

Strengthening Institutional Sustainability and Stakeholder Alignment: An Assessment of Perceptions and Support for Initao College, Misamis Oriental

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Abstract: *This study investigates the perceptions and socio-political support of external stakeholders toward Initao College, a locally funded college in Misamis Oriental, Philippines. Utilizing purposive sampling, 80 respondents from four stakeholder groups—students, alumni, parents, and residents—were selected to participate in the research. The data was collected using the Institutional Sustainability Survey, which assesses the effectiveness of the institution’s programs and services across five key result areas outlined by the Commission on Higher Education (CHED). These areas include Governance and Management, Quality of Teaching and Learning, Professional Exposure and Research, Support for Students, and Community Relations. The results highlight the need for improvements in stakeholder awareness of the college’s Vision, Mission, Goals, and Objectives (VMGO). Recommendations include enhancing communication strategies, aligning perceptions through workshops, increasing the visibility of VMGO, fostering greater stakeholder involvement, and strengthening community engagement. Additionally, the study recommends establishing a system for regular feedback to guide the institution’s continuous improvement efforts. The findings suggest that more comprehensive strategies for engagement and communication are essential for Initao College’s institutional sustainability and stakeholder alignment.*

Keywords: strengthening institutional sustainability, stakeholder alignment, Initao college, Misamis oriental

INTRODUCTION

Socio-political support can be considered the lifeblood of local colleges in the Philippines as it is one of their primary sources for survival, development, and growth. Without commitment and financial backing from local government units (LGUs) and community stakeholders, these institutions may struggle to sustain their operations. Local colleges often rely on government subsidies, donations, and community support to provide affordable education to students, making socio-political relationships critical for their institutional sustainability.

In the Philippines, higher education has traditionally been dominated by private institutions—around 88% of universities and colleges are privately owned. However, the number of public Higher Education Institutions (HEIs), including state universities and colleges (SUCs), local universities and

colleges (LUCs), and other government schools, has been increasing. The number of LUCs, for instance, grew from 98 in 2014 to 102 in 2016, reflecting a trend that began in 1992 when the devolution of local services gave LGUs more financial autonomy to establish and expand HEIs using their own revenue (OPRKM-KMD, 2016).

Despite the increase in LUCs, these institutions face a variety of challenges, particularly their heavy dependence on government subsidies. In many cities, LGU subsidies can account for as much as 93% of total revenue, while tuition fees contribute only 26%. Additionally, donations and grants are often sporadic or absent, further complicating their financial situation. Although the educational qualifications of the labor force have improved, the unemployment rate among those with tertiary education continues to rise. The percentage of individuals with some college education increased from 30.51% in 1990 to 38.91% in 2005, a proportion much higher than that of other Asian countries (Conference on Governance and Financing of Higher Education, 2020).

A 2011 Senate hearing brought to light significant gaps in the regulation and oversight of LUCs. The Commission on Higher Education (CHED) reported that only a few programs offered by LCUs had obtained the necessary permits from the national government. Out of 450-degree programs offered by the country's 93 LCUs, only about 42 had the required operational permits (Gain, 2011). This finding highlighted the need for stronger regulation and oversight of these institutions.

To address these issues, several recommendations have been made regarding resource mobilization, such as leveraging legislative funding, mobilizing grants from government agencies, reducing operating costs, and generating support from alumni. Additionally, increasing tuition fees, where feasible, has been suggested, alongside the need for political will and creativity in resource management (De Vera III, 2012).

Recognizing the need for a more structured approach to institutional sustainability, CHED introduced the Institutional Sustainability Assessment (ISA) framework in 2012. This framework assesses the capacity of HEIs to survive and thrive based on a culture of quality, using five key result areas (KRA). These KRAs include governance, teaching and learning, research, community engagement, and resource management (CHED ISA, 2012).

Although there is a body of literature on sustainability in higher education from fields like environmental studies (Shriberg, 2002), leadership (McNamara, 2008), and engineering (Henson et al., 2007), none have utilized CHED's ISA framework or classified it according to Parsons' AGIL scheme to address the sociological dimensions of sustainability in LUCs. By applying these theoretical frameworks, this study seeks to fill this gap and offer insights into the sociological implications of sustaining locally funded colleges and universities.

Through this study, the researcher aims to identify institutional gaps, propose useful interventions, and recommend sustainable governance practices that local government officials and LUC management can adopt. This will enable LUCs to consistently achieve their vision, mission, and goals (VMGO), ensuring long-term sustainability and quality education.

