondents regarding the vision, mission, goals and objectives (VMGO). Results revealed that the level of understanding of the respondents on the VMGO have a total mean of 4.46 found in the range from 4.20 – 5.00 interpreted as very fully understand. This means that the respondents very fully understand the GSC – CTE vision, mission, goals and objectives.

Table 4

**Level of Understanding of the Respondents**

<b>Questionnaire</b>	<b>Mean</b>	<b>Sd</b>	<b>Interpretation</b>
a. Vision of Guimaras State College	4.54	.536	Very Fully Understand
b. Mission of Guimaras State College	4.52	.531	Very Fully Understand
c. Revised Goals of College of Teacher Education	4.44	.592	Very Fully Understand
d. Revised Program Objectives of BEEd	4.40	.607	Very Fully Understand
e. Revised Program Objectives of BSEd	4.41	.619	Very Fully Understand
<b>Total</b>	<b>4.46</b>	<b>.523</b>	Very Fully Understand

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 acceptance of the respondents regarding the vision, mission, goals and objectives (VMGO). Results revealed that the level of acceptance of the respondents on the VMGO have a total mean of 4.58 found in the range from 4.20 – 5.00 interpreted as very highly accept. This means that the respondents very highly accepted the GSC – CTE vision, mission, goals and objectives.

Table 5

**Level of Acceptance of the Respondents**

<b>Questionnaire</b>	<b>Mean</b>	<b>Sd</b>	<b>Interpretation</b>
a. Vision of Guimaras State College	4.64	.506	Very Highly Accept
b. Mission of Guimaras State College	4.61	.52	Very Highly Accept
c. Revised Goals of College of Teacher Education	4.57	.569	Very Highly Accept
d. Revised Program Objectives of BEEd	4.54	.571	Very Highly Accept
e. Revised Program Objectives of BSEd	4.52	.637	Very Highly Accept
<b>Total</b>	<b>4.58</b>	<b>.509</b>	Very Highly Accept

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))

**Sources of Information**

Data in table 6 shows the sources of information on knowing, understanding and accepting the GSC – CTE vision, mission, goals and objectives (VMGO). This revealed that the respondents were informed of the VMGO through the bulletin boards with a frequency of 264 or 84.9% followed by the flyers with 256 or 82.3% then by the student publication with 216 or 69.5%, billboards/tarpaulins with 212 or 68.2%, PTA meetings with 159 or 51.1%, brochure with 110 or 35.4%, newsletters with 80 or 25.7%, posters with 74 or 23.8% and last through forums with 58 or 18.6%. Results showed that majority of the respondents were informed through the bulletin board with 264 or 84.9% and only a few were informed through forums with 58 or 18.6%. This implies that the stakeholders have become more observant of what is posted in bulletin boards.

Table 6

**Sources of Information on Knowing, Understanding and Accepting the GSC – CTE VMGO**

	<b>F</b>	<b>%</b>
a. Bulletin Board	264	84.9
b. Flyers	256	82.3
c. Billboards/Tarpaulin	212	68.2
d. Newsletters	80	25.7
e. Brochure	110	35.4
f. Student Publication	216	69.5
g. PTA Meetings	159	51.1
h. Posters	74	23.8
i. Forum	58	18.6
<b>Total</b>	<b>311</b>	<b>100.0</b>

\* Multiple Responses

## Differences among the Level of Awareness, Understanding, and Acceptance

### A. Differences in the Level of Awareness as to Age, Sex, Civil Status and Course

The difference in the level of awareness of the stakeholders when categorized according to age is given in Table 7.

As to the age, the t-test results revealed no significant difference in the level of awareness of the stakeholders when categorized according to age. The t – ratio of .327 at 309 degrees of freedom, probability value of .744 wherein the level of significance was greater than the probability or alpha level of .05. When the level of significance is greater than the tabular value set at .05, using a 2-tailed test it is interpreted to be not significant. This meant that the stakeholders regardless of age are very much aware of the GSC – CTE VMGO.

Table 7

#### Difference in the Level of Awareness as to Age

Level of Awareness	t	df	Sig. (2-tailed)
Equal variances assumed	.327	309	.744
Equal variances not assumed	.357	246.41	.722

P\* > .05 significant at .05 alpha  
(No significant difference)

The difference in the level of awareness of the stakeholders when categorized according to sex is given in Table 8. The t-test results revealed no significant difference in the level of awareness of the stakeholders when categorized according to sex. The t – ratio of -1.65 at 309 degrees of freedom, probability value of .100 wherein the level of significance was greater than the probability or alpha level of .05. When the level of significance is greater than the tabular value set at .05, using a 2-tailed test it is interpreted to be not significant. This implies that regardless of sex, the stakeholders are very much aware of the GSC – CTE VMGO.