Statement of the Problem

The socio-political support and institutional sustainability of locally funded colleges in the province of Misamis Oriental play a crucial role in ensuring their viability and growth. According to a recent report by the Commission on Higher Education (CHED), the licensure examination performance of Local Colleges and Universities (LCUs) improved from 35.31% in SY 2011 to 41.44% in SY 2015, surpassing that of State Universities and Colleges (SUCs), private institutions, and other government-owned institutions. This improvement underscores the potential of LCUs to deliver quality education despite limited resources (CHED, 2020).

However, challenges persist in terms of faculty qualifications and enrollment. As of Academic Year (AY) 2015/16, only 1.83% of LCU faculty held a Master of Arts (MA) or Master of Science (MS) degree, compared to 25.43% in private institutions. Additionally, only 0.50% of LCU faculty had a Doctor of Philosophy (PhD), compared to 7.24% in private institutions (CHED, 2020). These discrepancies highlight the need for greater investment in faculty development in LCUs to enhance their academic reputation and institutional sustainability.

Furthermore, LCUs in Region X, which includes Misamis Oriental, had significantly lower freshman enrollment numbers in AY 2015/16, with only 3,925 students compared to 44,051 in private institutions (CHED, 2020). This disparity in enrollment raises concerns about the long-term sustainability of LCUs, especially in a region where private institutions dominate higher education.

Despite these statistics, there has been little research conducted to examine the impact of these factors on the socio-political support and institutional sustainability of locally funded colleges in Misamis Oriental. This gap in the literature calls for an investigation into how socio-political dynamics influence the sustainability of LCUs, particularly in terms of faculty development, student enrollment, and community engagement.

This study addresses this gap by exploring the socio-political factors that affect the institutional sustainability of LCUs in Misamis Oriental. Through this research, insights can be generated to guide local government units (LGUs) and educational stakeholders in developing strategies that will strengthen the sustainability and quality of education provided by LCUs.

Objectives of the Study

This study seeks to explore the perceived socio-political support of a locally funded college in relation to its potential for institutional sustainability. Specifically, the study aims to:

1. Assess the level of socio-political support of a locally funded college in terms of 1.1. The extent of knowledge and understanding of its Vision, Mission, Goals, and Objectives (VMGO); 1.2. The extent of support for its VMGO; 1.3. Significant differences in the extent of support among different categories of respondents.
2. Evaluate the potential for sustainability of a locally funded college in the following areas: 2.1. Governance and management (including the management of natural resources); 2.2. Quality of teaching and learning (competency, programs, faculty); 2.3. Quality of professional exposure, research, and creative work (including linkages); 2.4. Support for students (learning resources

and support structures); 2.5. Relations with the community (extra-curricular linkages, service learning, outreach).

3. Investigate the significant association between the extent of socio-political support and the potential for institutional sustainability of the locally funded college.
4. Identify problems perceived to have affected the operation of the locally funded college and gather recommendations to address these issues.
5. Propose recommendations to mitigate sustainability challenges and enhance the institutional sustainability of the locally funded college.

Hypotheses

Null Hypotheses

Ho1: There are no significant differences in the extent of socio-political support of the college among different categories of respondents.

Ho2: There are no significant differences in the extent of institutional sustainability among different categories of respondents.

Ho3: The extent of socio-political support of the locally funded college is not significantly associated with its potential for institutional sustainability.

Alternative Hypotheses

Ha1: There are significant differences in the extent of socio-political support of the locally funded college among different categories of respondents.

Ha2: There are significant differences in the levels of the locally funded college's potential for institutional sustainability among different categories of respondents.

Ha3: The extent of socio-political support of the locally funded college is significantly associated with its potential for institutional sustainability.

Significance of the Study

The findings of this study are expected to significantly contribute to the ongoing scientific dialogue regarding institutional resource utilization, related challenges, and potential solutions through policy and practical action. This research emphasizes the relevance of the theory of institutional sustainability, highlighting how socio-political support is critical to ensuring the survival, development, and sustainability of locally funded colleges in the face of potential adverse changes. By employing Talcott Parsons' AGIL scheme as a framework, this study provides a comprehensive understanding of how socio-political support can align with institutional requisites to foster sustainability. Additionally, the Commission on Higher Education's (CHED) Institutional Sustainability Assessment (ISA) tool is utilized to assess the institutional sustainability of local colleges in the Philippines.

This quantitative study, using a survey questionnaire, presents concrete, context-based evidence that institutional sustainability issues are becoming more prominent in local municipalities across the Philippines. These municipalities, where local constituents are directly impacted by the sustainability challenges, urgently need solutions. The research provides critical insights for stakeholders and policymakers on addressing sustainability issues in locally funded institutions, particularly in the education sector.

Furthermore, the study seeks to raise awareness about the critical role of stakeholder interactions in the sustainability of local colleges. As emphasized by Parsons' Theory of Social Systems, sustainability relies not on individual actions but on the collective role interactions among stakeholders. These interactions help create a foundation for a shared reality and sustainable development. This study invites readers and stakeholders to reflect on the socio-political support they have provided and to consider how much more is needed to achieve long-term institutional sustainability. It underscores the importance of collaborative efforts between political, social, and economic institutions and local communities in addressing sustainability challenges.

Scope and Limitations of the Study

This study aims to assess the perceptions of various stakeholders—students, alumni, parents, and residents—regarding the institutional sustainability of a locally funded college, using the Commission on Higher Education's (CHED) *Institutional Sustainability Assessment (ISA)* framework. The study includes eighty (80) respondents, who were selected through a sampling technique to represent the local community in which the college operates.

The data for this study were collected through a survey questionnaire designed to gauge the respondents' views on the college's potential for sustainability. The ISA framework serves as the basis for analyzing the gathered data, focusing on key areas such as governance, teaching quality, professional exposure, and community relations.

However, the study acknowledges certain limitations. First, since it exclusively uses the ISA framework as its reference, the findings are inherently guided by the principles and structure of that framework, which may not capture other sustainability measures or challenges specific to the local context. Additionally, the study's respondents are limited to a specific group of stakeholders (students, alumni, parents, and residents), potentially excluding perspectives from other key figures such as faculty, administrators, and external partners. The study also focuses on one college, which may limit the generalizability of the findings to other locally funded institutions.

Theoretical Framework

This study is grounded in Talcott Parsons' Social Systems Theory at the macro level, supplemented by the *Commission on Higher Education's (CHED) Institutional Sustainability Assessment (ISA)* framework. Together, these frameworks guide the analysis of the socio-political support and institutional sustainability of a locally funded college.

a) Parsons' Social Systems Theory

Talcott Parsons' Social Systems Theory asserts that a social system consists of a plurality of individual actors who interact within a structured environment. This interaction is mediated by a shared cultural system of symbols and is driven by a tendency toward optimizing gratification (Parsons, 1951). At the core of this theory are the four functional imperatives necessary for any social system to maintain stability and survive over time: Adaptation, Goal Attainment, Integration, and Latency, commonly known as the AGIL scheme.

1. **Adaptation** involves the system's ability to secure sufficient resources from the environment and distribute them efficiently throughout the system. This function ensures that the system has the material and human resources it needs to function effectively.
2. **Goal Attainment** refers to the capacity of the political and administrative institutions within the system to set and achieve goals, prioritize them, and mobilize resources to realize these goals. This function is critical in directing the energy and focus of the system toward its objectives.
3. **Integration** addresses the need to regulate relationships among the system's actors, ensuring coordination and harmony between the different subsystems. This function maintains the cohesion necessary for the system to function effectively as a whole.
4. **Latency** (Pattern Maintenance) refers to the system's ability to preserve and transmit the underlying values, norms, and culture that support its operations. This function ensures that the system's values are upheld and passed on to future generations, thus maintaining long-term stability.

Parsons' AGIL scheme is essential in understanding the dynamics of socio-political support within an educational institution, as the institution's stability and sustainability are directly linked to how well it can address these four functional needs (Ritzer, 2021).

b) CHED Institutional Sustainability Assessment (ISA)

The Institutional Sustainability Assessment (ISA) framework by CHED evaluates the institutional sustainability of higher education institutions (HEIs) in the Philippines. This framework assesses the institution's capacity to survive, thrive, and meet its Vision, Mission, and Goals (VMGO) while cultivating a culture of quality education and services (CHED, 2020).

The ISA framework focuses on five Key Result Areas (KRAs):

1. **Governance and Management** - the effectiveness of institutional leadership and resource management.
2. **Quality of Teaching and Learning** - the adequacy of programs, faculty qualifications, and pedagogical approaches.

3. **Professional Exposure, Research, and Creative Work** - the institution's commitment to research and community engagement.
4. **Student Support** - the availability and quality of learning resources, student services, and support structures.
5. **Relations with the Community** - the institution's partnerships, outreach programs, and impact on the local community.

By using this comprehensive assessment tool, institutions can evaluate their performance across these areas, allowing them to develop strategies to ensure long-term sustainability (CHED, 2020).