Table 8

#### Difference in the Level of Awareness as to Sex

	t	Df	Sig. (2-tailed)
Equal variances assumed	-1.65	309	.100
Equal variances not assumed	-1.6	56.9	.114

P\* > .05 significant at .05 alpha

(There is no significant difference))

The difference in the level of awareness of the stakeholders when categorized according to civil status is given in Table 9. A significant difference was observed in terms of civil status, F-value was equal to 6.739\* at degrees of freedom equal to 310. The probability value of .001 was less than the set probability equal to 0.05, interpreted as significant. This meant that there was significant difference in the level of awareness of the stakeholders when grouped according to civil status.

Using the Scheffe Multiple Comparisons, result revealed that only the single with a mean of 0.2399\* and the married with a mean of -0.23995\* differ from one another. This means that only those single and married respondents affected the level of awareness.

Table 9

#### Difference in the Level of Awareness as to Civil Status

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.395	2	2.197	6.739*	.001
Within Groups	100.427	308	.326		
Total	104.822	310			

P\* > .05 significant at .05 alpha

The difference in the level of awareness of the stakeholders when categorized according to course is given in Table 10. The t-test results revealed significant difference in the level of awareness of the stakeholders when categorized according to course. The t – ratio of -4.13\* at 292 degrees of freedom, probability value of .000 wherein the level of significance was lesser than the probability or alpha level of .05. When the level of significance is lesser than the tabular value set at .05, using a 2-tailed test it is interpreted to be significant. This means that the BSEd (mean = 4.6204) respondents were very much aware than the BEEd (mean = 4.3497).

Table 10

**Difference in the Level of Awareness as to Course**

<b>Level of Awareness</b>	<b>T</b>	<b>Df</b>	<b>Sig. (2-tailed)</b>
Equal variances assumed	-4.13*	292	.000
Equal variances not assumed	-4.13	288.2	.000

P\* > .05 significant at .05 alpha

(There is a significant difference)

**B. Differences in the Level of Understanding as to Age, Sex, Civil Status and Course**

The difference in the level of understanding of the stakeholders when categorized according to age is given in Table 11. The t-test results revealed significant difference in the level of understanding of the stakeholders when categorized according to age. The t – ratio of -2.66\* at 309 degrees of freedom, probability value of .008 wherein the level of significance was lesser than the probability or alpha level of .05. When the level of significance is lesser than the tabular value set at .05, using a 2-tailed test it is interpreted to be significant.

Using the Scheffe Multiple Comparisons, result revealed that respondents whose ages are above 21 years have greater understanding with a mean of 4.5152 than those whose ages are below 20 years with a mean of 4.3485.

Table 11

**Difference in the Level of Understanding as to Age**

<b>Level of Understanding</b>	<b>T</b>	<b>Df</b>	<b>Sig. (2-tailed)</b>
Equal variances assumed	-2.66*	309	.008
Equal variances not assumed	-2.88	243.5	.004

P\* > .05 significant at .05 alpha

(There is a significant difference)

The difference in the level of understanding of the stakeholders when categorized according to sex is given in Table 12. The t-test results revealed no significant difference in the level of understanding of the stakeholders when categorized according to sex. The t – ratio of -1.90 at 309 degrees of freedom, probability value of .058 wherein the level of significance was greater than the probability or alpha level of .05. When the level of significance is greater than the tabular value set at .05, using a 2-tailed test it is interpreted to be not significant. This may imply that the respondents' understanding of GSC – CTE VMGO is not affected by their sex.

Table 12

**Difference in the Level of Understanding as to Sex**

<b>Level of Understanding</b>	<b>t</b>	<b>Df</b>	<b>Sig. (2-tailed)</b>
Equal variances assumed	-1.90	309	.058
Equal variances not assumed	-1.84	56.9	.070

P\* > .05 significant at .05 alpha

(There is no significant difference)

The difference in the level of understanding of the stakeholders when categorized according to civil status is given in Table 13. No significant difference was observed in terms of civil status, F-value was equal to .088 at degrees of freedom equal to 310. The probability value of .916 was greater than the set probability equal to 0.05, interpreted as no significance. This meant that there was no significant difference in the level of understanding of the stakeholders when grouped according to civil status. This implies that regardless of civil status, the respondents' level of understanding of GSC – CTE VMGO is not affected.