Integration of the Frameworks

In this study, the AGIL scheme is used to conceptualize how socio-political support functions as an integral part of the institution's survival and sustainability. The four functional needs of Parsons' Social Systems Theory (AGIL) correspond to the key result areas of the CHED ISA framework, providing a holistic approach to understanding the role of stakeholders in ensuring the institutional sustainability of a locally funded college.

Conceptual Framework

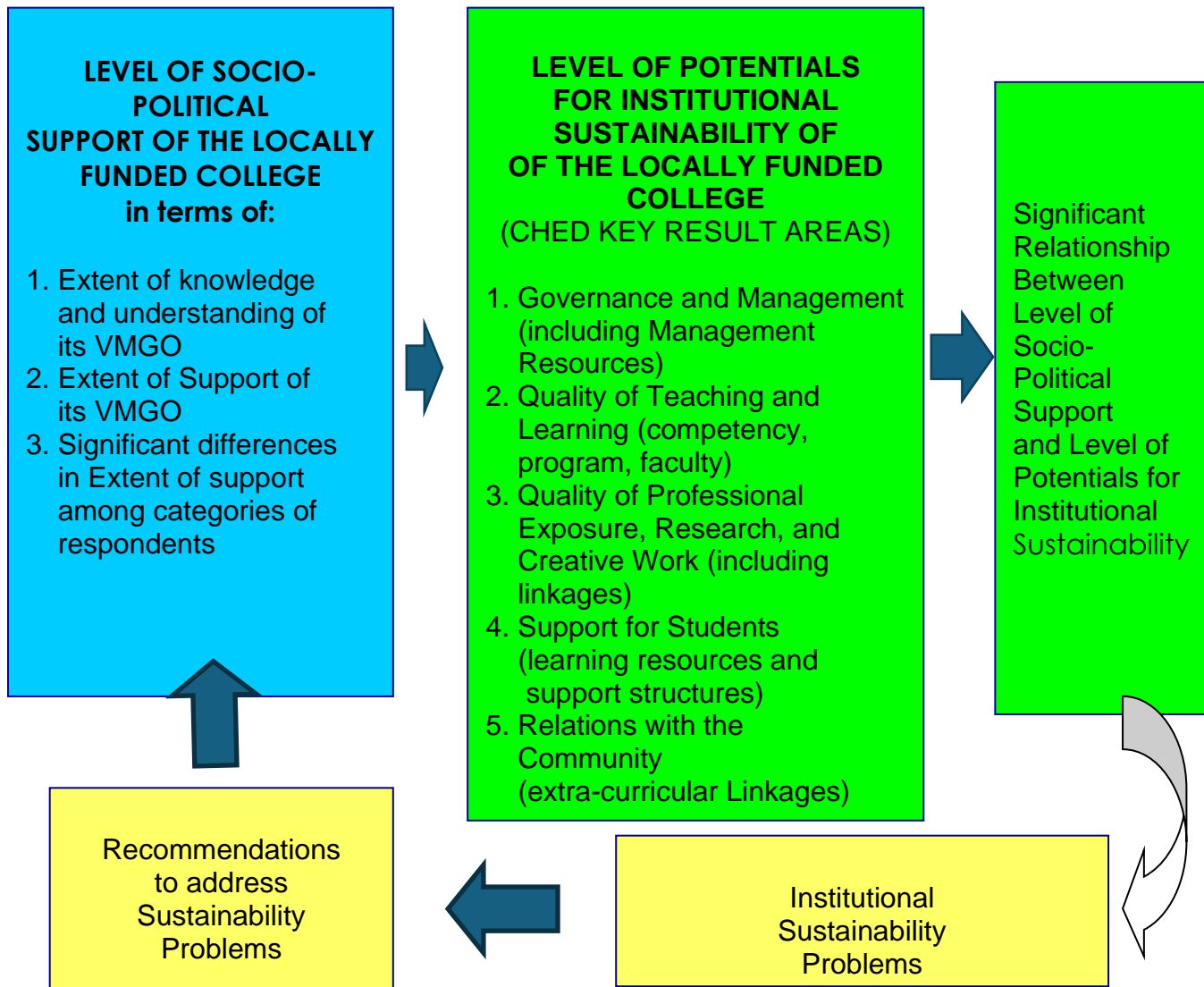
This study investigates the perceived socio-political support of a locally funded college and its relationship to institutional sustainability. The framework draws from two key theories: Talcott Parsons' Social Systems Theory and the *Commission on Higher Education's* (CHED) *Institutional Sustainability Assessment* (ISA) framework. Together, these frameworks provide insight into how socio-political support influences the sustainability of the college, helping to address institutional challenges.