Table 13

**Difference in the Level of Understanding as to Civil Status**

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.048	2	.024	.088	.916
Within Groups	84.831	308	.275		
Total	84.879	310			

P\* > .05 significant at .05 alpha  
(No significant difference)

The difference in the level of understanding of the stakeholders when categorized according to course is given in Table 14. The t-test results revealed significant difference in the level of understanding of the stakeholders when categorized according to course. The t – ratio of -3.16\* at 292 degrees of freedom, probability value of .002 wherein the level of significance was less than the probability or alpha level of .05. When the level of significance is less than the tabular value set at .05, using a 2-tailed test it is interpreted to be significant. This implies that the BSEd respondents with a mean of 4.6204 have a higher level of understanding compared to the BEEd with a mean of 4.5728.

Table 14

**Difference in the Level of Understanding as to Course**

Level of Understanding	T	Df	Sig. (2-tailed)
Equal variances assumed	-3.16*	292	.002
Equal variances not assumed	-3.16	289.3	.002

P\* > .05 significant at .05 alpha  
(There is a significant difference)

**C. Differences in the Level of Acceptance as to Age, Sex, Civil Status and Course**

The difference in the level of acceptance of the stakeholders when categorized according to age is given in Table 15. The t-test results revealed significant difference in the level of acceptance of the stakeholders when categorized according to age. The t – ratio of -2.99\* at 309 degrees of freedom, probability value of .003 wherein the level of significance was less than the probability or alpha level of .05. When the level of significance is less than the tabular value set at .05, using a 2-tailed test it is interpreted to be significant. This indicates that what holds true to the level of understanding is also true to the level of acceptance. The stakeholders whose ages are 21 years and above has higher acceptance with a mean of 4.6352 than those whose ages are below 20 years with a mean of 4.4535.

Table 15

**Difference in the Level of Acceptance as to Age**

Level of Acceptance	T	Df	Sig. (2-tailed)
Equal variances assumed	-2.99*	309	.003
Equal variances not assumed	-3.12	221.3	.002

P\* > .05 significant at .05 alpha  
(There is a significant difference)



The difference in the level of acceptance of the stakeholders when categorized according to sex is given in Table 16. The t-test results revealed no significant difference in the level of acceptance of the stakeholders when categorized according to sex. The t – ratio of -.176 at 309 degrees of freedom, probability value of .860 wherein the level of significance is greater than the probability or alpha level of .05. When the level of significance is greater than the tabular value set at .05, using a 2-tailed test it is interpreted to be not significant. This further indicates that the respondents, either male or female highly accept the GSC – CTE VMGO.

Table 16

**Difference in the Level of Acceptance as to Sex**

Level of Acceptance	T	Df	Sig. (2-tailed)
Equal variances assumed	-.176	309	.860
Equal variances not assumed	-.184	60.07	.855

P\* > .05 significant at .05 alpha  
(There is no significant difference)

The difference in the level of acceptance of the stakeholders when categorized according to civil status is given in Table 17. No significant difference was observed in terms of civil status, F-value was equal to 1.400 at degrees of freedom equal to 310. The probability value of .248 was greater than the set probability equal to 0.05, interpreted as no significance. This meant that there was no significant difference in the level of acceptance of the stakeholders when grouped according to civil status. This simply shows that the stakeholders highly accepted the GSC – CTE VMGO regardless of their civil status.

Table 17

**Difference in the Level of Acceptance as to Civil Status**

Level of Acceptance	T	Df	Sig. (2-tailed)
Equal variances assumed	-.176	309	.860
Equal variances not assumed	-.184	60.07	.855

P\* > .05 significant at .05 alpha  
(No significant difference)

The difference in the level of acceptance of the stakeholders when categorized according to course is given in Table 18. The t-test results revealed significant difference in the level of acceptance of the stakeholders when categorized according to course. The t – ratio of -3.41\* at 292 degrees of freedom, probability value of .001 wherein the level of significance was less than the probability or alpha level of .05. When the level of significance is less than the tabular value set at .05, using a 2-tailed test it is interpreted to be significant. This means that the BSEd respondents have highly accepted the GSC – CTE VMGO with a mean of 4.6952 than the BEEd with a mean of 4.5007.