Parsons' Social Systems Theory offers a macro-level lens through which to examine the various functional requirements—Adaptation, Goal Attainment, Integration, and Latency (AGIL)—that are necessary for a social system's stability and long-term survival (Ritzer, 2021). These functional needs are mirrored in the CHED ISA framework, which evaluates the governance, teaching quality, professional exposure, student support, and community relations within an institution (CHED, 2020).

Conceptual Model

The conceptual model (Figure 1) represents the relationship between socio-political support and the college's potential for institutional sustainability. In this model, socio-political support includes community stakeholders' understanding and alignment with the institution's Vision, Mission, and Goals (VMGO). This support is linked to the institution's performance in key areas, such as governance, quality of teaching, research, and community engagement—dimensions assessed through the ISA framework.

By analyzing these relationships, the study aims to identify how socio-political support can address sustainability challenges, ensuring the long-term viability of the institution.



Operational Definition of the Variables/Terms

The following are the operational definitions of the key variables used in this study:

a) *Level of Potentials for Institutional Sustainability* – This refers to the institution's capacity to maintain its operations and sustain its quality of services and graduates over time. As defined by CHED in Memo No. 46, series of 2012, institutional sustainability reflects the Higher Education Institution's

(HEI's) ability not only to survive but also to achieve its Vision, Mission, and Goals (VMG), while upholding a culture of quality.

- **Operationally**, this is measured in terms of five Key Result Areas (KRAs) identified by CHED (2020):
 1. **Governance and Management** (including management of resources);
 2. **Quality of Teaching and Learning** (competency, programs, faculty);
 3. **Quality of Professional Exposure, Research, and Creative Work** (including linkages);
 4. **Support for Students** (learning resources and support structures);
 5. **Relations with the Community** (extra-curricular linkages, service-learning outreach).

b) *Level of Socio-Political Support* – Refers to the extent to which stakeholders, including students, alumni, faculty, and local government units, advocate for, commit to, and assist in achieving the institution's VMGO. This support can help counteract tendencies for the institution to weaken or disconnect from its mission.

- In alignment with **Parsons' Social Systems Theory** (Ritzer, 2021), socio-political support enables the institution to perform four basic functions: **Adaptation, Goal Attainment, Integration, and Latency**. These functions ensure stability and resilience in the face of disruptions.
- This variable is measured on a six-point scale, assessing:
 1. **Extent of Knowledge and Understanding of the VMGO**;
 2. **Extent of Support for the VMGO** across various programs; and
 3. **Significant Differences in the Support** across different categories of stakeholders.

c) *Significant Relationship between Levels of Socio-Political Support and Potentials for Sustainability* – Refers to the statistical correlation between the degree of socio-political support provided by stakeholders and the institutional sustainability of the college. The relationship is tested at a significance level of $p \leq 0.05$ to determine if socio-political support significantly impacts the college's sustainability (Cohen, 2020).

d) *Institutional Sustainability Problem of the College* – These are challenges or issues that threaten the college's ability to sustain its operations, maintain the quality of its services, or grow in line with its VMGO. Institutional sustainability problems may include financial constraints, faculty qualifications, or infrastructure issues (CHED, 2021).

e) *Recommendations to Address Institutional Sustainability Problems* – These are strategies or actions proposed by stakeholders to minimize or eliminate the challenges that affect the college's sustainability. The recommendations focus on enhancing the college's governance, resource allocation, faculty development, and community engagement (CHED, 2022).

REVIEW OF RELATED LITERATURE

Public higher education institutions, such as Local Colleges and Universities (LCUs), play a unique role in the education sector in the Philippines. These institutions often operate as schools during the daytime and as community hubs later in the day, reflecting their close ties to local communities. Historically, these types of institutions were developed within the infrastructure of the old Department of Education, Culture, and Sports (DECS), but LCUs are a more recent innovation designed to meet the evolving needs of local communities (Carolina, 2005; CHED, 2021).

In the Philippines, there is a growing recognition of the need to validate and recognize various institutional models. There is a call for flexibility in defining quality, particularly when it comes to adapting standards to different educational settings. According to Ruiz (2012), rigid standards or an over-reliance on quantitative indicators can obscure the substantive and critical issues in education. To ensure that LCUs effectively meet the needs of their communities, a more adaptive approach is required, one that allows for variation in institutional design and operational strategy (CHED, 2022).

Locally Funded Colleges in Foreign Settings

Internationally, some locally funded institutions have achieved significant progress in sustainability and community engagement. For instance, **Liverpool John Moores University (JMU)** in the United Kingdom has made considerable strides in sustainable operations. Over the past decade, JMU has integrated sustainability across its 45 buildings and three main campuses. With over 20,000 students and a staff of nearly 3,000, JMU exemplifies how an urban-based institution can foster an environment that supports academic excellence alongside environmental responsibility (Kaur, 2020).

Similarly, **Santa Clara University (SCU)** in California, a Jesuit-founded institution, has shown remarkable dedication to greening its academic programs. SCU's **Environmental Studies Program**, established in 1992, reflects its commitment to sustainability education. SCU conducted a Campus Environmental Assessment in 1995, which triggered widespread debate and action on environmental issues across the campus, further demonstrating how educational institutions can balance their academic mission with their environmental responsibilities (Rosal, 2021).

Locally Funded Colleges in Philippine Settings

In the Philippines, the development of LCUs has followed a trajectory of increasing importance and expansion. **Pamantasan ng Lungsod ng Maynila (PLM)**, established in 1965, was the first institution of higher education in the country to be fully subsidized by a local government unit. The establishment of PLM under **Republic Act 4196** demonstrated the potential for local government units to take on a more active role in providing higher education to underserved communities (CHED, 2020).

For more than two decades, PLM was the only local university in the country. However, the passage of **Republic Act 7160 (Local Government Code of 1991)** and **Republic Act 7796 (Technical Education and Skills Development Act of 1994)** spurred the creation of other LCUs. These laws enabled local governments to establish educational institutions tailored to the needs of their

communities, thereby increasing access to education for students from economically disadvantaged backgrounds (Carolina, 2021).

Notable examples include **Pamantasan ng Lungsod ng Pasig**, **University of Makati**, and other LCUs, which provide accessible education with minimal or no tuition fees. These institutions have been instrumental in enabling students from low-income families to earn degrees and secure employment, effectively serving as a pathway out of poverty for many individuals (Miguel, 2021).

The importance of LCUs in Philippine higher education cannot be overstated. These institutions not only provide accessible education but also play a crucial role in community development by addressing the socio-economic needs of local populations (CHED, 2022). However, their sustainability and ability to maintain quality remain a pressing concern, particularly as they strive to meet the challenges posed by limited resources, faculty development, and changing policy environments.

RESEARCH METHODOLOGY

This section details the research design, research setting, sampling procedure, data-gathering instrument, data-gathering procedure, scoring procedure, and statistical treatment of the data.

Research Design

This study adopts a **survey research design**. A survey design allows for the collection of data by asking questions to a sample of individuals, aiming to gain insights into their characteristics, opinions, attitudes, or experiences. This method is ideal for understanding a large population based on the data gathered from a smaller, representative sample (Creswell & Creswell, 2020). The survey methodology is instrumental in drawing inferences about the broader population by analyzing and summarizing responses through percentages, frequency counts, or other statistical measures.

In line with Polit and Beck's (2021) perspective, survey research involves posing structured questions to participants, then analyzing and interpreting their responses to make meaningful conclusions about the population being studied.

Research Site

The research had taken place in Initao College, a locally funded college in the province of Misamis Oriental, Philippines. During the second semester of academic year 2016-2017, the college had a student population of 465 and offered three-degree programs: Bachelor of Science in Business Administration (BSBA), Bachelor of Elementary Education (BEED), and Bachelor of Science in Hotel and Restaurant Management (BSHRM). The college had 27 faculty members, one of whom held a Ph.D., while three were pursuing their doctoral degrees. Additionally, six faculty members had completed their master's degrees, with ten still completing theirs, and seven faculty members held bachelor's degrees. From 2010 to 2016, the institution produced nearly 70 passers in the Professional Regulation Commission (PRC) Licensure Examination for Teachers. These data reflect the

institution's growing commitment to enhancing academic quality and professional development (CHED, 2021).

Research Respondents and Sampling Method

The study's respondents include **80 individuals** drawn from four groups: students, alumni, parents, and residents. Table 1 outlines the distribution of respondents. The sampling method utilize a purposive sampling technique, wherein 20 individuals will be selected from each group to serve as the primary sources of data. This method ensures representation across different stakeholder categories (Bryman, 2021).

Table 1: Summary of Sampling Distribution

Respondents	Sample Size
Student	20
Alumni	20
Parent	20
Residents	20
Total	80

The **Institutional Sustainability Survey** serves as the primary tool for data collection. It will evaluate the effectiveness of the institution's programs and services based on the following key result areas as outlined in CHED Memorandum No. 46, Series of 2012 (CHED, 2020):

1. **Governance and Management** (including resource management)
2. **Quality of Teaching and Learning** (competency, programs, faculty qualifications)
3. **Quality of Professional Exposure, Research, and Creative Work** (including institutional linkages)
4. **Support for Students** (learning resources and support structures)
5. **Relations with the Community** (extra-curricular linkages and community outreach)

Research Ethics

The researcher has thoroughly informed the participants about the research's purpose and assured them that their responses will remain confidential. The data collected will solely be used for this study and will not be used against them or for any other purposes.