Table 18

**Difference in the Level of Acceptance as to Course**

Level of Acceptance	T	Df	Sig. (2-tailed)
Equal variances assumed	-3.41*	292	.001
Equal variances not assumed	-3.41	289	.001

P\* > .05 significant at .05 alpha  
(There is a significant difference)

## Difference as to Category of Internal and External

Table 19 shows the difference in the level of awareness of the respondents as to internal category and external category. The data showed the significant differences of .831 and .830 which are above the .05 level of significance. This means that there was no significant difference in the level of awareness of the internal stakeholders and external stakeholders. This indicates that both internal and external stakeholders are very much aware of the GSC – CTE VMGO.

Table 19

### Difference in the Level of Awareness as to Internal Category and External Category

Level of Awareness	T	df	Sig. (2-tailed)
Equal variances assumed	.213	309	.831
Equal variances not assumed	.215	298.51	.83

\*.05 Level of Significance  
(There is no significant difference)

Data in table 20 reveals the difference in the level of understanding of the stakeholders when grouped into internal and external category. It showed significant differences of .002 which does not exceed the .05 level of significance. Therefore, it is interpreted that there was a significant difference in the level of understanding of the stakeholders when categorized according to internal category and external category. This implies that the external stakeholders had higher level of understanding compared to internal stakeholders due to the fact that there were more respondents in the external than the internal category.

Table 20

### Difference in the Level of Understanding as to Internal Category and External Category

Level of Awareness	T	df	Sig. (2-tailed)
Equal variances assumed	-3.17*	309	.002
Equal variances not assumed	-3.18	308.0	.002

\*.05 Level of Significance  
(There is a significant difference)

Table 21 reveals the difference in the level of acceptance of the stakeholders when classified according to internal category and external category. Data showed significant differences of .000 lower than the .05 level of significance. This means that there was a significant difference in the level of acceptance of the stakeholders when they were categorized internally and externally. This shows that the external stakeholders have higher level of acceptance compared to internal stakeholders for their greater in size.

Table 21

### Difference in the Level of Acceptance as to Internal Category and External Category

Level of Awareness	T	df	Sig. (2-tailed)
Equal variances assumed	-3.54*	309	.000
Equal variances not assumed	-3.54	305.6	.000

\*.05 Level of Significance  
(There is a significant difference)

## Relationship among the Level of Awareness, Understanding and Acceptance

Table 22 shows the relationship among the level of awareness, level of understanding, and level of acceptance of the stakeholders. Data in each level revealed a significant relationship of .000 among other variables. This is lower than the .01 significance of correlation. This means that there was a strong and positive relationship among the level of awareness, understanding, and acceptance of the respondents. This further means that once the stakeholders were aware and fully understood the GSC – CTE VMGO, they're most likely open to accept it.

Table 22

Relationship among the Level of Awareness, Understanding and Acceptance Correlations

		<b>Awareness</b>	<b>Understanding</b>	<b>Acceptance</b>
Awareness	Pearson Correlation	1s	.688**	.667**
	Sig. (2-tailed)		<b>.000</b>	<b>.000</b>
	N	311	311	311
Understanding	Pearson Correlation	.688**	1	.627**
	Sig. (2-tailed)	<b>.000</b>		<b>.000</b>
	N	311	311	311
Acceptance	Pearson Correlation	.667**	.627**	1
	Sig. (2-tailed)	<b>.000</b>	<b>.000</b>	
	N	311	311	311

\*\* . Correlation is significant at the 0.01 level (2-tailed).

There is a positive and strong relationship among variables.

## SUMMARY, CONCLUSIONS AND RECOMMENDATION

### Summary of the findings

The significant findings were as follows:

#### 1. Profile and Category of the Respondents

##### 1.1 Profile of the Respondents

- Out of 311 respondents, 210 or 67.5% were 21 years old and above and 101 or 32.5% were 20 years old and below. The result means that majority of the respondents were 21 years old and above.
- As to sex, 267 or 85.9% were female and 44 or 14.1% were male. This means that majority of the respondents were female.
- As to civil status, 163 or 52.4% were single, 140 or 45.0% were married and 8 or 2.6% were widow. This means that majority of the respondents were single and only few were widow.
- As to course, the same quantity of 147 or 47.3% belonged to BEEd and BSEd. 17 or 5.5% did not indicate their course. This means that there is an equal number size for both BEEd and BSEd.