Data Gathering Method

To collect the primary data necessary for this study, the researcher had distributed questionnaires to students, alumni, parents, and residents of the locally funded college under investigation. These

questionnaires serve as evaluation tools to assess perceptions of the socio-political support from the institution's external stakeholders and the college's potential for achieving institutional sustainability.

The survey questionnaires were distributed in February 2017. Prior to distributing the questionnaires, the researcher had introduced himself, ensure that participants understand their participation is voluntary, and emphasize the confidentiality of their responses. To acknowledge the time and effort of the respondents, incentives such as food and drinks had provided.

Data Management and Analysis

Responses will be analyzed using a Likert scale with the following descriptive ratings and weights:

Table 1: Scale, Descriptive Rating, and Weight Used for Data Collection and Analysis

Scale	Descriptive Rating	Weight
4.99 - 5.00	Excellent/Very Much	5
3.99 - 4.00	Very Good/Much	4
2.99 - 3.00	Average/Moderate	3
1.99 - 2.00	Low/Little	2
0.99 - 1.00	Very Low/Very Little	1
0 - 0.99	Don't Know/Not Sure	0

The data was statistically examined with a **margin of error** (confidence interval) set at 4% and a **confidence level** of 90%. This approach ensures reliable and accurate results while providing a clear understanding of the socio-political support and sustainability potential of the institution.

PRESENTATION, INTERPRETATION, AND ANALYSIS OF DATA

This section presents the findings of the study regarding the socio-political support of the external stakeholders of a locally funded college. It explores the stakeholders' awareness and support of the college's Vision, Mission, Goals, and Objectives (VMGO) and identifies significant differences in support among different respondent categories.

Level of Socio-Political Support

The following tables summarize the responses to questions concerning stakeholders' awareness, alignment, and support of the college's VMGO:

Table 4.1: Level of Socio-Political Support of a Locally Funded College Among Its Stakeholders**Question #1**

"I am aware that the College has a set of Vision, Mission, Goals, and Objectives that strategically guide its direction and operations."

Descriptive Rating	Frequency	Valid Percent
Low	17	20.5
Average	29	34.9
Very Good	21	25.3
Excellent	10	12.0
Total	80	100.0

Question #2

"Alignment of College vision, mission, goals, and objectives."

Descriptive Rating	Frequency	Percent
Low	15	18.8
Average	37	46.2
Very Good	22	27.5
Excellent	6	7.5
Total	80	100.0

Question #3

"The key concepts in the College vision include self-motivated skilled graduates and quality instruction."

Descriptive Rating	Frequency	Percent
Low	19	23.8
Average	37	46.2
Very Good	15	18.8
Excellent	9	11.2
Total	80	100.0

Question #4

"The College vision is stated in such a way that it presents a condition that constituents are already in line with."

Descriptive Rating	Frequency	Percent
Low	10	12.5
Average	31	38.8
Very Good	33	41.2
Excellent	6	7.5
Total	80	100.0

Question #5

"I understand the strategic direction to which the College is going."

Descriptive Rating	Frequency	Percent
Don't Know	1	1.2
Low	14	17.5
Average	34	42.5
Very Good	24	30.0
Excellent	7	8.8
Total	80	100.0

Question #6

"The Vision, Mission, Goals, and Objectives of the College are posted in conspicuous areas of the campus."

Descriptive Rating	Frequency	Percent
Very Low	1	1.2
Low	16	20.0
Average	33	41.2
Very Good	26	32.5
Excellent	4	5.0
Total	80	100.0

Question #7

"I uphold the vision, mission, goals, and objectives of the College."

Descriptive Rating	Frequency	Percent
Low	17	21.2
Average	29	36.2
Very Good	27	33.8
Excellent	7	8.8
Total	80	100.0

Question #8

"Whenever necessary, I contribute material or non-material resources towards the successful implementation of the College's programs."

Descriptive Rating	Frequency	Percent
Low	13	16.2
Average	36	45.0
Very Good	23	28.8
Excellent	8	10.0
Total	80	100.0

Question #9

"I support the College's pursuit for survival and growth by providing non-material support to its programs."

Descriptive Rating	Frequency	Percent
Very Low	5	6.2
Low	16	20.0
Average	31	38.8
Very Good	18	22.5
Excellent	10	12.5
Total	80	100.0

Question #10

"I convince other people in my community to have their children pursue their college studies in the locally funded College."

Descriptive Rating	Frequency	Percent
Very Low	5	6.2
Low	18	22.5
Average	24	30.0
Very Good	28	35.0
Excellent	5	6.2
Total	80	100.0

Question #11

"I have been attending meetings and discussions of programs implemented in the College."

Descriptive Rating	Frequency	Percent
Very Low	5	6.2
Low	18	22.5
Average	24	30.0
Very Good	28	35.0
Excellent	5	6.2
Total	80	100.0

Question #12

"I have been coordinating with other stakeholders as to how I can work together with them for the fulfillment of the College's VMGO."

Descriptive Rating	Frequency	Percent
Very Low	5	6.2
Low	18	22.5
Average	24	30.0
Very Good	28	35.0
Excellent	5	6.2
Total	80	100.0

Interpretation and Analysis

The survey results indicate varied levels of awareness and support among the stakeholders regarding the college's VMGO. The majority of respondents rated their awareness and understanding of the VMGO as average or better, suggesting a moderate level of engagement with the college's strategic direction.

Awareness and Understanding: Responses to Question #1 show that while 34.9% of respondents rated their awareness as average, only 12% felt they had an excellent understanding of the VMGO. This suggests room for improvement in communication and visibility of the college's strategic goals.

Alignment and Support: The responses to Questions #2 and #3 highlight a significant proportion of respondents (46.2% and 46.2%, respectively) rated the alignment and key concepts as average, indicating a need for better alignment of stakeholder perceptions with the college's vision.

Contribution and Advocacy: Questions #8 and #9 reveal a moderate level of support and resource contribution, with a majority rating their support as average or very good. This reflects active but not optimal involvement in supporting the college's programs and growth.

Community Engagement: Questions #10 and #11 demonstrate varied levels of community engagement and advocacy, with a significant number of respondents feeling they contribute to promoting the college and attending related meetings.

Overall, the findings suggest that while there is a baseline of support and awareness, the college could benefit from enhanced communication strategies and more targeted engagement initiatives to increase alignment and active support among its stakeholders.

Recommendations

1. Increase Awareness and Understanding of VMGO

- **Action:** Develop and implement a comprehensive communication strategy to increase awareness and understanding of the college's Vision, Mission, Goals, and Objectives (VMGO) among all stakeholders. This can include regular updates through newsletters, social media, and prominent postings around the campus.
- **Rationale:** The survey indicates that a significant portion of respondents rated their awareness and understanding of the VMGO as average or lower. Enhanced communication can improve stakeholder engagement and alignment with the college's strategic direction.

2. Enhance Alignment of Stakeholder Perceptions

- **Action:** Conduct workshops and informational sessions to better align stakeholders' understanding and perceptions with the college's vision and goals. Involve faculty, staff, students, alumni, parents, and community members in these sessions.

- **Rationale:** Many respondents perceived the alignment of VMGO as average. These workshops can help clarify the college's strategic direction and foster a shared sense of purpose.
- 3. **Improve Visibility of VMGO**
 - **Action:** Ensure that the VMGO are prominently displayed in key areas across the campus and incorporate them into all relevant materials, such as handbooks, websites, and promotional content.
 - **Rationale:** Responses indicate that only a small percentage of stakeholders rated the visibility of VMGO as excellent. Increased visibility can reinforce the college's mission and goals and keep them top of mind for all stakeholders.
- 4. **Foster Greater Stakeholder Involvement**
 - **Action:** Create more opportunities for stakeholders to actively participate in college programs and decision-making processes. This could include advisory committees, focus groups, and volunteer opportunities.
 - **Rationale:** Survey results show moderate involvement in supporting and contributing to the college's programs. Providing more avenues for engagement can enhance stakeholder investment in the college's success.
- 5. **Strengthen Community Engagement and Advocacy**
 - **Action:** Implement community outreach initiatives to build stronger relationships with local residents and advocate for the college's programs. Consider hosting community events and developing partnerships with local organizations.
 - **Rationale:** While some stakeholders reported supporting and advocating for the college, community engagement could be further improved. Strengthening these relationships can bolster support and attract more students to the college.
- 6. **Regular Feedback and Evaluation**
 - **Action:** Establish a system for regularly collecting feedback from stakeholders on their perceptions and support of the college's VMGO. Use this feedback to make informed adjustments and improvements.
 - **Rationale:** Continuous feedback will help the college understand stakeholder needs and concerns, allowing for timely adjustments to strategies and practices.

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