##### 1.2 Category of the Respondents

160 or 51.4% of the respondents belonged to the external category (108 or 34.7% parent, 48 or 15.4% alumni, 4 or 1.3% cooperating agency) and 151 or 48.6% belongs to internal category (108 or 34.7% student, 23 or 7.4% faculty, 20 or 6.4% staff). This shows that most of the respondents were externally categorized respondents.

#### 2. Level of Awareness, Understanding, and Acceptance of the GSC – CTE VMGO

Most of the respondents were very much aware and they very fully understand and very highly accept the Guimaras State College – College of Teacher Education Vision, Mission, Goals and Program Objectives.

### **3. Sources of Information**

The sources of information of the Guimaras State College – College of Teacher Education Vision, Mission, Goals and Program Objectives were the bulletin boards which ranked first, followed by the flyers, student publication, billboards/tarpaulins, PTA Meetings, brochures, newsletters, posters, and forums.

### **4. Difference among the Level of Awareness, Understanding, and Acceptance**

- a. Difference as to age, there was no significant difference in the level of awareness of the stakeholders yet there is a high significant difference in the level of understanding and acceptance.
- b. Difference as to sex, there was no significant difference in all the levels for awareness, understanding, and acceptance.
- c. Difference as to civil status\*, there was a significant difference in the level of awareness and only the single and married differ from each other. There is no significant difference in both the level of understanding and level of acceptance.
- d. Difference as to course\*, there was a significant difference in all the levels (awareness, understanding, and acceptance).

### **5. Difference as to Category of Internal and External**

There is no significant difference in the level of awareness yet there is a significant difference in the level of understanding and level of acceptance when categorized internally and externally. This implies that whether the stakeholders belong to internal or external category, they are very much aware of the VMGO. However, the significant difference in the level of understanding and acceptance indicates that the external stakeholders have fully understood and highly accepted the VMGO compared to the internal stakeholders.

### **6. Relationship among the Stakeholders' Level of Awareness, Understanding and Acceptance of GSC – CTE VMGO**

The relationship among the stakeholders' Level of Awareness, Level of Understanding, and Level of Acceptance of the Guimaras State College – College of Teacher Education Vision, Mission, Goals and Program Objectives was highly significant since it had high correlation. This implies a positive and strong relationship among the variables. This may further show that during the information dissemination the clients have to be aware first, then understand and accept the new idea presented.

### **Conclusions:**

- 1. Most of the respondents were 21 years old and above, female, single and were BEEd and BSEd courser. Majority of them belonged to external category of stakeholders: the parents, alumni, and cooperating agency.
- 2. Most of the respondents were very much aware and they very fully understood and very highly accepted the Guimaras State College – College of Teacher Education Vision, Mission, Goals and Objectives.
- 3. The information for the Vision, Mission, Goals and Program Objectives of the Guimaras State College – College of Teacher Education was mostly found in the bulletin boards and only a few were from forums.
- 4. In the level of awareness, there was a high significant difference when it was categorized according to civil status and course yet there was no significant difference when it was categorized according to age and sex. For both the level of understanding and level of acceptance, there were significant differences when they were categorized according to age and course but no significant difference existed when categorized according to sex and civil status.

5. The difference in the level of awareness, understanding, and acceptance as to category of internal and external stakeholders showed no significant difference in the level of awareness but revealed a very high significant difference in both the level of understanding and level of acceptance.
6. The relationship among the Level of Awareness, Level of Understanding, and Level of Acceptance of the Guimaras State College – College of Teacher Education Vision, Mission, Goals and Program Objectives was highly significant since it had high correlation. This implies a positive and strong relationship among the variables.

## Recommendations

Based on the results of the study, the researchers made the following recommendations:

1. Increase the number of forum to be conducted, if possible once every semester.
2. Enhance the level of understanding through utilization of different strategies and techniques in the classroom.
3. Increase the number of billboards/tarpaulins, brochures and newsletter in order to reach as many clientele for them to be aware, to understand and accept the VMGO.
4. Students' participation in the dissemination of VMGO should be encouraged or intensified.
5. The College of Teacher Education should work continuously for the awareness, understanding, and acceptance of its vision, mission, goals, and objectives.

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